India Partnership for Early Learning (IPEL)
Supported by United States Agency for International Development (USAID)

FOUNDATIONAL LITERACY AND NUMERACY

Foundational Literacy and Numeracy (FLN) is the fundamental building block in a child’s educational journey. It covers children (both boys and girls) from Early Childhood Care and Education (ECCE) to early grades (grade 1 and 2/3), aiming towards holistic development and learning.

National Education Policy (2020) recognises Foundational Literacy and Numeracy (FLN), an urgent prerequisite to learning. Ministry of Education, Govt of India launched a national mission to ensure learning at foundational stage through:

NIPUN BHARAT — National Initiative for Proficiency in reading with Understanding and Numeracy

INDIA PARTNERSHIP FOR EARLY LEARNING

In 2021, a five year long India Partnership for Early Learning (IPEL) project was launched where a consortium of four organizations (CARE India, Central Square Foundation, Room to Read India Trust and KPMG India) with the support of USAID came together to transform foundational learning in primary schools in the Indian states of Bihar, Jharkhand, Uttar Pradesh and Municipal Corporation of Delhi (to a limited extent).

The project aims to ensure children (by grade 2) acquire

- Reading with comprehension (in any vernacular language) and fluency
- Ability to solve two-digit subtraction
- Ability to handle and express emotions

The project is also working to support state governments in operationalising and strengthening preschool education in line with vision of National Education Policy. The project supports the national initiative NIPUN BHARAT Mission to ensure that every child achieves Foundational Literacy and Numeracy by grade 3 by 2026-27.

Our Intervention Approach:

- System Strengthening by providing technical support (through a dedicated project management unit) to Department of School Education and its institutions.
- Build pathways and enable private sector support and engagement in states to bridge financial and technical resource deficit in foundational learning in the state.
Outcomes of IPEL Project
We aim to support states in achieving the following:

- Improved monitoring and reporting system for foundational/early learning
- Improved classroom instructional materials, policies, strategies, and standards adopted and practiced
- Improved professional development of education functionaries for early grade teaching and learning
- Strengthened visioning, financing and coordination for effective delivery of FLN in the state
- Strengthened community & family engagement in early learning practices at school and home

Coverage

- **137** Districts
- **66.5 Million** School children (age 3-8)
- **181,528** Government Primary Schools
- **330,519** Anganwadi centres

Specific Focus within FLN

**Gender & Social Inclusion**
Address the deep-seated issues of inequity pertaining to gender, school related gender-based violence (GBV) and social inclusion.

**Education in Emergencies**
Design approaches to address learning gaps and losses and enable system to develop a policy that build resiliency in children, teachers, and communities for future emergencies.

Consortium Members

Module No 409, 4th Floor, NSIC - New MDBP Building, Okhla Industrial Estate Phase – III, New Delhi-110020