

**GOVERNMENT OF BALOCHISTAN
SCHOOL EDUCATION DEPARTMENT**



**BALOCHISTAN FOUNDATIONAL
LEARNING POLICY (2024)**



**Prepared by
POLICY PLANNING & IMPLEMENTATION UNIT**

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ABBREVIATIONS / ACRONYMS

BAEC	Balochistan Assessment & Examination Commission
BBISE	Balochistan Board of Intermediate & Secondary Education
BOC & EC	Bureau of Curriculum & Extension Center
BEF	Balochistan Education Foundation
BTBB	Balochistan Text Book Board
BESP	Balochistan Education Sector Plan
CPD	Continuous Professional Development
DEA	District Education Authority
DEG	District Education Group
DEO	District Education Officer
DOE (S)	Directorate of Education (Schools)
ECE	Early Childhood Education
EMIS	Education Management Information System
FGD	Focus Group Discussion
LEC	Local Education Council
LEG	Local Education Group
PITE	Provincial Institute for Teachers Education
PPIU	Policy Planning & Implementation Unit
PTSMC	Parent-Teacher School Management Committee
RTSM	Real Time School Monitoring
SDG	Sustainable Development Goal
SED	School Education Department
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations International Children Emergency Fund
WB	World Bank

KEY TERMS DEFINED

TERM	DEFINITION / EXPLANATION
Benchmarks	This term refers to setting a minimum standard of attainment of students in order to measure and track foundational learning skills as part of this Policy. The benchmarks for foundational learning are derived from the National Curriculum of Pakistan, formerly known as Single National Curriculum (SNC). The benchmarks are not intended to reflect the complete set of grade-appropriate student learning outcomes.
Educational Institutes	This term refers to all types of schools, i.e., government schools, private schools, community schools, non-formal education schools / centers, and madaris. The term covers classroom-based learning environments, digital-based learning providers, and informal learning spaces.
Foundational Learning	This term refers to basic literacy, numeracy and transferable skills, such as, socio-emotional skills.
Foundational Literacy and Numeracy	This term refers to basic skills in reading, writing and mathematics. In other words, it is the ability of a child to read and understand a simple text, write and perform simple mathematical operations.
Global Proficiency Framework	The Global Proficiency Framework (GPF) describes the global minimum proficiency levels expected of students in grades one to nine in reading and mathematics.
Numeracy	This term refers to basic mathematical skills. For the purpose of this Policy, numeracy is limited to number & its operations strand / competency as it forms the basis for other mathematics strands / competencies.
Reading	This term refers to the development of reading skills with comprehension. Each of the benchmarked SLOs for English and Urdu include reading with comprehension as the minimum benchmark for reading.

BALUCHISTAN FOUNDATIONAL LEARNING POLICY (2024)

1.0 Preamble

Literacy and numeracy are the two fundamental skills that form the basis for learning. Children, who develop these skills early in life, not only achieve academic successes but also foster overall cognitive development and social competence.

At present, 79% of children ¹in Pakistan are unable to read a short age-appropriate text by age 10, which points to the overall quality of education in the country. This situation can be changed if foundational learning is given special attention.

Foundational learning, particularly reading and numeracy skills, provides the cornerstone for lifelong learning and achievement. Proficiency in these fundamental skills form the bedrock upon which individuals build their abilities to communicate, analyze, and solve problems effectively.

By prioritizing resources and interventions that strengthen these foundational skills, Government of Baluchistan (GoB), School Education Department (SED) is committed to creating an environment that enables every child to develop minimum proficiency in reading and numeracy.

For this purpose, SED is notifying the Baluchistan Foundational Learning Policy (2024), herein after to be referred as the Policy. It builds on SED's existing programs that inform foundational learning practices in Baluchistan and identifies inter-linkages with other existing policies of SED.

2.0 Situation Analysis

In a recent study released by Baluchistan Assessment & Examination Commission (BAEC), the students of Grade II in Government Schools across Baluchistan scored less than 33 percent

¹ Pakistan Human Capital Review: Building Capabilities throughout life. World Bank Group (2022)

on the English Achievement Test, while girls' average score (Mean=32.00) was higher than boys (Mean=30.72). The students' overall score on the Urdu Achievement Test was also not very different from the English Achievement Test. This shows that special attention is needed to improve the literacy situation of students in Balochistan.

However, the students of Grade II in Government Schools in Balochistan scored higher than the passing criteria (i.e., 33%) in the Mathematics Achievement Test. Moreover, Boys scored (Mean=40.40) higher than girls (Mean=38.52). This score is again less than 50 percent.

The focus group discussions (FGDs), which were conducted with teachers, school leaders, and parents by the technical task team members in different districts of Balochistan, revealed that students face difficulty in reading; a significant number of students cannot read at their grade level. They pointed out different reasons for the poor reading skills of students, such as multigrade teaching, overcrowded classrooms, content-loaded textbooks, supply-driven professional training, illogical academic calendar, shortage of teachers, and lack of interest of parents in their children's learning.

If we want to see our children thrive in the 21st century, we need to pay special attention through a policy intervention by helping children develop foundational learning in order to enable them to reach their full potential and participate in society.

3.0 Need for Foundational Learning Policy

Balochistan faces significant challenges in achieving foundational literacy and numeracy (FLN) goals, as evidenced by provincial assessments and reports. Currently, there is no foundational learning policy in Balochistan that outlines a systematic approach to achieving universal FLN for all children. This gap has resulted in a lack of coordinated efforts to address critical learning deficits. The results and reports published at the provincial, national, and international levels consistently highlight the low foundational skills of children in Balochistan, indicating an urgent need for a strategic framework to combat this issue.

Provincial assessments have revealed that only 20% of girls and 31% of boys in Balochistan can read sentences in Urdu, while just 15% of girls and 26% of boys demonstrate basic English word recognition. Similarly, only 26% of girls and 34% of boys can perform basic subtraction at the Grade 3 level. These statistics illustrate the extent of learning crisis in the province and its long-term implications for social and economic development of the provinces. If Balochistan aims to ensure the active participation of its children in society and equip them to thrive in the 21st century, foundational learning must be prioritized as a critical area of intervention.

At the global level, Pakistan is a signatory to the Sustainable Development Goals (SDGs), and SDG-4 specifically pertains to quality education. Ensuring quality education is contingent upon providing children with opportunities to develop sound foundational skills during their early years. Without foundational literacy and numeracy, children are at a higher risk of dropping out of school, perpetuating cycles of poverty and exclusion. The Balochistan Foundational Learning Policy (2024) is, therefore, essential to address these challenges and align provincial education efforts with global and national commitments.

Balochistan's diverse socio-cultural and linguistic context requires a tailored approach to FLN, supported by evidence-based planning and systemic reforms. The province has already witnessed significant achievements through various donor-supported initiatives, including the World Bank, the ASPIRE project, and the Balochistan Human Capital Investment Project. These programs have laid the groundwork by introducing FLN-focused teaching and learning materials (TLMs), professional development programs for teachers, and curriculum reforms. However, these efforts need to be scaled, institutionalized, and sustained through a comprehensive policy to ensure equity, inclusion, and long-term impact.

The Balochistan Foundational Learning Policy (2024) is designed to address these critical gaps by providing a structured framework to improve foundational literacy and numeracy skills. It focuses on reducing learning poverty by developing reading and numeracy skills in a systematic manner. The policy not only aims to improve the quality of education in Balochistan but also aspires to build the confidence and competence of children, enabling them to succeed in the

modern world. By doing so, the policy ensures that every child in Balochistan is provided with the tools to achieve their full potential and contribute meaningfully to society.

4.0 Vision

The Balochistan Foundational Learning Policy (2024) aims to strengthen proficiencies in reading and numeracy of all children enrolled in educational institutions² across the province. This Policy outlines the process, and earmarks time bound deliverables for the SED and its attached departments / organizations to uphold its commitment to ensure every child is proficient in foundational learning skills.

5.0 Goal & Objectives

By 2030, all children in Balochistan achieve universal literacy and numeracy skills by the end of Grade 3.

Specific Objectives:

- 5.1 To review and update the existing scheme of studies at the primary level through the lens of literacy and numeracy skills
- 5.2 To create a supportive and enabling environment for children in the classroom by providing all the basic education facilities, as well as incorporating play as a primary teaching method
- 5.3 To encourage students to become an active learner in the classroom in order to help them to develop foundational learning skills
- 5.4 To support children in making connections with numbers and their operations, and reading and writing activities in line with their everyday life
- 5.5 To ensure the availability of age-appropriate and gender responsive teaching and learning materials for students and teachers in schools

² This term represents government schools, private schools, madaris, community or non-formal schools and any other semi-government or non-governmental schools

- 5.6 To create professional development opportunities for teachers to equip them with the latest effective teaching techniques used in the teaching of literacy and numeracy skills to young learners
- 5.7 To review and update the existing continuous professional development (CPD) model (s) by incorporating foundational learning skills as an integral component of the CPD programs
- 5.8 To ensure that learning of children is regularly and systematically gauged (assessed) and it is shared with all the key stakeholders
- 5.9 To meaningfully engage parents in their children's learning in order to help children develop the foundational learning skills

6.0 Scope

The Balochistan Foundational Learning Policy (2024) is applicable for all educational institutions offering education from Early Childhood Education (ECE) till Grade 3 across Balochistan. The Policy is the first such policy to be presented in the province, under which all schools henceforth will be administering the below mentioned pillars to enhance foundational learning outcomes amongst students in primary grades/sections in two phases.

Phase 1: Foundational learning strategy roll out for children enrolled in ECE till Grade 3

Phase 2: Remedial foundational learning strategies for children enrolled in Grade 4 – 8

Understanding the diverse type of schools within the system, this Policy provides multiple approaches to administrative authorities (school and district level) to select and deliver reforms in the best possible manner.

7.0 Benchmarking

The Balochistan Foundational Learning Policy (2024) is classifying the following Student Learning Outcomes (from the National Curriculum of Pakistan English, Urdu and Mathematics 2022-2023) identified to achieve basic reading with comprehension and numeracy skills of students till Grade 3.

Benchmark – English	Benchmark – Urdu	Benchmark – Mathematics
<p>Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) and associate sounds with common spellings</p> <p>Read common high-frequency words by sight at an appropriate grade-level</p> <p>Read simple books from a range e.g. story, poetry, information books</p> <p>Identify the main purpose of a text</p>	<p>صوتیات کی پہچان اور استعمال کر سکیں (آوازوں کی مدد سے ارکان اور الفاظ سازی، ایک ہی آواز سے شروع یا ختم ہونے والے الفاظ کے بجے، چھوٹی اور بڑی آوازوں کو پہچاننا)</p> <p>الفاظ کے ہجوں کی پہچان کر سکیں (کثیر الاستعمال الفاظ)</p> <p>کم از کم ۲۰۰ الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں</p>	<p>Add and subtract numbers including 4-digit numbers with 1, 2, 3 and 4-digit numbers</p> <p>Estimate the answer to an addition and subtraction question (using various approaches)</p> <p>Multiply 2-digit numbers by 1-digit numbers and 3-digit numbers by 1-digit numbers</p> <p>Divide 2-digit numbers by 1 digit number and 3-digit numbers with 1-digit numbers (with and without remainder)</p>

The above benchmarks are derived from the National Curriculum of Pakistan for each subject, considering the learning progression till Grade 3 level covering benchmark pertaining to reading and comprehensive (in languages) and numbers and operations (in mathematics).

8.0 Policy Milestones / Targets

Policy target:

1. By 2030, all children enrolled in schools across Balochistan will acquire foundational learning skills

Interim milestones:

- 1.1 By the end of 2025 academic year, the schemes of studies for primary level will have been reviewed / updated / developed / notified
- 1.2 By the end of 2025 academic year, an assessment framework containing a number of assessment tools will have been developed for ECE and primary level
- 1.3 By the end of 2025 academic year, gender-responsive and age-appropriate teaching-learning materials on literacy and numeracy will have been reviewed / updated / developed for students of ECE to Grade 3 and teachers

- 1.4 By the start of 2026 academic year, gender-responsive and age-appropriate teaching-learning materials on literacy and numeracy will be available to all students (from ECE to Grade 3) and teachers
- 1.5 By the end of 2026 academic year, each student enrolled in an educational institute will have undertaken the foundational learning assessment on the prescribed tool
- 1.6 By the end of 2026 academic year, 25 percent of primary schools / primary sections of middle / high / higher secondary school will have received all the basic education facilities necessary for creation of an enabling environment in the school
2. By 2030, all the primary school teachers receive quality professional development training on the delivery of foundational learning skills

Interim milestones

- 2.1 By the end of 2025 academic year, the existing continuous professional development (CPD) model (s) will have been reviewed / updated by incorporating the foundational learning skills as a key component for the training of ECE / primary school teachers
- 2.2 By the end of 2026 academic year, at least one teacher from primary schools / primary sections of Middle / High / Higher Secondary Schools will have been trained on the delivery of the foundational learning skills
- 2.3 By the end of 2027 academic year, at least 50% of all the primary school teachers will have been trained on the delivery of foundational learning skills
- 2.4 By the end of 2029 academic year, all the primary school teachers will have been trained on the delivery of foundational learning skills

9.0 Pillars of Balochistan Foundational Learning Policy

This section includes eight core pillars of the Balochistan Foundational Learning Policy (2024). Each pillar is supported with a list of policy actions.

9.1 Policy actions: One Hour of Reading & Numeracy Remediation

- 9.1.1 Designate 1 hour of reading across all primary schools/sections, with a reflective change in timetable and scheme of studies, effective from January 2025 in pilot districts and in the remaining districts from the new Academic Year, i.e., 1st March 2026. Mathematics remediation will be carried out in the mathematics periods, two per week as a minimum for all students.
- 9.1.2 The Head Teacher or Principal or Incharge of each primary school/section will be responsible for configuring 1 hour of reading in the timetable as per the revised scheme of studies, as well as based on a school specific delivery model
- 9.1.3 Program-orientation, either online or in-person, will be given to all the head teachers / Incharge of primary schools/sections within 90 days of the notification of the Policy. The orientation may be scheduled and facilitated by the respective district education office (s)
- 9.1.4 Targeted learning / reading strategy to be adopted in the Reading Hour, i.e., students will be sitting in reading groups (based on their current reading level) with / without considering student grade/class level
 - 9.1.4.1 School heads / Incharge will be responsible for selecting the delivery plan for English and Urdu based on the guidelines shared during the orientation
- 9.1.5 Mathematics / basic numeracy skills coverage will take place as a collective learning session for all students in each grade. Two periods each week will be allocated to basic numeracy benchmarks identified as a part of this Policy
- 9.1.6 Each school will be responsible for conducting a rapid diagnostic and setting school-specific goals for reading and numeracy improvements on regular basis
- 9.1.7 Balochistan Assessment and Examination Commission (BAEC) will be responsible for notifying oral assessment scheme(s) / framework and weightage to the respective schools by the end of the academic year 2025
- 9.1.8 Reading corners / in-class libraries will be set up by each school within 90 days of the notification of this Policy
- 9.1.9 In multigrade situations, the Incharge of the Primary School / teacher will have the flexibility of scheduling the reading hour and mathematics remediation in

alignment with the existing competency-based groups and / or available time and resources. Directorate of Education (Schools) Balochistan will be responsible for developing a recommended time table integrating the one-hour of reading for ease of delivery for the teachers, as well as focused interventions to target skills of all students against the attainment benchmarks for mathematics within the existing daily and weekly academic plan. For this purpose, the Director of Education (Schools) Balochistan shall seek the support of BoC & EC.

- 9.1.10 School Education Department, Government of Balochistan will be notifying a Foundational Learning (FL) Policy Unit, responsible for collating all foundational learning initiatives across the province, policy development, and oversight of the delivery of the Policy. SED will notify the FL Policy Unit within 30 days of the notification of this Policy.
- 9.1.11 The Foundational Learning Unit of SED will be responsible for developing a school and district level FL journey (engaging all attached departments) to be shared with District Education Offices within 60-days of the notification of this Policy
- 9.1.12 Head Teachers or Principals of Middle / High / Higher Secondary Schools will be responsible for conducting the diagnostic reading and numeracy assessments in all grades up till Grade 8. In case, any grade has more than 40% students not fulfilling the requirements of the benchmarked SLOs as a part of this policy, the Head Teachers or Principals will configure a reading and numeracy remedial camps / catch-up classes / sessions in their respective schools, allocating the first hour to FL remediation
- 9.1.13 SED through PPIU will be responsible for organizing and conducting a province-wide storytelling festivals, mathematics competitions, and/or a spelling bee competition as part of department's annual calendar
- 9.1.14 A rewards' system / scheme will be announced by SED for districts that achieve the set reading and numeracy targets within the specific timeframe, based on the province's FL roadmap, effective within 60-days of the notification of this Policy

Policy Action 9.1: Watch List

60 Days	90 Days	180 Days	365 Days
<p>School Education Department will notify the Foundational Learning Hub</p> <p>School and District Level Foundational Learning Journey will be developed and shared with DEOs</p> <p>A Rewards' System / Scheme will be announced by School Education Department for Districts that achieve the set reading and numeracy targets based on Foundational Learning (FL) roadmap.</p>	<p>Program orientation with Head Teachers facilitated by the DEO Office</p> <p>Reading corners / in-class libraries will be set up by each school</p>	<p>School Education Department will notify oral assessment scheme (s)</p>	<p>School Education Department to organize annual competitions and events, such as, Spelling Bees, Math Olympiad, Storytelling Workshops, Read and Literacy Festivals, etc.</p>

9.2 Policy actions: Training of primary school teachers

- 9.2.1 One teacher from each primary school/section of a Middle / High / Higher Secondary School shall be trained on delivery of foundational learning skills by the end of the academic year 2026
- 9.2.2 50% of primary school teachers shall be trained on delivery of foundational learning skills by the end of academic year 2027
- 9.2.3 Every primary school teacher shall be trained on the delivery of foundational learning skills by the end of the academic year 2029

- 9.2.4 CPD support for teachers will be delivered by the Provincial Institute for Teachers Education (PITE) through existing systems and structures established for Primary School Teacher's CPD.
- 9.2.4.1 PITE and its regional/training offices (GCEEs) (where applicable) will be responsible for delivering a monthly (virtual or in-person) refresher to the primary school teachers covering reading and numeracy centric foundational SLOs as per the approved CPD model
- 9.2.4.2 PITE will be responsible for development of the training/refresher content, and delivering and/or enabling subject matter experts with the delivery of the monthly refresher as per the approved CPD model
- 9.2.4.3 PITE will devise and submit a detailed plan of delivery including various modes (virtual, recorded content, guides, worksheets) by a date prior to the lapse of 60-day of the notification of this policy
- 9.2.5 The designated Teachers' Professional Day will include Reading and Numeracy Skill Development for teachers
- 9.2.6 Language and mathematics experts / mentors from nearby high schools (cluster specific) will be required to visit the primary school on the Teachers' Professional Day and assist/guide primary school teachers on the challenges identified, and conduct a sample-based reading assessment with students on alternate months
- 9.2.7 Head Teachers or Principals as academic supervisors and mentors will be trained and responsible for undertaking teacher evaluation (specific to the delivery of reading hour and mathematics period) in each school, including filling out the Classroom Observation Tool and submitting it to the DEO office each month.
- 9.2.8 Language/Reading specific modules (English phonics, Urdu phonics, reading pedagogy, science of reading) to be embedded within existing CPD and pre-service training programs by the end of the academic year 2025
- 9.2.9 Inculcate training delivery and classroom implementation of the training in the existing monitoring regime(s) to review effectiveness consistently, and also use as inputs for teacher trainings' need identification

Policy Action 9.2: Watch List

2025	2026	2027	2029
PITE will present a detailed plan of delivery for professional development of primary schools teachers on foundational learning skills	At least one teacher from each primary school / section of middle, high and higher secondary school will be trained on the delivery of foundational learning skills	50% of primary school teachers will be trained on the delivery of foundational learning skills	Every primary school teacher will be trained on the delivery of foundational learning skills

9.3 Policy actions: Reading content and teaching learning material

- 9.3.1 Bureau of Curriculum & Extension Center (BoC), under the supervision of SED, will notify two Committees: (i) Language Experts Committee, and (ii) Mathematics Experts Committee within 30 days of the policy notification to review and analyze existing content and the teaching and learning materials from various programs/initiatives to put together a quarterly coverage plan for the 1 hour of reading and basic numeracy coverage for mathematics
- 9.3.2 Content gaps identified by the Committees will be addressed by the BoC & EC in the next 100 days of the gap-identification
- 9.3.3 The Committees will be responsible for sourcing the following (up till Grade 3 level competencies):
- Dedicated lesson plans (for one hour of reading, per reading group, and basic numeracy skills)
 - Reading centric hands-on activities for students and teachers
 - English and Urdu phonics video and audio content (for students and teachers)
 - Storybooks (for teachers and students)
 - Worksheets and workbooks

- 9.3.4 In accordance with the GPE-Compact 2024, SED along with its relevant attached/support departments will be responsible for providing support to the Head Teachers or Principals in establishment of (a) in-school libraries and/or book corners, and (b) establishing book clubs
- 9.3.5 The BoC & EC in close collaboration with National Curriculum Council (NCC) is tasked with rationalization of the subject and content coverage from ECE till Grade 5. BoC & EC will be bringing together content matter experts to review the existing number of subjects taught in early years and propose rational content coverage for English, Urdu and Mathematics within 90 days of the notification of this Policy. This may include reduced SLOs of the existing subjects.
- 9.3.6. The Balochistan Text Book Board (BTBB) will be responsible for the development and integration of supplementary foundational learning content, which is age-appropriate and gender-responsive, as well as contextual.

Policy Action 9.3: Watch List

30 Days	90 Days	100 Days
Notification of Language Experts Committee & Mathematics Experts Committee by BoC & EC	Gaps identified in content and TLM, and duly addressed by BoC & EC	Rationalization of subjects and content coverage from ECE till Grade 5 by BoC & EC in collaboration with NCC

9.4 Policy actions: Reading and numeracy assessments and examination

- 9.4.1 Develop a dedicated Assessment Framework³ to include reading-centric (oral) assessment for languages as part of the formative, summative, and centralized assessments and/or examinations by the end of the academic year 2025. Dedicated assessments covering basic numeracy skills as identified in this policy will also be required.

³ The proposed assessment framework should include various types of assessments (diagnostics, formative, summative, centralized) for the diverse set of educational institutes across Balochistan (government, semi-government, non-formal/community schools, private schools, madaris and/or any other)

- 9.4.2 BAEC will adopt, adapt or develop a diagnostic reading assessment (English and Urdu) for students enrolled in schools from ECE till Grade 3 by the end of the academic year 2025
- 9.4.3 Develop and design protocols and guidelines for oral linguistic assessments to be administered as part of school's existing assessment structures (formative, monthly, mid-term and annual/summative exams)
- 9.4.4 Develop a core foundational learning assessment package (oral and written, for English, Urdu, and basic numeracy) for students enrolled in middle and high schools to support the foundational learning remedial program
- 9.4.5 Contribute to the development of identification of a national level foundational learning assessment tool, to facilitate national level reporting on foundational learning in Pakistan
- 9.4.6 BAEC will be responsible for developing assessment indicators (basic reading and numeracy) to embed administration of regular data collection on foundational learning indicators in the existing M&E protocols as mentioned in this Policy

Policy Action 9.4: Watch List

By the end of Academic Year 2025
Development of a dedicated Assessment Framework by BAEC
Development of a reading diagnostic assessment by BAEC

9.5 Policy actions: Community engagement to foster reading culture

For the Policy to be effective at scale, extended support from outside the school also needs to be leveraged. This includes fostering partnerships with local libraries, public parks, and/or prominent government offices to set up and support storytelling festival(s) and mathematics competitions at least once in each academic year, effective from a date prior to the lapse of 90-days of the notification of this policy.

- 9.5.1 Each District Education Office (DEO) will be responsible for the delivery of the district-level storytelling festival and a district level inter-school Spelling Bee each

year. DEO will also take the lead in collaboration with local libraries, public parks, and/or prominent government offices.

- 9.5.2 Head Teachers or Principals, with guidance and support from the District Education Office, will form local school level partnerships for executing competitions, setting up of in-school libraries and/or book clubs
- 9.5.3 Head Teachers or Principals will engage parents and community members in conducting regular storytelling sessions (at least one each month) as part of regular school activity calendar
- 9.5.4 Actively form local public-private partnership(s) to inculcate the love and joy of reading in the community (for example engaging local industry, artisans, craftsmen, stores and prominent shops)
- 9.5.5 District Education Offices and the SED will actively reach out to relevant higher educational institutes in each region, to form a libraries' program for government primary schools, alongside developing an annual calendar of conducting virtual storytelling and training/support sessions for teachers.

9.6 Policy actions: implementation structure and monitoring requirements

This policy is devised based on inputs from head teachers, teachers, parents, and district education officers to inform the implementation and delivery structures at the school level, including district wise monitoring and evaluation milestones.

- 9.6.1 Each school will be administering the diagnostic/baseline assessment within the first month of each academic year, and will share the data with the district education office (DEO). This will be followed with monthly assessments for transition within reading groups. SED, with support of PPIU, will be responsible for devising a detailed plan to integrate the detailed data on school assessment on the existing EMIS. Once embedded, PPIU will be responsible for conducting regular data analysis and provide evidence for decision making to SED including District Education Offices (preferably at the cluster-level).
- 9.6.2 Each school will be setting up reading and numeracy improvement targets based on the delivery strategy selected and share with the DEO office within 45-days of the

notification of this Policy. The DEO office and the District Monitoring Associates (DMAs) will devise plan for in-person visits to each school once every two months for the first year of delivery, effective August 2025 in pilot districts.

9.6.3 District-level journey milestones will be set by the notified Foundational Learning Policy Unit in collaboration with the SED within 60 days of the notification of this Policy.

9.6.4 The notified Foundational Learning Policy Unit will be responsible for dedicatedly reviewing progress on FL alongside maintaining and tracking progress of other donor driven or civil society organizations working on foundational learning programs within the province.

9.6.5 PPIU will be responsible for embedding foundational learning (reading and numeracy) indicators in the monthly reporting regime within 180 days of the notification of this Policy. The testing items will be developed and piloted within 100 days of the notification of this Policy.

9.6.6 PPIU will be responsible for regular review and analysis of data related to foundational learning including reading specific student performance indicators, teacher support needs' assessment, and/or school specific performance based on School Journey to the SED's FL Unit.

Policy Action 9.6: Watch List

45 Days	60 Days	180 Days
Each School will set up reading and numeracy targets based on the delivery strategy	District-level foundational learning journey milestones to be set by FL Policy Unit	Foundational learning (reading and numeracy) indicators to be embedded in the monthly reporting regimes

9.7 Policy actions: Oversight and governance

- 9.7.1 A three-tier governance and oversight mechanism will be put in place within 30 days of the notification of this policy:
- 9.7.1.1 Secretary, SED, will conduct ‘Foundational Learning Stock-take’ every two months with the FL Policy Unit and other stakeholders to review the progress on milestones and targets set for the implementation of the Balochistan Foundational Learning Policy (2024)
 - 9.7.1.2 The first stock-take will be undertaken within 45-days of the notification of this policy, with the SED’s Foundational Learning Unit providing secretariat and coordination support prior to, during, and post-meeting
 - 9.7.1.3 SED Directorate of Schools will undertake an internal monthly stock-take with all DEOs sharing updates on the FL implementation plan and roll out.
 - 9.7.1.4 Each DEO will be responsible to conduct a monthly district-specific stock-take where each will be required to share progress against FL targets and school-level journey in the assigned schools
 - 9.7.1.5 FL implementation plan and progress will also be reviewed in each Local Education Group (LEG) and District Education Group (DEG) Review Meeting effective August 2025
- 9.7.2 The FL Policy Unit of SED, in collaboration with the attached/support departments, will be responsible for devising a detailed implementation and delivery plan pertaining to the overarching guidelines highlighted in this section 10 of this policy. This will also include implementation pathways for the Balochistan Education Foundation (BEF) as well. A template of the implementation plan has been included as an annexure.
- 9.7.3 Each DEA will be responsible for conducting an external student sample assessments during the school visit, expectedly each month. Protocols and sample size to be determined by PPIU, in coordination with the SED’s Foundational Learning Policy Unit, within 60 days of the notification of this Policy.

9.7.4 BAEC will be responsible to develop assessment indicators for basic reading and numeracy to be included in the monthly indicators list of the existing real-time monitoring regime, through PPIU. The indicators should be shortlisted and a mechanism for data collection to be completed within 120 days of this policy notification

Policy Action 9.7: Watch List

30 Days	45 Days	60 Days
<p>Three-tiered governance and oversight mechanism is put in place</p> <p>Notification of the Steering Committee for Foundational Learning Tracking</p>	<p>First stock-take on Foundational Learning</p>	<p>50% of primary school teachers will be trained on the delivery of foundational learning skills</p>

9.8 Policy actions: School specific financing

The effective implementation of the Balochistan Foundational Learning Policy (2024) and remediation is closely tied with the empowerment of the school head. This policy empowers Head Teachers / Principals to select a deployment strategy best suited to the needs of the school. This must also be supported with empowering Head Teachers or Principals to utilize school specific budget to address school specific needs pertaining to improving foundational learning targets in their school.

9.7.1 School specific budgets to be allocated for activities pertaining to foundational learning (reading and basic numeracy). This includes, but is not limited to:

- hiring of local temporary/short term contract teachers,
- training of primary school teachers,
- procurement of teaching and learning material as per school needs identified by the Head Teacher or Principal,
- contribution to school level festival,
- setting up of a library or book club, and/or

- Any other school specific need that arises to ensure a conducive reading and learning environment for students

10.0 Policy review process and timeline

The Balochistan Foundational Learning Policy (2024) will be reviewed as per the policy review process as mentioned in the National Foundational Learning Policy Framework 2024 every two years from the date of the notification of the Policy. The School Education Department, Government of Balochistan will be the custodian of the Policy and hence be responsible for facilitating the Balochistan Foundational Learning Policy (2024) review ensuring consultation from the attached departments, school heads, primary school teachers, and other key stakeholders.

11.0 Responsibility matrix

This section outlines the major responsibilities of each attached department, including district education managers, district monitoring offices and school heads:

Sr. No.	Attached department	Responsibilities
1	Foundational Learning Unit, SED	<p>Once notified, the FL unit will be responsible for the following:</p> <ul style="list-style-type: none"> • Facilitate the scheduling of the bi-monthly stock take by Secretary SED • Develop school level reading/foundational learning journey (including step-wise milestones) • Develop district and departmental level foundational learning journey/milestones • Facilitate the development of the FLPB implementation plan along with attached departments • Regularly coordinate with other civil society/non-state organizations to seek updates on FL programs being implemented across Balochistan • Any other task mentioned as per policy and the respective implementation plan
2	Directorate of Education (Schools) Balochistan	<ul style="list-style-type: none"> • Coordination and supervision of the FLPB implementation plan developed and agreed by all attached/support department • Undertake a monthly FL stocktake with all attached department and District Education Offices • Provide a status update during the bi-monthly FL stocktake at the Secretariat • Coordinate and facilitate the development of a dedicated assessment policy • Any other task mentioned as per policy and the respective implementation plan
3	Bureau of Curriculum and Extension Center Balochistan (BOC & EC)	<ul style="list-style-type: none"> • Develop additional lesson plans and/or worksheets for effective delivery of content in the classroom • Develop and/or adopt activity manuals for each of the components mentioned in the School Level Foundational Learning Journey • Conduct a review of existing content (specific to the SLOs notified as part of this policy) and identify content and curriculum gaps

		<ul style="list-style-type: none"> • Formulate a committee to prescribe additional content/material required to cover the gap in content identified • Any other tasks mentioned as per policy, and the respective implementation plan
4	Provincial Institute of Teachers Education (PITE)	<ul style="list-style-type: none"> • Development of training content specific to basic reading and numeracy skills • Development and delivery of Phonics training program for primary school teachers • Embedding foundational learning skills (reading, numeracy and socio-emotional learning skills) as part of pre-service training programs • Embed FL content training, FL pedagogy including the science of reading in the existing CPD delivery model • Responsible for facilitating the virtual orientation sessions organized by each DEO to orient the HT and the designated FL focal person from each school • Delivery of the following through its regional and head offices: <ul style="list-style-type: none"> ○ Head teacher and focal person orientation ○ Teacher training (in-person, virtual, hybrid) ○ CPD support (virtual refresher) every fortnightly ○ Embedding FL components in existing trainings that are already planned • Any other tasks mentioned as per policy, and the respective implementation plan
5	Balochistan Assessment & Examination Commission (BAEC)	<ul style="list-style-type: none"> • Development of foundational learning (basic reading and numeracy skills) assessments for school-based assessments, including formative and summative assessments • Adopt, adapt or develop FL-specific diagnostic assessment • Share assessment plan and item bank for external assessment • Support PPIU in embedding reading and numeracy related indicators in existing monitoring and school level data collection exercises • Align with the FBISE for development of a common-assessment tool for FL in Pakistan • Any other task assigned as per the policy, and respective implementation plan

6	Policy, Planning and Implementation Unit (PPIU)	<ul style="list-style-type: none"> • Embedding the administration of FL indicators in the monthly inputs from school level data • Collate and monitor FL data (diagnostics, external assessment) on assessments with the EMIS data collection • Integrate existing EMIS to incorporate data from SED, NFE and Balochistan Education Foundation to provide holistic updates to the system • Identify synergies within existing data streams and share monthly updates with the FL Unit • Provide support to SED in any other task related to foundational learning • Any other tasks mentioned as per policy, and the respective implementation plan
7	Balochistan Education Foundation (BEF)	<ul style="list-style-type: none"> • Ensuring the roll out of FL components as laid out in the policy in each type of primary school/section (non-formal and/or community schools) • Training of teachers on the content/packages developed by BEAC • Align NFESIS reporting to SED's monitoring department as part of PPIU • Develop an M&E protocol for in-person monitoring and external assessment (sample based) on FL indicators • Any other tasks mentioned in the policy and the respective implementation plan
8	Balochistan Textbook Board (BTBB)	<ul style="list-style-type: none"> • Work with publishing houses to ensure addition of the recommendations of the committee on the coverage of FL indicators • Any other tasks mentioned as per policy, and the respective implementation plan
9	District Education Offices/managers	<ul style="list-style-type: none"> • Conduct district level monthly stocktake (with DEOs, DDEO and designated focal persons for FL at the school level) • Active participation and reporting of the respective district at the monthly SED FL Stocktake • Foster local partnerships to deliver annual Reading Competition and Spelling Bees at the district level • Enhanced coordination with schools to extend support for smooth delivery of reading targets

		<ul style="list-style-type: none"> • Ensure close coordination with Head Teachers or Principals to help them execute school level festivals and competition • Liaison between other district level state functionaries to create opportunities for schools and community to feed into the reading culture • Any other tasks mentioned as per policy, and the respective implementation plan
10	Government Primary School or primary section of a post-primary school	<ul style="list-style-type: none"> • Timetable change and conduction of 1-hour of reading • Setting up school specific reading-targets • Ensure delivery of all components of the FL School Journey throughout the academic year • Identify and create opportunities for teachers' capacity building • Any other tasks mentioned as per policy and the respective implementation plan

Annex: Sample implementation plan matrix

Detailed implementation plan and strategies will be prepared in partnership with the Foundational Learning Unit of E&SED, in consultation with the attached departments.

[illegible]



**Policy Planning & Implementation Unit
School Education Department
Government of Balochistan**