

Improving Foundational Learning at Scale:

Implementation insights from India

Dhir Jhingran

Improving Foundational Learning at Scale in India



36 states and Union territories
NIPUN Bharat / FLN Mission
50 Million students



**Collaboration between NGOs
& Government**

15 States
30 Million students



Government



NGOs



- 1.PROGRAM DESIGN
- 2.PROGRAM IMPLEMENTATION
- 3.SYSTEMIC REFORM

About Language and Learning Foundation

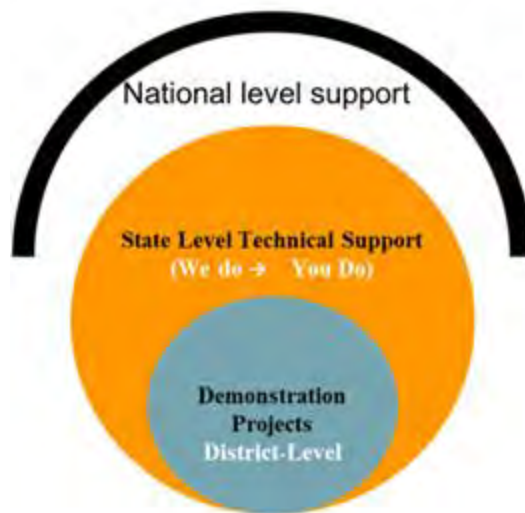
We are a **system-focused** and **impact-driven** organization working towards **improving equitable foundational literacy and numeracy at scale working in close collaboration with governments**



MISSION 2030

By **2030**, we will reach
35 million children across
India.

LLF's Impact: Improving Foundational Learning



- Co-Creation in each state
- Modified programs in each different context



Students	2024
Improved Learning	1.2M
State-wide FLN inputs	16.2M

EGRS Findings Resonate

- Scripted Lesson Plans
- Learning and Teaching Support Materials
- Teacher Training
- Coaching
- Parent engagement
- Communication and Technology
- A comprehensive implementation design
- Strong political salience and Government ownership for promoting foundational learning

Structured Pedagogy (all aligned, co-created, system-led)

Classroom Resources



Learning
Outcome



Textbooks



Workbooks



TLMs



Assessments



Lesson
Plans

Teacher Professional Development

F2F Teacher Training

Online Courses

Monthly Meetings

Classroom
Observation &
Feedback

WhatsApp Based
Resources



Academic Support

F2F Supportive
Supervision Training

YouTube Live Session

Online Courses

Coaching Tools

Resources



Key Components of a comprehensive FLN Program



Governments and Non-profits Collaboration



Co-Creation

Designed with state institutions



Partnerships and Coalitions

Opportunity for NGOs to support system strengthening through program design and implementation



Mechanisms

for regular reviews and follow-up



Clarity on Roles



NGOs to build trust *and long-term commitments*



Formal Agreements

MoUs with governments to ensure shared ownership and mutual accountability

Scaling Trade offs: What worked and What Didn't

- Consistency in implementation
- Data use for improving teaching practices
- Role of the middle tier
- Quality of teacher professional development
- Multiplicity of assessments: frequent centralized census assessments
- Including children's first languages: Multilingual education
- Multigrade and multilevel (learning) strategies

Consistency in Implementation



*Issues or Challenges
that may arise*

Leadership change

Change in emphasis
and urgency



Ways of Working

**Medium-term MoUs,
shared vision and
roadmap**

**Relationship building
at all levels**

**Accommodate a few
'no harm' priorities**



***Lessons
Learnt***

Relationships are key.

Understand state and
district motivations to
leverage support

Some flexibility for
additional tasks
(80:20)

Data for Adoption of New Teaching Practices



*Issues or Challenges
that may arise*

**Too much data, no
prioritisation**

No data-driven decision
making

Poor quality data on
account of
'expectations'



Ways of Working

**Data visualisation
through dashboards**

**Prioritised data items
for action points
(e.g. High Impact
Teaching Strategies -
HITS)**



***Lessons
Learnt***

Create alignment
across all admin layers
for prioritisation of a
few indicators.

Frequent review
meetings to build data
culture

Focus on High Impact, Learning-focused Teaching Strategies



Teacher engages children in extended conversation; their most familiar languages are used



Check for understanding;
Children get feedback

गा	ना	ना	ला
का	म	सा	त
ज	हा	ज	ग
रा	त	पा	पा
का	ली	ला	ल

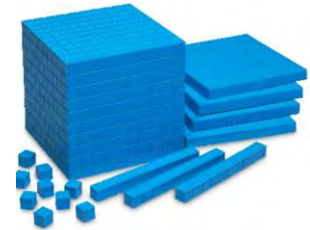
Children practice blending



Children explain process of solving problems

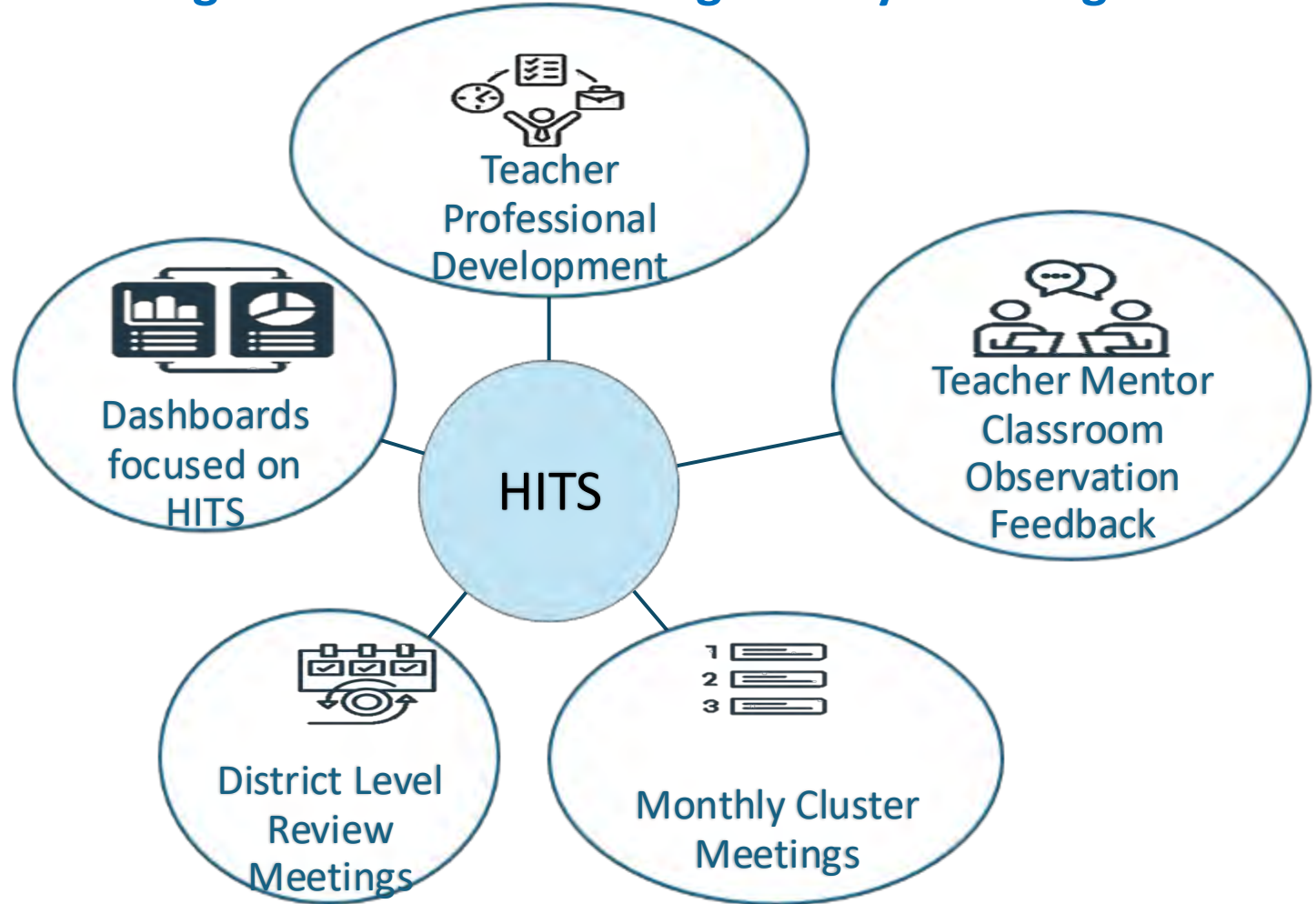


Children are given daily reading opportunity per their level

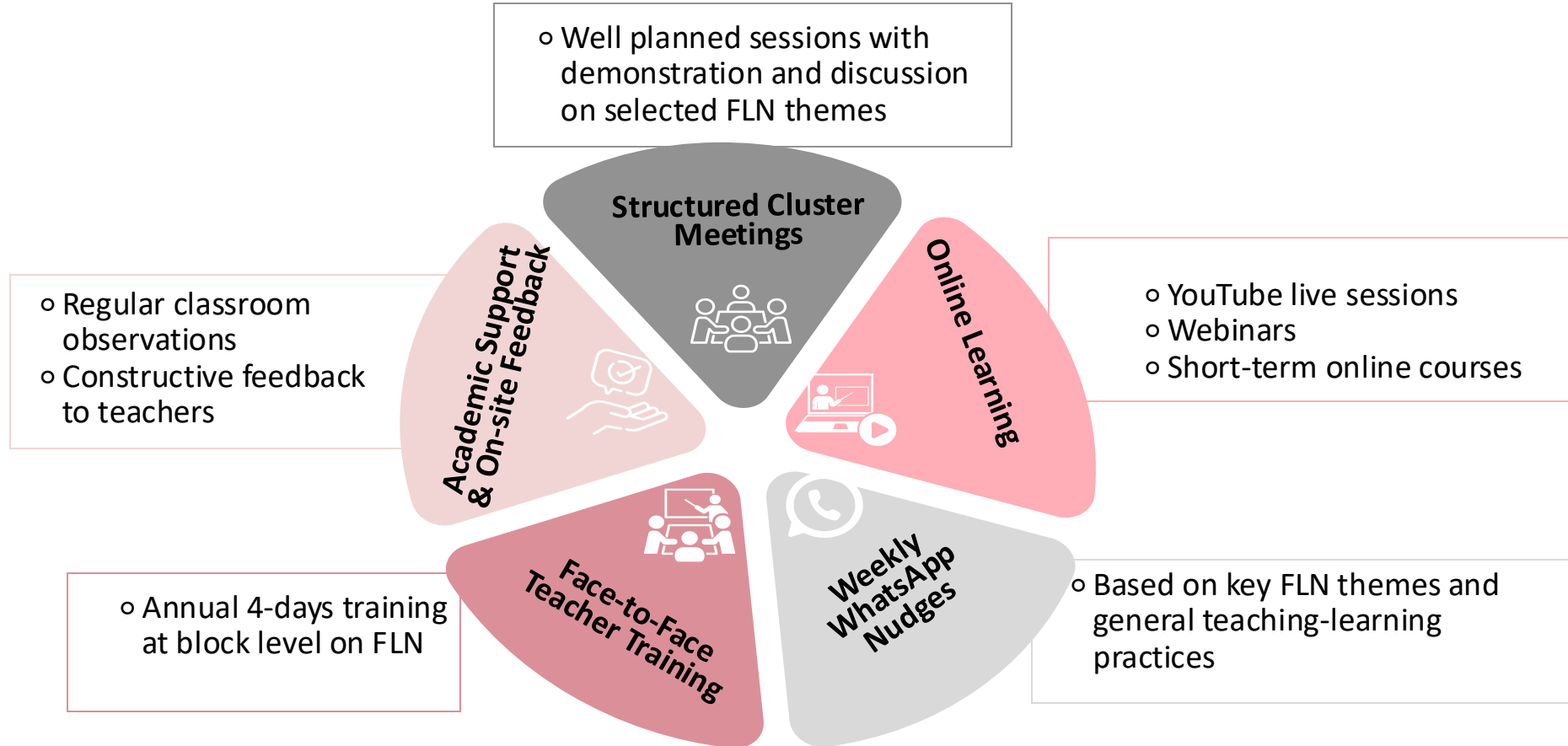


Teachers discuss the place value of each digit and ask children to count in tens and ones to arrive at numbers

Convergence of Strategies to Reinforce Change in Key Teaching Practices



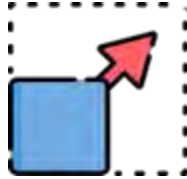
Continuous Professional Development Plan for Teachers



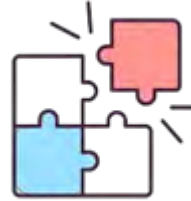
Good Practices in System-focused Work at Scale



Clear and consistent
vision of change



Design for Scale;
Demonstrations focused
on mainstreaming



Strengthen System
Capacity



Non-negotiables on
core aspects



Dialogue &
Consultation



Data for evidence based
follow up & monitoring



Champions & Early
Adopters



Coalitions

Practices to Avoid



Substitute
Government/Outsourcing
Model/Co-option



Focus only on
innovations; System
strengthening is important



Cookie-cutter, one size
fits all approach



Relationship-building only
with the top-level



Don't depend **solely** on evidence



Don't promise quick
results/unachievable
targets

Appendix

Initiating the work: Where and How to begin



A bold vision statement from the head of the Government, e.g. *All children will learn to read by 2030.*



Commitment of additional funding for FLN



Opportunity for NGOs to support system strengthening through program design, reform, and implementation



A clear and shared vision at all levels



Learning Equity



Including children's home languages formally in teaching and learning

Roadmap For Implementing A Foundational Learning Mission

