

Fact Sheet

Remedial Learning in Punjab



Closing the Learning Gap

Overview

The Remedial Learning Programme provides targeted support to teachers and students in developing foundational literacy and numeracy skills. The programme ensures that students receive the necessary support to address learning gaps by conducting diagnostic assessments and creating personalised remediation packages.



1 Diagnostic Assessments:

Teachers administer diagnostic assessments to identify students' specific learning needs.

2 Personalised Remediation:

Based on the assessment results, teachers develop tailored remediation packages that include lesson plans and study materials.

3 Need Responsive Remediation:

The programme offers flexible solutions for need-responsive remediation, which may be delivered through whole-class instruction or individual support sessions, depending on student needs.

4 Post-Assessment:

A post-assessment is conducted to measure student progress and determine if further remediation is required.

Benefits of Remedial Learning

By addressing learning gaps early on, the programme is providing teachers and students with the essential skills needed to build their foundational literacy and numeracy skills, some of the key benefits include:



Improved learning outcomes in literacy and numeracy



Enhanced teacher capacity and effectiveness



Increased equity and inclusion in education

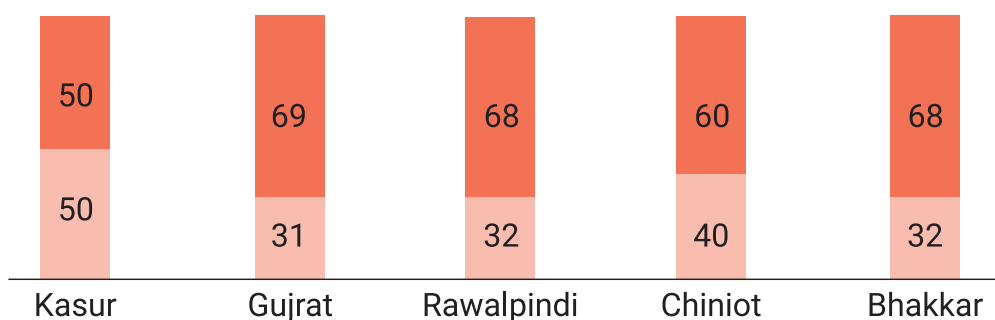


Strong foundation for future academic success

Scope of the Intervention

- » 500 schools (185 male, 315 female) across Kasur, Rawalpindi, Bhakkar, Chiniot, and Gujrat
- » 798 Grade 2 teachers (199 male, 599 female) trained on effective remediation techniques
- » 10,780 students (1,850 control, 8,930 treatment) assessed before and after the intervention
- » An additional 110 schools (37 male, 73 female) selected as a control group across 5 districts for comparison and impact evaluation

District-wise Split: Treatment Schools



Instructional Materials Developed

- » A total of 119 Student Learning Outcomes (SLOs) identified across three core subjects including 41 in English, 32 in Math and 46 in Urdu covering Grades 1 & 2
- » 119 structured and National curriculum-aligned lesson plans, designed to meet the needs of students requiring remedial support.
- » 110 targeted worksheets to provide students with practice and reinforcement of key concepts in each subject.
- » 90 assessment items developed to monitor student progress and inform instructional adjustments

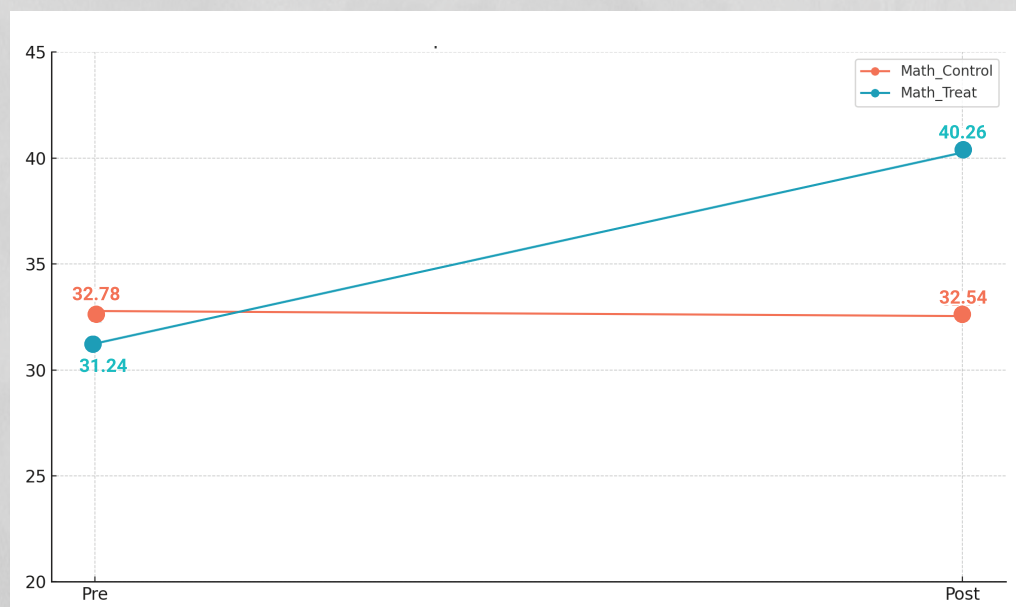
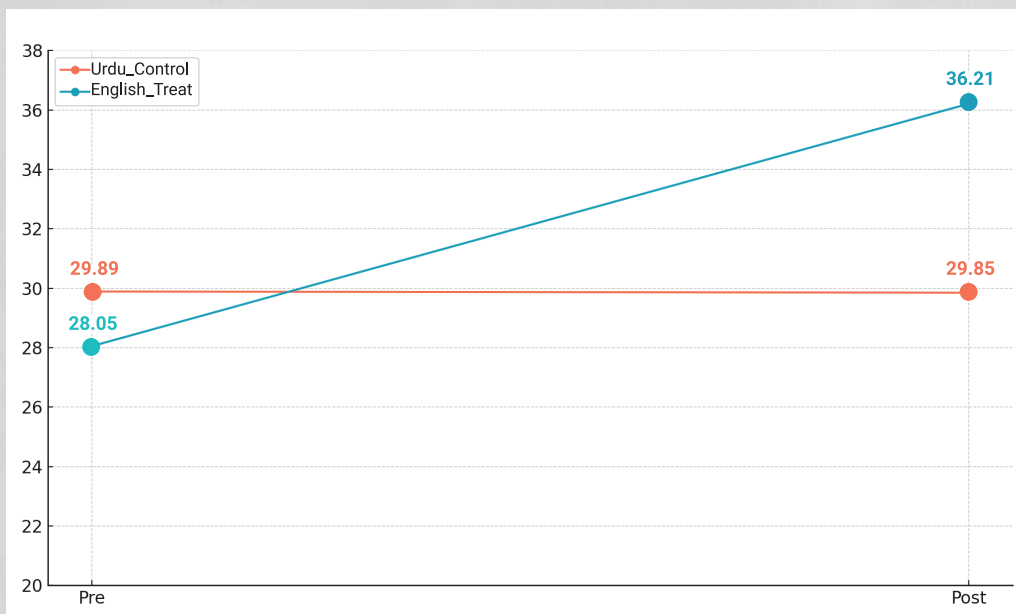
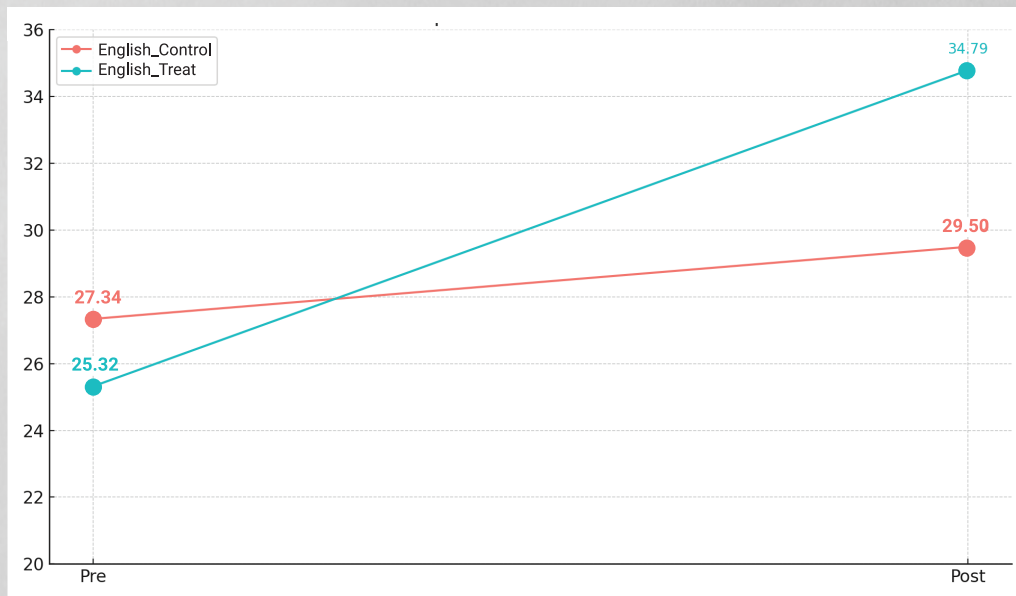
Impact Observed

+ 7.31 points improvement
in English

+ 8.21 points improvement
in Urdu

+ 9.26 points improvement
in Math

Pre Post Comparison – Treatment vs Control



Findings from Focus Group Discussions (FGDs)

Headteachers

- » About 99% of headteachers reported that the programme was effective in improving the foundational learning in their schools as well as enhancing their teachers' instructional methods
- » About 99% headteachers reported improvement across various aspects, with 47% reporting observing increased student engagement and interest, and 23.47% reporting improvement in SLO achievement and student participation
- » The majority of the headteachers reported time constraint to be of the biggest challenge (43.88%) followed by lack of available resources and materials in their schools (27.55%) and high student-teacher ratios (19.39%)

Teachers

- » All teachers reported the diagnostic assessment, lesson plans and study packs were helpful in identifying student learning gaps and providing need-based remediation
 - » The majority of the teachers (77.78%) reported using the lesson planning techniques introduced during training to be easy to implement
 - » About 99% teachers considered the programme impactful in improving learning outcomes, with 12.12% reporting major improvements
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- » All teachers expressed satisfaction with the remedial learning programme and reported increased confidence in delivering lessons
 - » 83.83% teachers reported that they had received some form of follow-up support
 - » Biggest implementation challenge reported was lack of time to conduct extra classes followed by classroom management issues (such as multigrade teaching) and limited understanding of materials

Way Forward

- » Expand the programme to additional districts building on the success and evidence generated through the current intervention
- » Integrate diagnostic assessment and remediation practices into regular school routines to ensure sustainability and early identification of learning gaps
- » Offer ongoing coaching and follow-up support to further strengthen teachers' confidence and effectiveness in delivering remediation

#CloseTheLearningGap



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