



FEDERAL FOUNDATIONAL LEARNING POLICY 2024

MINISTRY OF FEDERAL EDUCATION
AND PROFESSIONAL TRAINING

Definitions

The table below provides explanations for terminologies commonly used in the document below:

Terminology	Explanation
Benchmarks [FL]	This term refers to setting a minimum standard of attainment for 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. The benchmarks are not intended to reflect the complete set of grade-appropriate student learning outcomes.
Educational institutes	The term refers to all types of schools .i.e., government schools (this includes schools managed by the relevant education department and/or any other state department), private schools, non-formal education centers, and madaris. The term covers classroom-based learning environments, digital-based learning providers, and informal learning spaces. The Federal Foundational Learning Policy 2024 (FFLP 2024) is applicable to all school types mentioned in this definition
Federal regions	This refers to the geographical regions that this policy applies to including Islamabad Capital Territory (ICT), Gilgit-Baltistan (GB) and Azad Jammu Kashmir (AJK). Each respective region will be responsible for the implementation of policy independently.
Global Proficiency Framework (GPF)	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 refers to basic mathematical skills. For the purpose of this policy, numeracy is limited to number operations strand as it forms the basis/foundation for other mathematical strands.
Reading	This implies development of reading skills with comprehension. Each of the benchmarked SLOs for English and Urdu include reading with comprehension and understanding as the minimum benchmark for reading
Respective education department	This term within the policy document refers to Federal Directorate of Education (FDE), School Education Department, Gilgit-Baltistan (SED-GB), and Elementary & Secondary Education Department, Azad Jammu Kashmir (E&SED-AJK) and all of its allied/attached departments responsible for education reform delivery. Where applicable, this also refers to non-formal service delivery institutes such as the NCHD, BECS, and NEF

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1. Preamble

The Ministry of Federal Education and Professional Training (MoFEPT) is committed to creating an environment that enables every child to develop minimum proficiency in reading and mathematics during the primary schooling years with a view that reading, comprehension and numeracy skills are pivotal for a strong foundation to build all learning metrics on.

For this purpose, MoFEPT is notifying the Federal Foundational Learning Policy (FFLP), herein after to be referred as the Policy. It builds on MoFEPT's existing programs that inform foundational learning practices in the Islamabad Capital Territory (ICT), Gilgit-Baltistan (GB) and Azad Jammu Kashmir (AJK), identifies interlinkages with other existing policies of each administrative unit, as well as covers its role as the convener of the Inter-Provincial Education Ministers' Conference and the Inter-Provincial Education Secretaries' Committee.

2. Vision

The Federal Foundational Learning Policy (FFLP) aims to strengthen proficiencies in reading and basic numeracy skills of all children enrolled in various types of educational institutions¹.

This document outlines the process, and earmarks time bound deliverables for the Federal Directorate of Education (FDE), School Education Department-GB (SED-GB) and Elementary and Secondary Education Department (E&SED-AJK) and its attached and/or affiliated departments to uphold their commitment to ensure every child is proficient in foundational learning skills (benchmarks outlined below).

3. Scope of the Policy

The competent authority is pleased to approve the Federal Foundational Learning Policy 2024 (FFLP 2024) for all educational institutes. The FFLP 2024 is the first such policy to be presented at the federal level, under which all schools in the federal regions will be administering the below mentioned pillars to enhance foundational learning outcomes among 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

Acknowledging the diverse types of learning environments within the state system, this Policy provides multiple approaches to administrative authorities (school and district level) to select and deliver reforms in the best possible manner.

¹ The term education institute includes all types of schools i.e. government schools, private schools, non-formal education centers, and madaris.

² Accessible: https://ncc.gov.pk/SiteImage/Misc/files/2_%20NCP%20English%20PG%201-12.pdf

4. Benchmarking

The FFLP 2024 is classifying the following Student Learning Outcomes (based on benchmarks identified in the National Curriculum of Pakistan English, Urdu and Mathematics 2022-2023²) to achieve basic reading with comprehension and numeracy skills³.

Benchmark – English	Benchmark – Urdu	Benchmark – Mathematics
Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) and associate sounds with common spellings	صوتيات 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	Add and subtract numbers including 4-digit numbers with 1, 2, 3 and 4-digit numbers
Read common high-frequency words by sight at an appropriate grade-level	الفاظ کے ہجوں کی پہچان کر سکیں کثیر الاستعمال الفاظ	Estimate the answer to an addition and subtraction question (using various approaches)
Read simple books from a range .e.g., story, poetry, information books	کم از کم ۲۰۰ الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں	Multiply 2-digit numbers by a 1-digit number and 3-digit numbers by a 1-digit number
Identify the main purpose of a text		Divide 2-digit numbers a 1-digit number and 3-digit numbers with a 1-digit number (with and without remainder)

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

5. Policy Milestones/targets

Policy target:

- By the end of the 2029-'30 academic year, all children enrolled in schools in the federal regions will acquire foundational learning skills as described in this Policy

Interim milestone: By the end of the 2025-'26 academic year, each student enrolled in an educational institute will have undertaken the foundational learning assessment as identified in this Policy

- By the end of the 2029-'30 academic year, all teachers in primary schools/sections will be trained on the delivery of foundational learning skills

Interim milestone 2.1: By the end of the 2025-'26 academic year, at least two teachers from each primary schools/sections will be trained on the delivery of foundational learning skills

Interim milestone 2.2: By the end of the 2027-'28 academic year, at least 60% of all primary school teachers will be trained on the delivery of foundational learning skills, including reading and numeracy standards as set by this Policy

³ FDE, SED-GB and E&SED-AJK utilize textbooks approved by the National Curriculum Council, MoFEPT.

6. Pillars of the Federal Foundational Learning Policy

This section includes eight core pillars of the FFLP 2024. Each pillar is supported with a list of policy actions.

6.1 Policy actions: Numeracy remediation & one hour of reading

- 6.1.1 Designating 1 hour of reading across all primary schools/sections, with a reflective change in timetable, effective from the August 2024. Mathematics remediation will be carried out in the mathematics periods, two per week as a minimum for all students.
- 6.1.2 The Head Teacher or Principal of each primary school/section will be responsible for configuring 1 hour of reading in the timetable, based on a school specific delivery model.
- 6.1.3 Program-orientation, virtual or in-person, will be given to all head teachers of primary schools/sections within 90 days of the notification of the policy. The orientation maybe scheduled and facilitated by the respective district/area education office(s).
- 6.1.4 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) instead of their grade/class level.
 - 6.1.4.1 School heads will be responsible for selecting the delivery plan for English and Urdu based on the guidelines shared during the orientation.
- 6.1.5 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 part of this Policy.
- 6.1.6 Each school will be responsible for conducting a rapid diagnostic and setting school-specific goals for reading and numeracy improvements on regular basis.
- 6.1.7 Respective school departments (FDE, SED-GB and E&SED-AJK) along with the affiliated and/or attached departments will be responsible for notifying oral assessment scheme(s) and weightage to the respective schools within 60-days of the notification of this Policy.
- 6.1.8 Reading corners / in-class libraries will be set up by each school, with teachers and/or Head Teachers trained on the setting up of reading corners/in-class libraries within 90 days of the notification of this Policy.
- 6.1.9 Multigrade teaching for FL: For community schools, non-formal/accelerated learning programs and/or any school with multigrade teaching, each head of school and/or the 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. Respective attached/affiliated department will be responsible for developing a recommended timetable 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.
- 6.1.10 Respective school departments⁴, along with the TA-partner(s) and the Pakistan Foundational Learning Hub, (refer to Section 6.6.4 of this policy), will be responsible for developing a school and district level FL journey (engaging all affiliated and/or attached departments) to be shared District/Area Education Offices within 60-days of the notification of this Policy.
- 6.1.11 Head Teachers or Principals of post-primary schools will ensure conduction of the diagnostic reading and numeracy assessment in all grades up till Grade 8. In case, any grade has more than 40% students not fulfilling the requirements of the benchmarks as part of this Policy, the Head Teachers or Principals will configure a reading and numeracy remedial camp in their school, allocating the first hour to FL

⁴ For the purpose of this Policy, the term 'respective school education departments' entails the Federal Directorate of Education (FDE), School Education Department, GB (SED-GB) and the Elementary & Secondary Education Department, AJK (E&SED-AJK)

remediation. In an instance with less than 40% students in middle grades with basic foundational learning skills as described in the policy, the delivery plan of remedial of those students will be at the discretion of the Head Teacher or Principal.

6.1.12 Respective school departments will be responsible for organising and conducting a region-specific storytelling festival, spelling bee, and a numeracy competition as part of department’s annual activity.

6.1.12.1 MoFEPT will be responsible for conducting a National Foundational Learning Festival each year including a national level competition among all children across the country, including winners from each provincial and regional round of competitions.

6.1.13 A rewards’ scheme will be announced by respective school education department for districts/areas that achieve the set reading and numeracy targets within the specific time frame, based on the federal FL roadmap, effective within 60-days of the notification of this Policy.

Policy Action 6.1: Watchlist

60 days	90 days	365 days
School Education Department(s) will notify oral assessment scheme(s)	Program orientation with Head Teachers (facilitated by the DEO office)	School Education Department(s) to organise annual competitions and events e.g. Spelling Bees, Math Olympiad, Storytelling workshops, Reading and Literary Festivals, etc.
School and district level Foundational Level journey will be developed and shared with AEO/ DEOs	Roll out of One Hour of Reading at school level	
A rewards’ scheme will be announced by School Education Department(s) for districts/areas that achieve the set reading and numeracy targets based on FL roadmap	Roll out of Mathematics Remediation at school level	
	Reading corners / in-class libraries will be set up by each school	

6.2 Policy actions: Training of primary school teachers

6.2.1 At least one teacher from each primary school/section to be trained on delivery of phonics and/or basic numeracy within 180 days of the notification of this Policy.

6.2.2 Two primary school teachers from each school to be trained on phonics, numeracy and pedagogy (in a staggered manner) within 1 year of the policy notification.

6.2.3 Each education department, through its attached and/or affiliated directorate, will be responsible for teacher’s professional development, including existing systems and structures established for Primary School Teacher’s Continuous Professional Development (CPD).

6.2.3.1 District/Area Education Officers (DEO/AEO), where applicable, will be responsible for delivering a fortnightly (virtual or in-person) refresher to the primary school teachers covering reading and numeracy centric foundational benchmarks (identified in section 4 of FFLP) starting from a date prior to the lapse of 90-days of the notification of this Policy.

- 6.2.3.2 Directorate responsible for delivery of teacher training in each school department will be designated to development training/refresher content, and regional/district/area offices will be responsible for delivery and/or enabling guide teachers with the delivery of the fortnightly refresher.
- 6.2.4 Directorate responsible for delivering training in each school department will devise and submit a detail plan of delivery including various modes (virtual, recorded content, guides, worksheets) by a date prior to the lapse of 60-days of the notification of this Policy, with the last Friday of each month to be designated as the Teachers' Professional Day (TPD⁵) for Reading and Numeracy Skills' Development⁶.
- 6.2.5 The Policy recommends each School Education Department(s) to hire/appoint language specialist teachers, particularly for English, at primary school level.
- 6.2.6 Course coordinators (languages and mathematics) and/or language and mathematics experts from nearby high schools (cluster specific) will be required to visit the primary schools on the Teachers' Professional Day to assist and guide primary school teachers on the challenges identified, and conduct a sample-based reading assessment with students on alternate months.
- 6.2.7 Head Teachers or Principals 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 (COT) and submitting it to the AEO/DEO office each month. The Head Teachers or Principals training will be conducted within 90 days of the notification of the Policy.
- 6.2.8 Language/Reading specific and numeracy skills' development modules (English phonics, Urdu phonics, reading pedagogy, science of reading, mathematics) to be embedded within existing CPD and pre-service training programs within 90 days of the notification of the policy.
- 6.2.9 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. This requires a review and upgradation of existing training mechanisms to include basic reading and numeracy indicators in the COT, teachers' need identification, and access to real-time data at markaz/AEO/cluster level.

Policy Action 6.2: Watchlist

60 days	90 days	180 days
<p>Training modules and plans to be developed for the delivery of training and refreshers</p> <p>Last Friday of each month to be designated as the Teachers' Professional Day (TPD) for Reading and Numeracy Skills' Development</p>	<p>Initiating delivery of fortnightly (virtual or in-person) refresher to primary school teachers</p> <p>HT or Principals will be trained to undertake teacher evaluation, including FL Classroom Observation Tool (COT)</p> <p>Reading and numeracy specific modules to be embedded within existing CPD and pre-service training programs</p>	<p>One teacher from each primary school/section to be trained on delivery of phonics</p>
		<p>365 days</p> <p>Two primary school teachers from each school to be trained on phonics and pedagogy</p>

⁵ TPD can range from reading workshops for teacher, language courses (phonics), setting up of reading corners in classrooms, managing in-school libraries, and mentoring programs to enhance teaching skills and broaden content knowledge, and/or set up peer-learning platforms for teachers

⁶ KP notified the last Friday of each month as the Teachers' Professional Day where schools are closed for students, and teachers meet at the cluster school to get training on specific topics/subjects

6.3 Policy actions: Reading & numeracy content and teaching learning material

- 6.3.1 Each education department (FDE, SED-GB and E&SED-AJK) will notify two committees (i) language experts, and (ii) mathematics experts within 30 days of the policy notification to review and analyze existing content and the teaching and learning material from various programs/initiatives to put together a quarterly coverage plan for the 1 hour of reading and basic numeracy coverage for mathematics.
- 6.3.2 Content gaps identified by the committees will be addressed by the respective education department and the National Council of Curriculum (NCC) in the next 100 days of the gap-identification.
- 6.3.3 The committees will be responsible for sourcing the following (up till Grade 3 level competencies):
 - a. Dedicated lesson plans (for one hour of reading, per reading group, and basic numeracy skills)
 - b. Reading centric hands-on activities for students and teachers
 - c. English and Urdu phonics video and audio content (for students and teachers)
 - d. Storybooks (for teachers and students)
 - e. Worksheets and workbooks.
- 6.3.4 Each school education department, along with its relevant affiliated and attached 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.
- 6.3.5 The NCC is tasked with rationalizing the subject and content coverage for Grades ECE till Grade 5. NCC will be bringing together content matter experts to review the existing number of subjects taught in early years (as mentioned above) 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 existing subjects.
- 6.3.6 National Book Foundation (NBF) will be responsible for the development and integration of supplementary foundational learning content with specialized modules tailored for children with intellectual and learning disabilities.

Policy Action 6.3: Watchlist

30 days	90 days	130 days
Constitution and notification of content review committees: (i) language experts, (ii) mathematics experts	The NCC will rationalize the number of subjects and subject-wise content coverage for Grades ECE till Grade 3	Content gaps identified by the committees will be addressed by the NCC and the respective Education Department(s) in the next 100 days of the gap-identification

6.4 Policy actions: Reading and numeracy assessments and examination

- 6.4.1 Each region will develop, or update, the Assessment Policy, to include reading-centric (oral) assessment for languages as part of the formative, summative, and centralized assessments and/or examinations within 100 days of notification of this policy. Dedicated assessments covering basic numeracy skills as identified in Section 4 of this policy will also be required.
- 6.4.2 Adopt, adapt or develop mathematics assessments for basic numeracy benchmarks identified in Section 4 of this Policy within 100 days of notification of this Policy.
- 6.4.3 Adopt, adapt or develop a diagnostic reading (English and Urdu) for students enrolled in schools from ECE/Katchi till Grade 3 within 100 days of the notification of this Policy.
- 6.4.4 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).
- 6.4.5 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.
- 6.4.6 Develop a common assessment tool, in consultation with the federal administrative units and the provincial administrations, for foundational learning to monitor and track progress on FL at the national level.
- 6.4.7 Extend technical support to the Federal Directorate of Education (FDE), School Education Department-GB (SED-GB) and the Elementary and Secondary Education Department, AJK (E&SED-AJK) to develop foundational learning assessments at school level (diagnostics, formative and summative examinations, particularly for oral assessments).
- 6.4.8 The Policy recommends revisiting existing assessment structure for ECE till Grade 3 to be exclusively for three core subjects: English, Urdu and Mathematics. This implies that the students can be studying other existing subjects as notified by the curriculum (until a review of the curriculum is completed), but will be giving summative exams/assessments exclusively for core subjects (all SLOs).

Policy Action 6.4: Watchlist

100 days

Develop or update, Assessment Policy(ies), to include reading-centric (oral) assessment for languages

Adopt, adapt or develop mathematics and reading assessments (diagnostics and endline) for English, Urdu and basic Numeracy benchmarks as per Policy

6.5 Policy actions: community engagement and PPPs to foster reading culture

For the FFLP 2024 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 and numeracy festival(s) at least once in each academic year, effective from a date prior to the lapse of 90-days of the notification of this policy.

- 6.5.1 Each District/Area Education Office will be responsible for the delivery of the annual district-level storytelling festival and a district level inter-school spelling bee and Mathematics Olympiad each year. DEO/AEO will also take the lead in collaboration with local libraries, public parks, and/or prominent government offices.
- 6.5.2 Head Teachers or Principals, with guidance and support from the Area and District Education Office, will form local school level partnerships for executing competitions, setting up of in-school libraries and/or book clubs.
- 6.5.3 Head Teachers or Principals will engage parents and community members in conducting regular storytelling and numeracy skill building sessions (at least one each month) as part of regular school activity calendar.
- 6.5.4 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).
- 6.5.5 National Library of Pakistan (NLP), with support from the MoFEPT, will be responsible for developing a libraries’ program for government primary schools, alongside developing an annual calendar of activities including, but not limited to, virtual storytelling and training/support sessions for teachers. NLP will extend technical support to FDE, SED-GB and E&SED-AJK in order to inform and guide the delivery of the libraries’ program.
- 6.5.6 NLP will also organize quarterly festivals focusing on hands-on activities and sessions to enhance foundational learning skills.

Policy Action 6.5: Watchlist

90 days	365 days
NLP to organize quarterly festivals focusing on hands-on activities and sessions to enhance foundational learning skills	Each DEO/AEO Office will conduct an annual district-level storytelling festival, inter-school spelling bee and/or Mathematics Olympiad

6.6 Policy actions: implementation structure and monitoring requirements

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

- 6.6.1 Each school will be administering the diagnostic/baseline assessment within the first month of each academic year, and share the data with the area/district education office. This will be followed with monthly assessments for transition within reading groups. EMIS unit for each administrative region will be responsible for devising a detailed plan to integrate the detailed data on school assessment on the existing EMIS within 180 days of this Policy.
- 6.6.2 Each school will be setting up reading and numeracy improvement targets based on the delivery strategy selected and share with AEO/DEO office within 45-days of the notification of this policy. Area Education Officers (AEOs) or an equivalent position, under the supervision of the respective DEO/Directorate, will devise plan for in-person visits to each school once every two months for the first year of delivery, effective August 2024.
- 6.6.3 District-level journey milestones will be set by the TA-partner(s) and the Pakistan Foundational Learning Hub in collaboration with the respective education department (reference to Section 1.1.8) within 60-days of the notification of this Policy.
- 6.6.4 The Pakistan Foundational Learning Hub will be tasked to regularly reviewing progress on FL at the federal level, alongside maintaining and tracking progress of other donor driven or civil society organisations working on foundational learning programs in the region.
- 6.6.5 Foundational learning (reading and numeracy) indicators to be embedding in the monthly reporting regime within 180 days of the notification of this policy. The development of the testing items will be the responsibility of the respective assessment body, PIE and/or FBISE for the common assessment tool. The testing items will be developed and piloted within 100 days of the notification of this policy.
- 6.6.6 The PFL Hub 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, particularly for the FDE.

Policy Action 6.6: Watchlist (Effective August 2024)

30 days	45 days	60 days
Primary schools administer baseline/diagnostic assessment within 30 days of the start of each academic year	Each school will set up reading and numeracy targets based on the delivery strategy and diagnostic results	District-level journey milestones to be set by TA-partner(s) and stakeholders
		AEO/DEO(s) will devise plan for in-person visits to school
100 days	180 days	
A common assessment tool for FL will be devised with coordination among respective assessment body(ies), PIE and/or FBISE	Foundational learning (reading and numeracy) indicators to be embedding in the monthly reporting regimes	

6.7 Policy actions: Oversight and governance

- 6.7.1 A three-tier governance and oversight mechanism will be put in place within 30 days of the notification of this policy:
- 6.7.1.1 Secretary, MoFEPT will conduct 'Foundational Learning Stocktake' every two months with the PFL Hub, FDE, SED-GB and the E&SED-AJK, and other stakeholders to review the progress on milestones and targets set for the implementation of the FFLP.
 - 6.7.1.2 MoFEPT and the Pakistan Foundational Learning Hub will be responsible for notifying a Steering Committee, including its Terms of Reference, to monitor the progress of deliverables against the policy milestones within 30 days of notification of this Policy. The Steering Committee will be under the chairmanship of the JS-IC with secretarial support provided by PFL Hub. The committee is recommended to comprise of technical experts, head of allied/affiliated institutes of the MoFEPT and representatives of education service delivery department(s).
 - 6.7.1.3 The first stocktake will be undertaken within 45-days of the notification of this policy, with the PFL Hub providing secretariat and coordination support prior to, during, and post-meeting.
 - 6.7.1.4 Each education department, in coordination with the MoFEPT, will be responsible to conduct a monthly district-specific stocktake where each DEO will be required to share progress against FL targets and school-level journey in the assigned schools.
 - 6.7.1.5 MoFEPT, as part of the Inter Provincial Education Ministers' Conference and the Inter-Provincial Secretaries' Meeting, will regularly discuss the Foundational Learning Policy implementation across the country, including sharing challenges and success stories from each region, in order to identify synergies and be able to consolidate indicator-wise progress for FL at the national level, effective August 2024.
- 6.7.2 Each school education department at the federal level, in collaboration with the TA-partner(s) and the Pakistan Foundational Learning Hub, will be responsible for devising a detailed implementation and delivery plan pertaining to the overarching guidelines highlighted in this section 7 of this policy within 45-days of the notification of this Policy. A template of the implementation plan has been included as an annexure to this Policy.
- 6.7.3 DEO/AEOs 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 the relevant education department within 60 days of the notification of this policy.
- 6.7.4 Each education department, in collaboration with the local assessment body and/or the Pakistan Institute of Education (PIE), will develop assessment indicators for basic reading and numeracy to be included in the monthly indicators list of the existing real-time monitoring regime. The indicators should be shortlisted and mechanism for data collection to be completed within 180 days of this policy notification.

Policy Action 6.7: Watchlist

30 days	45 days	60 days
<p>Three-tiered governance and oversight mechanism put in place</p> <p>Notification of the Steering Committee for FL tracking</p>	<p>First federal level stocktake on Foundational Learning</p> <p>Department specific implementation plans to be finalized</p>	<p>Protocols and sample size for third-party/external assessment to be determined by the relevant education department</p>

6.8 Policy actions: School specific financing

The effective implementation of the Federal Foundational Learning Policy and remediation is closely tied with the empowerment of the school head. This policy empowers Head Teachers or 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.

- 6.8.1 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.

7. Policy review process and timeline

The FFLP 2024 will be reviewed as per the policy review process (mentioned in the Foundational Learning Policy Framework 2024), every two years from the date of the notification of the Policy. The Ministry of Federal Education and Professional Training (MoFEPT) will be responsible for facilitating the Policy review ensuring consultation from all relevant education departments and their affiliated and/or attached departments, school heads, primary school teachers, and external stakeholders.

MoFEPT will also be responsible for conducting stocktake of the program implementation, as well as identifying opportunities for collaboration and sharing best practices across all provinces and territories via the Inter-Provincial Education Ministers' Conference and the Inter-Provincial Education Secretaries' Committee.

8. Responsibility matrix

This section outlines the major responsibilities of each education department and its affiliated and/or attached department, including responsibility of district/area education managers and school heads:

8.1 Responsibility matrix for Islamabad Capital Territory (ICT) and technical support to GB and AJK

Sr. No.	Department, by region	Responsibilities
1	Pakistan Foundational Learning Hub (PFL Hub)	<p>PFL Hub, set up at the MoFEPT, will be responsible for the following support and technical input to ICT, GB and AJK:</p> <ul style="list-style-type: none"> • Facilitate the scheduling of the stocktake (every two months) for ICT by the Secretary MoFEPT • Facilitate the quarterly national review on FL, chaired by Secretary MoFEPT, with attendance and updates from provincial and other administrative units • Provide input to the MoFEPT for agenda setting at the IPEMC and IPSM • Develop school level foundational learning journey (including step-wise milestones) for each administrative unit at the federal level • Provide technical assistance to devising foundational learning journey/milestones at ICT, GB and AJK level • Facilitate the development of the FFLP implementation plan along with affiliated and attached departments, particularly for ICT • Regularly coordinate with other civil society/non-governmental organisations to seek updates on FL programs being implemented across Pakistan • Any other tasks mentioned as per policy and the respective implementation plan
2	Federal Directorate of Education (FDE)	<p>This section divides delivery and implementation scope of FDE to various types of offices/directorates within the Federal Directorate of Education (FDE):</p> <p>Academics:</p> <ul style="list-style-type: none"> • Responsible for conducting HT and focal person orientation sessions with all primary schools/sections for the reading hour and numeracy remediation • Provide instructions and technical assistance to schools to reconfigure • Responsible for setting annual and quarterly targets for FL improvements at FDE level, area level and school level • Designate a coordination and leadership team at the area level for regular communication and problem solving in delivery of the reform • Conduct a monthly stocktake at the ICT level, including the area specific coordination teams and the AEOs, to review FL progress against the shortlisted targets Data collection and recordkeeping at school and area level pertaining to regular diagnostics at ICT level • Devising a scheme of assessment for oral assessment (reading) and notifying it as part of formative, summative and centralized examination • Devise daily lesson plans for English, Urdu and Mathematics remediation as part of the Reading Hour and FL Journey notified • Develop and/or adopt activity manuals for each of the components mentioned in the School Level Foundational Learning Journey

		<p>Examination and assessment:</p> <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 (particularly for the benchmarks in the FFLP 2024) • Adopt, adapt or develop FL-specific baseline, cyclic and endline diagnostic assessment • Share assessment plan and item bank for external assessment • Devise and deploy a third-party monitoring and assessment structure at area level for all FDE schools • Notify a schedule of foundational learning assessments for all schools within Islamabad Capital Territory <p>Training wing:</p> <ul style="list-style-type: none"> • Development and delivery of training content specific to basic reading and numeracy skills (specific to the benchmarks as part of FFLP) • Development and delivery of Phonics training program for primary school teachers and the AEOs • Designate the Teachers' Development Day for FL as mentioned in the policy and enable primary school teachers to build skills on FL content and FL pedagogy including the science of reading • Deliver support training(s) to primary school teachers by creating virtual training programs and/or content • Responsible to coordinate with FCE and NIETE to embed FL benchmarks, assessment and teacher evaluations to be embedded in the virtual/digital delivery mechanism of NIETE • Delivery of the following through the training wing: <ol style="list-style-type: none"> 1. Head teacher and focal person orientation 2. Teacher training (in-person, virtual, hybrid) 3. CPD support (virtual refresher) every fortnightly 4. Embedding FL components in existing trainings that are already planned <p>Director Schools, Director Colleges, Director Model Colleges</p> <ol style="list-style-type: none"> 1. Director Schools (administration) to coordinate regularly with the Academics and Training Wing to ensure training of teachers and setting up a regime for regular data sharing 2. Director Colleges and Model Colleges to designate English, Urdu and Mathematics subject specialists as FL mentors in each area within ICT. FL mentors will be responsible to support the delivery of FL content and pedagogy trainings to FDE primary schools <ul style="list-style-type: none"> • Any other tasks mentioned as per policy and the respective implementation plan
<p>3</p>	<p>Monitoring & Evaluation (through FDE and PFL Hub)</p>	<p>The Director Monitoring (FDE) will be responsible to:</p> <ul style="list-style-type: none"> • Develop area level monitoring plan for the roll out of the FFLP • Plan and monitor in-person school visits to sample schools each month • Provide bi-monthly insights to the FDE, including PFL Hub, to improve the systemic roll out and implementation of the FFLP • Any other tasks mentioned as per policy and the respective implementation plan
<p>4</p>	<p>Federal College of Education (FCE)</p>	<ul style="list-style-type: none"> • Development of training content specific to basic reading and numeracy skills particularly for pre-service trainings • Embedding foundational learning skills (reading, numeracy and socio-emotional learning skills) as part of pre-service training programs • Develop and/or customize training protocols and content for teachers of the non-formal sector including NCHD, BECS, and NEF • NIETE will be responsible for aligning its teacher training content for primary schools with regards to the benchmarks and assessments set out in this Policy • Any other tasks mentioned as per policy, and the respective implementation plan

5	Pakistan Institute of Education (PIE), MoFEPT	<p>The National Assessment Wing (NAW) of the Pakistan Institute of Education, MoFEPT will be responsible for the following:</p> <ul style="list-style-type: none"> • Develop a common assessment tool for foundational learning to monitor and track progress on FL at the national level (in collaboration with FBISE, where applicable) • Extend technical support to the Federal Directorate of Education (FDE), School Education Department-GB (SED-GB) and the Elementary and Secondary Education Department, AJK (E&SED-AJK) to develop foundational learning assessments at school level (diagnostics, formative and summative examinations, particularly for oral assessments) • Share assessment plan and item bank for external assessment with FDE, SED-GB and E&SED-AJK • Responsible for integrating FL indicators at the national level through the MIS wing of PIE • Finalise the SLOs for Grade 2 level competencies within the SLO progression framework for alignment with GPF • Any other tasks mentioned as per policy and/or the respective implementation plan
6	Federal Board of Intermediate and Secondary Education (FBISE)	<ul style="list-style-type: none"> • Support PIE in the development of a common assessment tool for foundational learning to monitor and track progress on FL at the national level (where applicable) • Any other tasks mentioned as per policy and/or the respective implementation plan
7	<p>National Commission for Human Development (NCHD) Basic Education Community Schools (BECS) National Education Foundation (NEF) DG Religious Education, MoFEPT Private Educational Institutions Regulatory Authority (PEIRA)</p>	<p>The Policy is applicable to all types of schools operational in Islamabad Capital Territory, GB and AJK including madaris, non-formal schools, community schools and/or private schools. Below is the responsibility list for each of the listed institutes at Sr No 07:</p> <ul style="list-style-type: none"> • Review, adapt and devise sample timetable, schedule of events/activities and timelines specific to each type of school that the institute is responsible for • Ensuring the roll out of FL components (as is or an adapted version of the pillars) laid out in the policy in each primary school/section • Training of teachers on the content developed by FDE and FCE • Sharing monthly updates with respect to FFLP at the FL Stocktake • Engage Academic Wing(s) to create additional content where gap exists within curriculum to cover the notified SLOs 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	National Curriculum Council (NCC), MoFEPT	<ul style="list-style-type: none"> • Conduct a review of existing content (specific to the benchmarks notified as part of this policy) and identify content progression gaps • Rationalize the existing content coverage including reviewing the number of SLOs for core subjects (English, Urdu and Mathematics) for ECE to Grade 5 • Undertake a review of the existing number of subjects and identify opportunities for content integration within core subjects from ECE till Grade 3 to focus on cognitive and skill building among students in early primary grades • Formulate a committee to prescribe additional content/material required to cover the gap in content identified and/or eliminate overlap and overburdening on content in early years • 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	National Library of Pakistan (NLP)	<ul style="list-style-type: none"> • Develop an in-class libraries' program for primary schools in Islamabad, GB and AJK • Conduct regular storytelling sessions at NLP for government school students and teachers from Islamabad • NLP will provide technical assistance to designated focal persons from each institute for the delivery of storytelling session • Train teachers on storytelling skills (in-person for Islamabad, virtual training sessions for teachers from GB and AJK) • Organise regular foundational learning festivals and/or hands-on activities for primary schools/sections in Islamabad • Develop protocols and guidelines for primary school teachers to establish book clubs for primary grades, including a longlist of recommendations • Any other tasks mentioned as per policy, and the respective implementation plan
10	National Book Foundation (NBF)	<ul style="list-style-type: none"> • Conduct regular storytelling and/or book club sessions at the National Book Foundation for government school students and teachers from Islamabad • Development of books/content catered to FL benchmarks in collaboration with students and teachers • Develop and integrate foundational learning content with specialized modules tailored for children with intellectual and learning disabilities • Provide technical assistance to the FDE and NLP for the development of in-class libraries/book corners • Share list of recommended reading material for students and teachers based on the benchmarks identified in the policy • Any other tasks mentioned as per policy and the respective implementation plan
11	Area Education Offices/ managers	<ul style="list-style-type: none"> • Conduct area level monthly stocktake (with AEOs, area-level coordination committees and the designated focal persons for FL at the school level) • Active participation and reporting of the respective area at the bi-monthly FDE FL Stocktake • Foster local partnerships to deliver annual Reading and Numeracy Competition, Mathematics Olympiads and Spelling Bees at the area level • Enhanced coordination with schools to extend support for smooth delivery of reading targets • Ensure close coordination with Head Teachers or Principals to help them execute school level festivals and competition • Liaison between FDE and other 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
12	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 and in-class mathematics remediation • 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

8.2 Responsibility matrix for School Education Department, Gilgit Baltistan

Sr. No.	Department, by region	Responsibilities
1	School Education Department, Gilgit-Baltistan Director General Office, Schools	<p>This section divides delivery and implementation scope of SED-GB into various types of offices/directors within the SED:</p> <p>Academics (Director, Deputy Director, Senior Director):</p> <ul style="list-style-type: none"> Responsible for conducting HT/Incharge and focal person orientation sessions with all primary schools/sections for the reading hour and numeracy remediation Divisional Director Offices will be responsible to provide instructions and technical assistance to schools to reconfigure timetables based on recommended FL remediation strategy Responsible for setting annual and quarterly targets for FL improvements at SED level, including supervising goal-setting at division and district level Designate a coordination and leadership team at the division and/or district level for regular communication and problem solving in delivery of the Policy Conduct a monthly stocktake at the SED level, including the division and district specific updates to review FL progress against the shortlisted targets Data collection and recordkeeping for FL indicators pertaining to regular diagnostics at GB level Devising a scheme of assessment for oral assessment (reading) and notifying it as part of formative, summative and centralized examination Devise plan of delivery for reading and basic numeracy remediation in post-primary schools across GB Devise daily lesson plans for English, Urdu and Mathematics remediation as part of the Reading Hour and FL Journey notified Develop and/or adopt activity manuals for each of the components mentioned in the School Level Foundational Learning Journey <p>Director Admin, Director Education (3 divisions)</p> <ul style="list-style-type: none"> DD Admin and Education Directors to coordinate regularly with the Teacher and Staff Development Wing to ensure training of teachers and setting up a regime for regular data sharing Directors to designate English, Urdu and Mathematics subject specialists as FL mentors in each district in GB. FL mentors will be responsible to support the delivery of FL content and pedagogy trainings to GB primary schools Any other tasks mentioned as per policy and the respective implementation plan
2	Elementary Examination Board, SED-GB	<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 (particularly for the benchmarks in the FFLP 2024) Adopt, adapt or develop FL-specific baseline, cyclic and endline diagnostic assessment Share assessment plan and item bank for internal and external assessment Devise and deploy a third-party monitoring and assessment structure at district level for all primary schools/sections in GB Notify a schedule of foundational learning assessments for all schools within GB

3	Teacher and Staff Development (TSD), SED-GB	<ul style="list-style-type: none"> • Development and delivery of training content specific to basic reading and numeracy skills (specific to the benchmarks as part of FFLP) • Development and delivery of Phonics training program for primary school teachers • Designate the Teachers' Development Day for FL as mentioned in the policy and enable primary school teachers to build skills on FL content and FL pedagogy including the science of reading • Deliver support training(s) to primary school teachers by creating virtual training programs and/or content • Delivery of the following through the training wing: <ul style="list-style-type: none"> » Head teacher/Incharge 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 • Development of training content specific to basic reading and numeracy skills particularly for pre-service trainings • Embedding foundational learning skills (reading, numeracy and socio-emotional learning skills) as part of pre-service training programs • Any other tasks mentioned as per policy, and the respective implementation plan
4	Monitoring & Evaluation (through Director General Schools)	<p>The Director General (Schools) at SED-GB will be responsible to:</p> <ul style="list-style-type: none"> • Develop district level monitoring plan for the roll out of the FFLP • Plan and monitor in-person school visits to sample schools each month • Provide bi-monthly insights to the SED-GB to improve the systemic roll out and implementation of the FFLP • Any other tasks mentioned as per policy and the respective implementation plan
5	DD & AEO	<ul style="list-style-type: none"> • Conduct district level monthly stocktake including target setting for reading and numeracy milestones and tracking progress at district level • Active participation and reporting of the respective district/division at the bi-monthly SED FL Stocktake • Foster local partnerships to deliver annual Reading and Numeracy Competition, Mathematics Olympiads and Spelling Bees at the district level • Enhanced coordination with schools to extend support for smooth delivery of reading targets • Ensure close coordination with Head Teachers/In-charge/ Principals to help them execute school level festivals and competition • Liaison between SED-GB and other 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
6	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 and in-class mathematics remediation • 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

8.3 Responsibility matrix for Elementary and Secondary Education Department, AJK

Sr. No.	Department, by region	Responsibilities
1	Elementary and Secondary Education Department – AJK Directorate of Education, E&SED-AJK	<p>This section divides delivery and implementation scope of E&SED-AJK into various types of offices/directors within the E&SED:</p> <ul style="list-style-type: none"> • Responsible for conducting HT and focal person orientation sessions with all primary schools/sections for the reading hour and numeracy remediation • Directorate will be responsible to provide instructions and technical assistance to schools to reconfigure timetables based on recommended FL remediation strategy • Responsible for setting annual and quarterly targets for FL improvements at E&SED level, including supervising goal-setting at district level • Designate a coordination and leadership team at the district level for regular communication and problem solving in delivery of the Policy • Conduct a monthly stocktake at the E&SED level, including district specific updates to review FL progress against the shortlisted targets • Data collection and recordkeeping for FL indicators pertaining to regular diagnostics at AJK level • Devising a scheme of assessment for oral assessment (reading) and notifying it as part of formative, summative and centralized examination • Devise plan of delivery for reading and basic numeracy remediation in post-primary schools across AJK • Devise daily lesson plans for English, Urdu and Mathematics remediation as part of the Reading Hour and FL Journey notified • Develop and/or adopt activity manuals for each of the components mentioned in the School Level Foundational Learning Journey • Development of foundational learning (basic reading and numeracy skills) assessments for school-based assessments, including formative and summative assessments (particularly for the benchmarks in the FFLP 2024) • Adopt, adapt or develop FL-specific baseline, cyclic and endline diagnostic assessment • Share assessment plan and item bank for internal and external assessment • Devise and deploy a third-party monitoring and assessment structure at district level for all primary schools/sections in AJK • Notify a schedule of foundational learning assessments for all schools within AJK • Any other tasks mentioned as per policy and the respective implementation plan <p><i>Training of teachers</i></p> <ul style="list-style-type: none"> • Development and delivery of training content specific to basic reading and numeracy skills (specific to the benchmarks as part of FFLP) • Development and delivery of Phonics training program for primary school teachers • Designate the Teachers' Development Day for FL as mentioned in the policy and enable primary school teachers to build skills on FL content and FL pedagogy including the science of reading • Deliver support training(s) to primary school teachers by creating virtual training programs and/or content • Delivery of the following through the training wing: <ul style="list-style-type: none"> » Head teacher/Incharge 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

		<ul style="list-style-type: none"> • Development of training content specific to basic reading and numeracy skills particularly for pre-service trainings • Embedding foundational learning skills (reading, numeracy and socio-emotional learning skills) as part of pre-service training programs
2	Directorate of Public Instruction (Male, Female)	<ul style="list-style-type: none"> • Responsible for notifying school-level FFLP protocols, guidelines and procedural steps • DPI, in coordination with E&SED, to designate district-level English, Urdu and Mathematics subject specialists as FL mentors in each district in AJK. FL mentors will be responsible to support the delivery of FL content and pedagogy trainings to AJK primary schools • Any other tasks mentioned as per policy and the respective implementation plan
3	Directorate of Curriculum, Research and Development (DCRD), E&SED-AJK	<ul style="list-style-type: none"> • Conduct a review of existing content (specific to the benchmarks notified as part of this policy) and identify content and curriculum gaps • Formulate a committee to prescribe additional content/material required to cover the gap in content identified • 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
4	Monitoring & Evaluation (through District Education Offices)	<p>The District Education Office at E&SED-AJK will be responsible to:</p> <ul style="list-style-type: none"> • Develop district level monitoring plan for the roll out of the FFLP • Plan and monitor in-person school visits to sample schools each month • Provide bi-monthly insights to the E&SED-AJK to improve the systemic roll out and implementation of the FFLP • Any other tasks mentioned as per policy and the respective implementation plan
5	District Education Offices	<ul style="list-style-type: none"> • Conduct district level monthly stocktake including target setting for reading and numeracy milestones and tracking progress at district level • Active participation and reporting of the respective district/division at the bi-monthly E&SED FL Stocktake • Foster local partnerships to deliver annual Reading and Numeracy Competition, Mathematics Olympiads and Spelling Bees at the district level • Enhanced coordination with schools to extend support for smooth delivery of reading targets • Ensure close coordination with Head Teachers or Principals to help them execute school level festivals and competition • Liaison between E&SED-AJK and other 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
6	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 and in-class mathematics remediation • 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

