



Department of
School Education & Literacy
Ministry of Education
Government of India



आज़ादी का
अमृत महोत्सव

Ensuring Foundational Literacy and Numeracy in the context of Blended Learning

National Conference and Seminar

17th to 19th June 2023



भारत 2023 INDIA

वसुधैव कुटुम्बकम्

ONE EARTH • ONE FAMILY • ONE FUTURE

A Report

Ensuring Foundational Literacy and Numeracy in the context of Blended Learning

17th to 19th June 2023

**A Report on
National Conference and Seminar**



सत्यमेव जयते

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FOREWORD

Foundational Literacy and Numeracy is the building block for all future learning. For the first time, the National Education Policy 2020 recognises the importance of foundational literacy and numeracy skills and calls for the same to be achieved by all children urgently. To achieve this target, the Department of School Education and Literacy, Ministry of Education launched National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission on 5th July 2021. The aim is to ensure that every child in the country necessarily attains foundational literacy and numeracy (FLN) by Grade 2, until 2026-27. Each State and UT of India is trying its best to achieve the Lakshyas/Targets set under the mission by 2026-27. This Mission is a critical time-bound initiative of the Ministry of Education, Government of India that lays out the guiding and implementing framework in the form of guidelines to achieve all set targets. Since the launch of the mission, states and UTs have made substantial progress in this area and have added need-based initiatives and innovations to their implementation model. They are also carving best practices in various areas, such as teacher training, pedagogy and curriculum, monitoring and evaluation, etc., which further help other states and UTs to design their own program.

India assumed the presidency of G20 on 1st December 2022. The theme of the 2023 G20 summit 'One Earth One Family One Future', resonates with India's ancient belief that the world is one family. Our aim is to work together with G20 countries to bridge gaps in quality education and skilling. G20 Education Working Group (EdWG) 2023 intends to focus on areas for an inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all. Foundational Literacy and Numeracy is one of the priority areas identified for deliberations in all 4 G20 EdWG Meetings held in Chennai, Amritsar, Bhuvneshwar and Pune during January to June 2023. This reflects the importance, the Government accords to foundational literacy and numeracy and the commitment towards attaining the same in a time bound manner.

The 4th and final G20 EdWG meeting was held in Pune from 19-22nd June 2023. The meeting culminated in the Education Minister's Conference on 22nd June 2023. The theme for this working group meeting was '**Ensuring Foundation Literacy and Numeracy especially in the context of Blended Learning**'. Prior to EdWG, Department of School Education and Literacy, Ministry of Education organised following two precursor events as deliberations on Foundational Literacy and Numeracy:

- Creating the Base for Lifelong Learning: Two day National Conference on FLN from 17th to 18th June 2023
- Seminar on Ensuring Foundational Literacy and Numeracy in the context of Blended Learning on 19th June 2023



The two days National Conference gave a platform to the States and UTs for sharing and learning from each other and from diverse subject experts, generating newer ideas for effective delivery of FLN, and reaffirming our determination and goals towards the success of FLN mission in India. We are happy that State Project Directors, Principal Secretaries, NIPUN Bharat Nodal officers, and other representatives from all the States and UTs had gathered to participate in the National Conference.

The one-day seminar was attended by G20 member countries, invited countries, international organisations, officials from the Ministry of Education and of state government. Panel discussions on different aspects of foundational literacy and numeracy were held where the G20 and invited countries presented their perspectives on the subject and shared their best practices. The participating countries also reaffirmed their faith towards attaining foundational literacy and numeracy and supporting each other in the universal acquisition of the same.

We hope this report, which documents the proceedings of the two days National Conference and Seminar will provide a closer peek into the level of foundational learning in the country as well as globally. The initiatives and learnings of the Indian States and UTs as well as countries across the globe, as mentioned in this report would be useful for each one of us in strengthening the implementation of FLN Mission.

Finally, we would like to take this opportunity to extend our best wishes and heartiest gratitude to all the participants and stakeholders, national and international, who are involved in this incredible task to achieve universal acquisition of foundational literacy and numeracy skills at primary level.

Date: August, 2023

Place: New Delhi

Sanjay Kumar
Secretary
Department of School Education and Literacy
Ministry of Education
Government of India

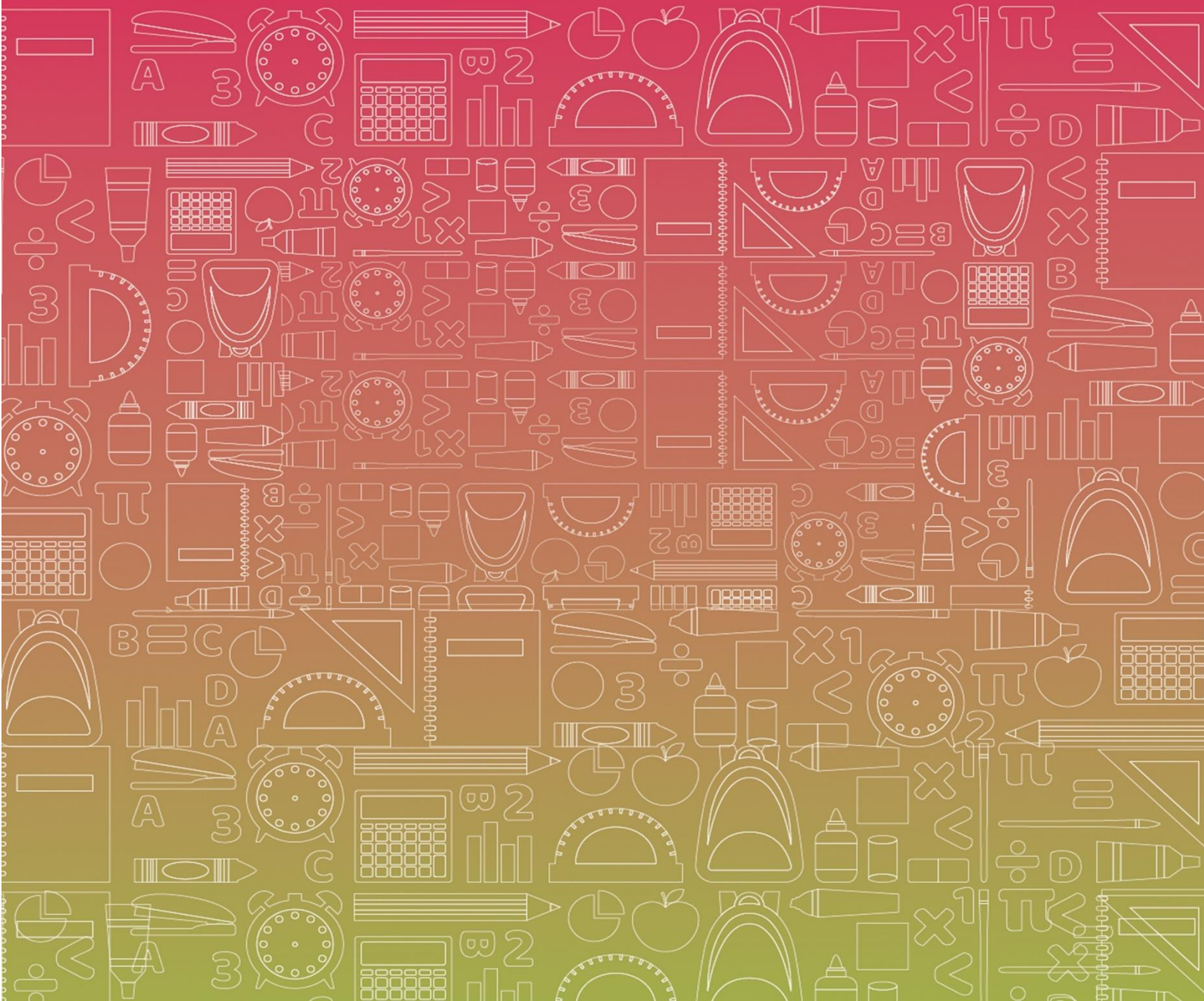
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Part A

Creating the Base for Lifelong Learning: Two-Day National Conference on Foundational Literacy and Numeracy

17th – 18th June 2023





CREATING THE BASE FOR LIFELONG LEARNING: TWO-DAY NATIONAL CONFERENCE ON FOUNDATIONAL LITERACY AND NUMERACY

CONCEPT NOTE

Background


India assumed the presidency of the G20 on 1st December 2022. The theme of the 2023 G20 summit “Vasudhaiva Kutumbakam” or “One Earth One Family One Future”, resonates with India's ancient belief that the world is one family. The G20 Education Working Group (EdWG) 2023 is focusing on areas for an inclusive, equitable, relevant, and quality education and lifelong learning opportunities for all.

The Ministry of Education organised the 4th and final G20 EdWG meeting in Pune from 19th to 22nd June 2023. The meeting culminated in the Education Minister’s Conference on 22nd June 2023. The theme for this working group meeting was ‘**Ensuring Foundation Literacy and Numeracy, especially in the context of Blended Learning**’ which is the first theme for the Education Working Group among others, such as ‘Making Tech-enabled learning more inclusive, qualitative and collaborative at every level’, ‘Building Capacities, promoting Life-long Learning in the context of Future of Work’, and ‘Strengthening Research, promoting Innovation through richer collaboration and partnerships’. As a run-up to the main event, the following precursor events were organized:

1. Janbhagidari events at the level of schools and district from 1st to 15th June 2023
2. Exhibition from 17th to 22nd June 2023 at Savitribai Phule University Campus at Pune
3. Two days National Conference on FLN from 17th to 18th June 2023 at Pune
4. Seminar on Ensuring Foundation Literacy and Numeracy, especially in the context of Blended Learning on 19th June 2023

Rationale for Two-Day National Conference on FLN from 17th to 18th June 2023 at Pune

The National Education Policy (NEP) 2020 accords the highest priority to Foundational Literacy and Numeracy (FLN) i.e., to ensure that all children in our country can read and write with comprehension and perform basic math skills. To put this priority into action, the National FLN Mission launch was announced in December 2020 as a part of Prime Minister’s ‘AtmaNirbhar Bharat’ vision. FLN Mission - National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) was subsequently launched on July 5, 2021. NIPUN Bharat emphasizes the need to attain FLN goals nationally in a time-bound (2026-27) manner.



States and UTs under the mission and through other programmes have undertaken many innovative initiatives to achieve the targets set for the mission. It is always beneficial to recognize such initiatives and innovations, help States and UTs to learn mutually, and benefit from what is already available around. Further, through these recognitions' education stakeholders are re-energised to work together to strengthen the effectiveness of the mission.

The 2-day National Conference on Foundational Literacy and Numeracy, '**Creating the Base for Lifelong Learning**' helped to identify and discuss the best practices different organisations and states are adopting in creating an environment that facilitates foundational literacy and numeracy in young learners. The overall objective of the conference was to reflect on the progress in FLN initiatives with special emphasis on two important themes,

1. Teaching Learning Approaches and Pedagogy for FLN in the context of Multilingualism
2. Capacity building and Training of Teachers in Blended Mode

Expert panel discussions on each of these topics was followed by presentations of best practices on these topics by several states.

Experts from the field were invited to share their experiences and learnings with the audience on these issues which helped in identifying areas for joint initiatives and cross-learning and sharing of challenges in implementation at grass root level.

Date and Venue

Date : 17th & 18th June 2023

Venue : Savitribai Phule Pune University

The schedule of the National Conference is attached as **Annexure 1**.

TWO-DAY NATIONAL CONFERENCE: DAY 1

17th June 2023

Theme: Teaching Learning Approaches and Pedagogy for FLN in the context of Multilingualism

Inaugural

The two-day national conference on Foundational Literacy and Numeracy (FLN) started with an inauguration event and the Exhibition as a side event. The delegates were provided with a concise overview of the primary focus of the national conference, which encompassed topics such as “Sharing the best practices of States in FLN, Digital Education, capacity building of teachers, skill education initiatives,” and other relevant areas. The event commenced with the brief introduction of the dignitaries present; the details are as follows:



- Smt. Annpurna Devi, Hon’ble Minister of State for Education, Government of India (*As the Chief Guest*)
- Mr. Sanjay Kumar, Secretary, Department of School Education, Ministry of Education, Government of India
- Shri. Deepak Kesarkar, Hon’ble Minister, School Education, Maharashtra
- Shri. Chandrakant Patil, Hon’ble Minister, Higher and Technical Education, Maharashtra
- Dr. Chandraprakash Dwivedi, Educationist, Actor and Filmmaker, Maharashtra
- Dr. Suresh Gosavi, Hon’ble Vice Chancellor, Savitribai Phule Pune University, Maharashtra

The introduction of the dignitaries was followed by the lighting of the lamp.

Welcome Address by Mr. Sanjay Kumar, Secretary, Department of School Education, Ministry of Education, Government of India

Mr Sanjay Kumar gave the welcome address, highlighting the importance of FLN in the context of the National Education Policy (NEP), 2020. He mentioned a quote from Shri. Swami Vivekananda, which was as follows:

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet”



Mr. Sanjay Kumar mentioned that the country’s education mission is in synchronization with the above quote and targeted towards imparting quality education in the country. He cited that NEP, 2020 will ensure student read with comprehension, write and perform basic mathematics skills. He indicated that the NIPUN Bharat mission would bring *Nipunta* in children in a phased-out manner by 2026-27. He also appreciated the recommendation of the National Curriculum Framework, Foundational Stage (FS), and efforts made in Jadui Pitara. He informed that this National Conference will broadly discuss two aspects:

1) Foundational Literacy & Numeracy (FLN) in the context of Multilingual Education 2) Building Capacity of Teachers for FLN in the Blended Mode. He announced that the States and UTs have set up the most exciting stalls in the exhibition, bringing out the best practices of the States/UTs, and creating lifelong learning. He concluded his address with the point that foundational literacy and numeracy is not only the fundamental right of every child but also crucial enabler of holistic development for coming generations and Viksit Bharat.

Address by Dr Chandraprakash Dwivedi, Educationist, Actor and Film Maker

Dr. Chandraprakash Dwivedi, the renowned Actor and Director, who is also an educationist and an expert of languages, addressed the gathering. He focused on the importance of art-integrated education in schools in a similar manner that was conducted in ancient India through *nataks*, symbols, figures, folklore, poetry, etc. He stressed on the relations between the students and the society with an example from the ancient cycle of *Bhiksha Parampara* of giving and taking in the society. Also, he related the content of Jadui Pitara to ancient India. He suggested exploring the modalities through which the same can be inculcated in the country’s young mind.



He raised concern about the time spent by children with social media, OTT, gaming, etc, and proposed to consider and come up with a strategy to involve social media, OTT, etc. as a teaching-learning platform in the future.

Address by Shri. Deepak Kesarkar, Hon'ble Minister, School Education, Maharashtra



The Hon'ble School Education Minister of Maharashtra, Shri Deepak Kesarkar spoke on the responsibility of the authorities to implement the NIPUN Bharat mission effectively. He pointed out the importance of learning in mother language through examples of various developed countries like Russia, Germany, France, and China. Also, he felt that the best possible learning happens in the mother tongue. He also argued that subjects such as mathematics, science, and vocational education have no language, and we needed to liberate ourselves from English as the primary language of teaching and learning. He envisioned making India, a leader of the world in terms

of education and suggested having a global outlook while solving problems in India

Address by Shri. Chandrakant Patil, Hon'ble Minister, Higher and Technical Education, Maharashtra

The Hon'ble Higher and Technical Education Minister of Maharashtra, Shri Chandrakant Patil, highlighted the initiatives taken under the directions of the Central Government in Higher Education. He stressed on the importance of pre-primary, primary, secondary, and senior secondary teachers training. He mentioned that as we implement the National Education Policy (NEP), because of 'progressive unfoldment' we will have answers to questions like what are the evolving training needs of teachers, how to incorporate value education and traditional education in educational practices, etc. He also expressed happiness on the Exhibition being organised at SPPU at G20 and hoped that more than 5 lac students would visit the exhibition.



Keynote Address by Smt. Annpurna Devi, Hon'ble Minister of State for Education, Government of India

The Hon'ble Minister of State, Smt. Annapurna Devi referred to the National Conference as 'Shiksha Mahakumbh' and hoped that it would lead to an exchange of ideas for effective implementation of the FLN Mission as both the administrators as well as academicians have come together for this conference. She shared the relevance of this event in the light of India's G20 presidency and mentioned that, it was an opportune moment to renew our resolve towards the universal attainment of FLN skills. She mentioned that NIPUN Bharat Mission aids in *Rashtra Nirman* (Nation Building). She further stated that as all other sectors are getting revolutionized, it is imperative



that the education sector should also undergo constant upgradation. With rapid scientific and technological advances, many jobs worldwide will cease to exist in the form that we know. Therefore, it is imperative that children not only learn but more importantly learn how to learn. NEP is aligned with the aspirational goals of 21st-century education while building upon India's traditions and value systems. Advocating creativity in classrooms and eliminating rote learning to enhance students' interest in learning, she appreciated the presence of experts and administrative representatives from various organizations at the National Conference. She acknowledged that their participation would facilitate the seamless implementation of discussed strategies. Acknowledging the significance of hosting the conference at Savitribai Phule Pune University, she paid tribute to Savitribai Phule for her remarkable contribution in education.

Thematic Expert Panel Discussion

The National Conference is organised to discuss and deliberate on some of the most crucial areas of implementation of FLN in India. The Eighth Schedule of the Constitution of India recognises 22 Indian languages as official languages. There are many more varied languages and dialects that are used in India for communication. To cater to the needs of such linguistic diversity, the NEP 2020 has provided provisions for children to be taught in a multilingual set-up, especially in the foundational years. To avoid any language barriers, it also highlights the need for teacher selection who are familiar with the local language of the students. In light of this, it is more than required

that the theme, ‘Teaching-Learning Approaches and Pedagogy for FLN in the context of Multilingualism’ is discussed at the National Conference.

The context of the panel discussion was set by the moderator of the session, Prof. Subin Sudhir, Chair Executive Education, IIM, Indore. Prof. Subin Sudhir cited that 85% of the brain develops before the age of 8 years, and thus more focused activities are required to plan in FLN. For the implementation of FLN, he suggested the pyramid model of PLAN. The details are as follows:

- P: Pedagogy
- L: Leveraging human resources and technological resources
- A: Developing culture of appreciation
- N: Nurturing within the family

He further invited other panelists to share their thoughts.

Prof. Malavika Kapur, Visiting Professor, National Institute of Advanced Studies (NIAS),



elaborated on her personal experience on the work done by her with the students in tribal areas of Bangalore related to FLN. She advised that all teaching learning should be child-centric and in play way method. She emphasised that no gadgets should be given to the students below 8 years of age. She highlighted the need of using storytelling to teach different languages to children, Prof. Malavika said “Teaching language in a story format helps children learn better, initially it seems like rote learning but eventually it leads to comprehension”. She believed that children had tremendous capacity for language

development before the age of 4 years and an Indian child was exposed to 3-4 languages before that age. She advocated bilingual primers at the FLN stage to promote multilingualism.

The next panelist, Prof Girish Nath Jha, Chairman, Commission for Scientific and Technical Terminology (CSTT), MoE emphasized on the essential requirement of doing away with English language from Higher Education. He presented the statistics where Hindi is the world’s 4th largest language in terms of number of people using it, but its presence on the internet is only 0.1 %. He advocated content creation in local languages, making technology and Artificial Intelligence (AI) in Indigenous languages, and delivering education using e-learning platforms.

The last panelist, Dr. Dhir Jhingran, Member, National Steering Committee for NCF focused on strong pre-schooling to achieve the objectives of FLN. Language comprehension and reading comprehension are two different things, both need to work well together, as one does not work without the other. He recommended the model for implementation of FLN which adopts the idea of teaching and learning process in local language for students aged 3-8 years with English as second language and recommended the use of English language as a medium of instruction only after 3rd grade. The strategies would be to make use of languages of children/ mixed language use, for incorporating children's culture which would benefit in learning languages.



Presentations by States on best practices on the theme

To take the session ahead and reiterate the vision of the National FLN Mission, a short film on FLN was shown which highlighted the importance of FLN and the address of Hon'ble Prime Minister, Shri. Narendra Modi.

Short film link: <https://youtu.be/8OzerRQJmXg>

The screening of short film on FLN was followed by the presentations by States on best practices on the theme i.e., FLN. The following four states presented their best practices:

1. Maharashtra

Mr. Ranjeet Singh Deol, Principal Secretary, Maharashtra presented the best practices followed in the State of Maharashtra for implementation of FLN. Key initiatives taken by Maharashtra are as follows:

- Pahile Paul – School readiness campaign for children aged 5 to 6 years with the help of teachers, Anganwadi workers, parents, and volunteers.
- Monitored mother groups – Mobilize communities to create a favorable environment for education
- Vidya Pravesh – This scheme is a play preparation program for the students studying in class one. This is a program to prepare students for school through playschools.)
- Teacher felicitation – Knowledge sharing and teachers practices
- Leveraging technology – Educational Innovation
- Adoption of multilingualism – Materials have been published in 10 languages and medium of Instruction is offered in 10 languages viz. Marathi, Urdu, English, Hindi, Gujarati, Kannada, Bengali, Tamil, Sindhi and Telugu.



2. Gujarat

Dr. Vinod Rao, Secretary, Gujarat, spoke on the implementation and distribution of state-designed syllabi, books, and teacher's editions in all Balvatikas in Gujarat, which enabled 9.5 lakh enrollments in Balvatikas. He shared that with the help of Vidya Samiksha Kendra (VSK), Gujarat has a child tracking system, and the integration of birth records ensured near-universal enrollment in the state. The online attendance system further ensures proper attendance of all students in the state. Timely assessments of Reading, Writing, and Numeracy, in Class 2 and remedial intervention, ensured no child lagged behind in Class 3. He stressed the need to have dedicated classrooms for every grade.

3. Assam

Mr. Narayan Konwar, Secretary, Assam, reiterated the importance of FLN by discussing how Assam dealt with the challenges of different mother languages in Assam, by publishing textbooks in 9 different languages. He spoke about NIPUN Axom's journey in following flow:

- Mission Launch: 16th November 2021
- Formation of the Steering Committee
- Capacity Building of Stakeholders
- Development of Teaching Learning Material

He also pointed out the challenges Assam faced:

- Diverse linguistic background of students
- Development of TLM in all different languages of Assam
- Dearth of teachers of certain linguistic backgrounds

He was optimistic that meetings, collaborations, and deliberations will pave a positive way forward for universal education of Assam.



4. Jharkhand

The last panelist of this session, Mr. K Ravi Kumar, Secretary, Jharkhand deliberated the approach Jharkhand has taken, where Language Mapping was done, and 33 indigenous

languages were identified for multilingual education. To make it easy for the students, all different languages were introduced in the school in Devanagari Script only. Bilingual Parent Activity Calendars have been designed and translated into 5 Tribal languages. Classroom Observation, Student learning process, and learner spot assessment, along with the Community Engagement initiative helped on the success of the FLN program in Jharkhand.

The Panel discussion was followed by Question-and-Answer session.

Vote of Thanks

The day 1 of the National Conference was concluded with a Vote of Thanks by Mr. Vipin Kumar, Additional Secretary, Department of School Education and Literacy, Ministry of Education, Government of India. He thanked Smt. Annpurna Devi, Hon'ble Minister of State for Education, Government of India for inaugurating the National Conference. He also extended his gratitude to Mr. Sanjay Kumar, Secretary, Department of School Education, Ministry of Education, Government of India for his guidance and support in organising the National Conference. He also thanked Shri. Deepak Kesarkar, Hon'ble Minister, School Education, Maharashtra and Shri. Chandrakant Patil, Hon'ble Minister, Higher and Technical Education, Maharashtra for gracing the event with their presence. He thanked all the dignitaries, guests and participants who engaged in the discussion on Day 1 and hoped the discussion to continue with same enthusiasm on Day 2 as well.



TWO-DAY NATIONAL CONFERENCE: DAY 2

18th June 2023

Theme: Capacity Building and Training of Teachers in the Blended Mode

Opening Session of the day

The second day of two day national conference on Foundational Literacy and Numeracy (FLN) commenced with the introduction of dignitaries on the dais as follows:

- Mr. Sanjay Kumar, Secretary, School Education and Literacy Ministry of Education, Government of India
- Smt Lamchonghoi Sweety Changsan, then Additional Secretary, Department of School Education, Ministry of Education, Government of India
- Dr. Suresh Gosavi, Hon'ble Vice Chancellor, Savitribai Phule Pune University, Maharashtra
- Smt. Rashmi Arun Shami, Principal Secretary, School Education, Madhya Pradesh
- Shri. Ranjit Sing Deol, Secretary, School Education, Maharashtra

Welcome Address by Smt Lamchonghoi Sweety Changsan, Additional Secretary, Department of School Education, Ministry of Education, Government of India

Welcome address of Smt. Lamchongoi Sweety Changsan on the second-day theme of the two-day national conference began with a warm welcome to the gathering present. She highlighted the diversity of schools exist in the country and the need to cater to such a diverse ecosystem, provide them with quality education and keep them grounded in cultural ethos. Further, she mentioned that, the recommendations of the NEP 2020, FLN Mission, and National Curriculum Framework - Foundation Stage (NCF-FS) would strengthen the approach towards pedagogy.



Learning is no longer limited to the traditional classrooms but has expanded to digital ways of learning. Hence, a blended form of learning is a new approach where blended learning methodologically combines the traditional approach and online learning to enhance learning

experience, maximize effectiveness and increase the reach of education. It is therefore imperative that teachers are well-equipped with the skills, knowledge, and pedagogical approaches to adapt to the changes and are able to implement blended teaching methods, effectively.

In line with day two theme on Capacity Building and Training of Teachers in Blended Mode, Smt. Changsan believes that the blended mode of capacity building and training would increase the reach as well as maximize the effectiveness of the programme.

After the welcome address of Smt. Changsan, a short film on FLN was shown highlighting the importance of FLN along with the message of Hon'ble Prime Minister.

Short film link: <https://youtu.be/kAcBtY7s2NM>



Address by Prof. Suresh Gosavi, Vice Chancellor, SPPU, Maharashtra

Prof. Suresh Gosavi addressed the august audience. He began his address by emphasizing on the importance of learning, creativity, thinking, and knowledge. The NEP 2020 upholds these ideas and aims to transform India into an equitable and vibrant knowledge society. In his address, he focused on the capacity building which creates the base for lifelong learning. Further, he emphasised that there is a need to understand in detail the prerequisite at school education level for further higher education institutes. Teachers play a vital role in nation-building and providing them with resources and training is crucial for achieving the targets set under FLN Mission. He



also gave a brief introduction of Savitribai Phule Pune University, its achievements, and various activities and research under taken at the university.


Thematic Expert Panel Discussion

The NEP 2020 puts teachers at the centre of the fundamental reforms in the education system. The policy helps re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. We must do everything to empower teachers and help them to do their job as effectively as possible. In light of this, it becomes essential that teachers are trained to work at their full potential and help implement the FLN mission in India.

The context of the panel discussion was set by moderator, Dr. Sandeep Jain, Joint Secretary, Training, Central Board of Secondary Education (CBSE). Dr. Sandeep Jain emphasizes that teachers are the change vehicles and the teacher not only teaches with the pedagogy but also with their behavior and attitude. Thus, there is a pressing need for capacity building of the teachers in content, pedagogy, and assessment. Further, he explained various modes available for capacity building and training of teachers. Also, he mentioned that while making strategies for capacity building and training in blended mode, various aspects of training should be considered like identification of trainers, training of trainers, development of contextualized TLM, creation of conducive learning environment, tap on the holistic development of children, and deal with the digital divide due to various factors.



Dr. R. Balasubramaniam, Member (HR), Capacity Building Commission (CBC), Government of India in his address raised a concern regarding the actual capacity building of teachers during training programmes conducted by various organizations at different levels. According to him,



many things can be learnt from young minds, and thus, it is essential to redefine the wheel and teach our teachers to stop teaching and start building the students' capacities. He stressed that redefining the role of teachers is the first and most significant step in capacity building in addition to co-generation and application of the knowledge. He advocated the importance of the resources given to the teachers and the opportunities created for teacher facilitator. He further informed about the documents available at the CBC, for e.g., Assessment Manual, Quality Matrix, Professional Educational Standard, Impact Assessment, etc for further insights on capacity building and training of teachers in blended mode. He concluded by urging every single stakeholder to participate in the capacity building process. He added that real capacity building is teaching to survive during difficult circumstances and that community wisdom is a part of pedagogy narrative.

In his presentation, Vineet Nayar, Founder, Sampark Foundation, Ex-CEO, HCL, spoke on the strategy to innovate teacher training for high impact. During discussions, he attempted to answer three aspects related to training, like 'where learning happens', 'who impacts learning in a classroom', and 'how we can help the teacher further innovate the strategy for teachers' training'. He felt a significant difference between government and privately owned schools. As per his observation, government school teachers deal with multi-grade classrooms, disinterested parents, non-teaching work, inadequate teaching infrastructure, and lack of teaching process training. However, NEP 2020 has defined a clear vision, goals and pathways. We need a frugal innovation that will drive large-scale change in learning outcomes. He suggested that similar to the IT industry, we can first train our teachers on the process of pedagogy and then train them on using structured resources. He concluded by saying that training is successful only when they have reduced the teacher's effort.

Prof. Shahshikala Wanjari, Vice Chancellor, NIEPA, deliberated on assimilating the recommendation of NEP, 2020. She discussed an essential feature of NCF-FS for developing Early Childhood Care and Education (ECCE) framework in India. She spoke about the emphasis on Panchkosh Vikas, the development of five interrelated domains of personality and *smriti* (memory), and not on rote learning. She recommended that every teacher in the teaching-learning process should follow "five-step learning process" which is an excellent guide to formulate the sequence and planning for instruction. Prof. Wanjari concluded with the importance and quality of teaching-learning material in capacity building and training of teachers.

Presentations by States on best practices on theme

The FLN Mission of India places crucial responsibility on the States and UTs to implement the program on the ground. While doing so, they often come-up with innovative solutions to the challenges faced by them. One of the objectives of this National Conference is to provide a space for knowledge sharing and cross learning among states. To take it into action, on the second day of the conference as well, presentations by States were made on best practices on theme of

teacher's training in FLN. In addition to the states, CBSE also made a presentation on work done by them. The following four states and CBSE presented their best practices:

1. Uttar Pradesh

Mr. Deepak Kumar, Additional Chief Secretary, Education, Uttar Pradesh, presented best practices of the state of U.P. He expressed that UP's journey in education has included systemic reforms which have led to a better teaching learning environment. Some of the projects he discussed were:

- Operation Kayakalp – where 1.36 Lakh schools have been refurbished by a fund of Rs. 12,000 crores.
- DBT – RTE entitlement for school uniforms, school bags, and stationary is being directly transferred to the beneficiary's bank account.
- Manav Sampada – largest e-HRMS system where 7 lakh teachers get online settlement of payroll, leave, transfer posting, arrears, etc.
- Appointment of 1.6 lakh teachers by a transparent online process.



He informed that classroom transformation is being achieved by implementation of new TLM like – NIPUN Lakshya, Soochi/ Taalika, and Structured Pedagogy via Teacher Guides (Sandarshika and Nirdeshika). UP is running Vidya Samiksha Kendra (VSK) to monitor district, block and school learning progress in real-time.

Mr. Kumar mentioned, how the teacher training programme was revamped to increase the quality of teaching. Over 225 master trainers conducted 4-days training. SIEMAT, DIETS

and BRCs are revamped with high-quality training. Teachers are oriented on the implementation of structural pedagogy in classrooms through high-quality videos, activities and demos. The best teachers in the state were selected as mentors to train and support other teachers. Five best teachers at each cluster were designated as Sankul, who foster professional development for other teachers. He revealed that teachers' capacity building has led to an increase in academic days from 160 to 240, an increase in academic working hours increased from 12 to 25 per week, and a decrease in school-level registers from 20 to only 12.

2. Chhattisgarh

Mr. Rajesh Kumar Rana, Director, SCERT, Chhattisgarh and Special Secretary, Education, Government of Chhattisgarh had his presentation presented by Dr. M. Sudhish. Dr. Sudhish informed that Chhattisgarh had 42 tribes, thus, multilingualism was a challenge in Chhattisgarh. Gond, Kanwar, Bhaina, Bhatra, Uraon, Kamar, Halba, Baiga are some of the tribes on record. Shri Rajesh cited a report by LLF and UNICEF that 50% of the world's out-of-school children live in communities where the language of schooling is rarely used at home. He mentioned that Chhattisgarh solved the issue by translating classes 3-5 textbooks into local languages, workbooks, practice material, dictionaries, and oral story collection in the local language.



He highlighted the plan of action for implementing Multilingual Education (MLE) programme, that includes development of local materials at grass root level, an interactive radio instruction programme used to teach teachers, local language, WhatsApp groups of teachers of different languages were created, self-reading materials in different online courses were offered, release of free *Charcha Patra* (newsletter), storytelling festivals were organized, school museums were introduced where local materials were displayed for cultural exposure, Neev programme started and MLE demo projects in Bastar are some pilot programmes run by different NGOs. Different Capacity Building approaches for MLE

such as seminars, surveys, feedback, brainstorming sessions, online courses, case studies, mentor-mentee system, and podcasts are being organised in Chhattisgarh.

3. Madhya Pradesh

Mr. Dhanraju S, State Project Director, School Education enlightened that Madhya Pradesh's vision of teachers' professional development was based on four principles:

1. Training as a cycle: It is a continuous process and not a one-way process.
2. Balancing priorities and needs: A balance between centre, decentralised and personal needs of teachers had to be balanced.
3. Ensuring impact: Ensure impact on teacher classroom practices, so that it reaches the students.
4. Consonants between vision for teachers and students: The content, curriculum and practices in teacher training must be align with the vision on how students should learn.



He mentioned that, the plan of action for capacity building of teachers involves compilation of teacher needs, planning and scheduling a yearly training calendar, training delivery, observation and coaching, impact assessment, rewards and recognition, evaluation & career path recommendation. Further, Mr. Dhanraju, emphasised that a cycle of blended teacher professional development was made, where training delivery led to academic mentoring which led to technological integration. The state leveraged WhatsApp and reduced the cascade. State and District level dashboards have been created for overall progress on courses sent regularly via WhatsApp. They also share course learning posters to nudge teachers and officials towards action in priority areas through learning posters. Digital booklets were launched to recognize teachers' efforts and provide them a state level platform to share their thoughts, classroom experiences, and reflections on digital courses launched under CM Rise TPD Program. He concluded by sharing that the TPD program of

MP has received national and international recognition, including from the UN and the Commonwealth.

4. Andhra Pradesh

Mr. S. Suresh Kumar of Andhra Pradesh mentioned Supporting Andhra's Learning Transformation (SALT) project with the framework aligned with NEP, NIPUN Bharat and NCF-FS and the support received from the State government and World Bank. He mentioned about the framework for 60 days and 120 days certification for grade 1 and 2 teachers and Anganwadi workers respectively, initiated blended learning through energised textbooks, e-content, Smart TVs, MoU with Byju's, design of foundation primers in six tribal languages in the name of ROOTs.



Mr. Suresh informed that the Hon'ble Chief Minister of Andhra Pradesh distributed tablets to class 8 students and teachers to boost digital education and bridge digital divide. Byju's premium E-content was preloaded on free tablets. He brought to light the details of Nadu Nedu (Then and Now) system i.e., toilets with running water, drinking water, painting of entire campus, major and minor repairs, electrification with fans and tube lights, good furniture, English labs, green chalkboards and compound walls implemented by the State Government considering the school as a divine place and wants to promote the school as a true learning centre to the children.

5. CBSE

Smt. Manju Balasubramaniam, Principal, Delhi Public School, Bengaluru North, presented her views that NEP 2020 postulates that the idea of capacity building is to

develop a culture that is strictly rooted in the value of shared learning. She highlighted the importance of CBSE, NIOS and NCERT portals, resources, and tools like NISHTHA, NIPUN Bharat, PRASHAST, BARKHA, Indian Sign Language (ISL), PM eVIDYA, and DIKSHA.

She reiterated that ethics, empathy inclusion, and capacity building create spaces for learning, as well as create the next line of leadership.

Vote of Thanks

A vote of thanks was given by Ms. Archana Sharma Awasthi, Joint Secretary, Department of School Education, Ministry of Education, Government of India. She concluded the day and the Two-Day National Conference and thanked all for their active participation to make it a success and hoped that learning from the conference will help to take the goal of NIPUN Bharat Mission and NEP 2020, forward.

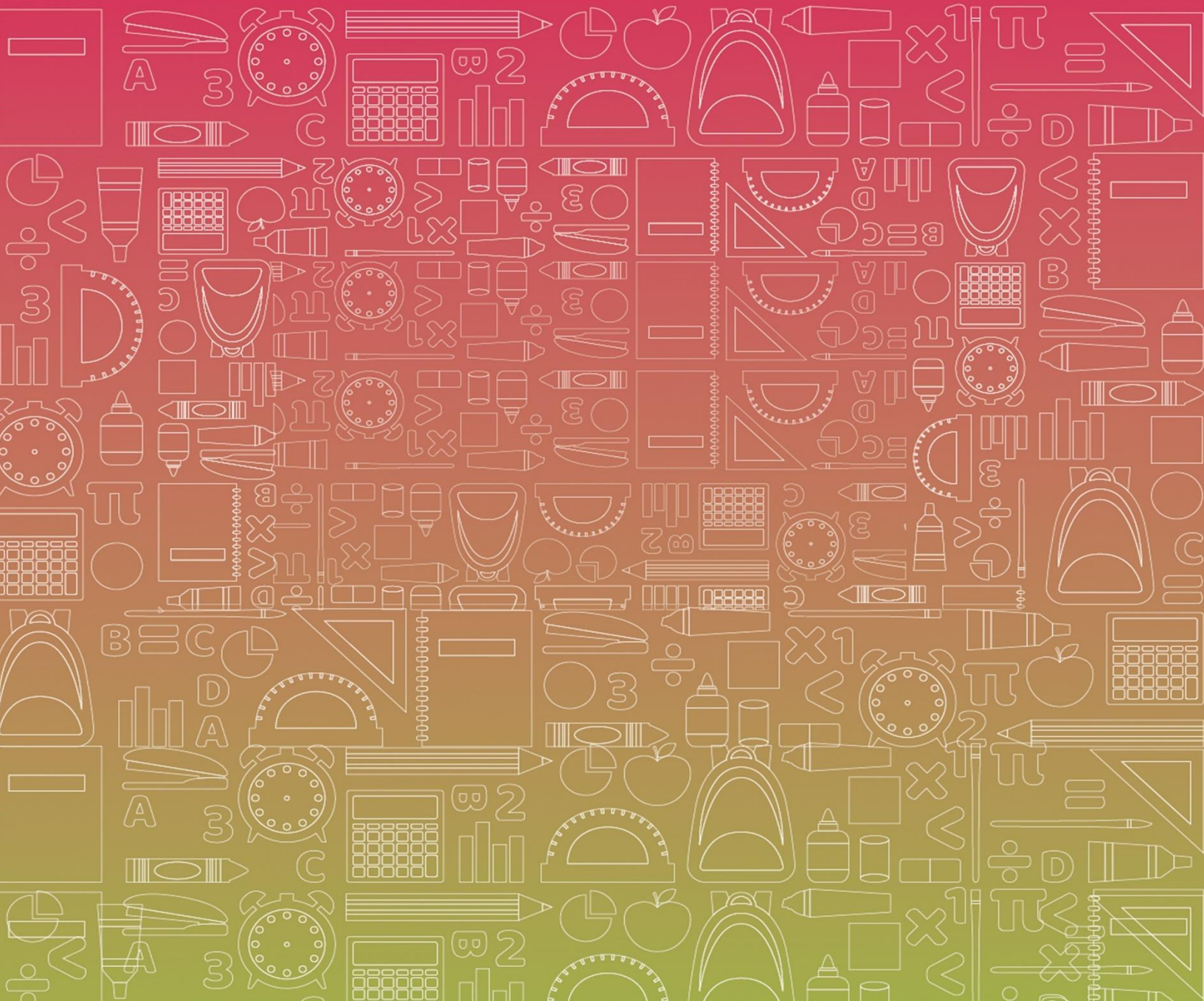


262 participants, including Government of India officials, representatives of the states and UTs, educationists, etc. attended 2-day National Conference.

Part B

Seminar on Ensuring Foundational Literacy and Numeracy in the context of Blended Learning

19th June 2023





SEMINAR

CONCEPT NOTE

Background


The Education Working Groups (EdWGs) under past G20 presidencies in host countries have focused on strengthening educational systems by making them more inclusive, accessible, and innovative. Themes including universal quality education, continuity of learning in times of crises, supporting teachers, use of technology for educational continuum and universal access, addressing challenges of digital divide, impact on early learners, and issues of cyber safety, have been discussed under previous presidencies. India's G20 EdWG Presidency, focuses on building and carrying forward deliberations in past presidencies and address concerns that are preventing full transformational potential of education by bridging gaps in quality education and skilling, as well accelerate the pursuit of the Sustainable Development Goals. With this spirit, "Ensuring Foundational Literacy and Numeracy especially in the context of Blended Learning" is the first of the four priority areas on which the EdWG has deliberated in each of the 3 previous meetings held under India's G20 EdWG presidency.

In the 1st G20 EdWG meeting held in Chennai, deliberations on ways to strengthen literacy at school level and use of the Digital Technology in furthering education were carried out. The working group provided a platform to take note of best practices being followed by member nations. The 2nd EdWG deliberations held in Amritsar. The discussions centered around use of Research and Innovation in Education Areas. The 3rd G20 EdWG meeting was held in Bhubaneswar with discussions on skilling, upskilling, reskilling and equipping students with a range of future skills to set them on a course of lifelong learning.

Each EdWG was preceded by a One-Day International Seminar with participation of delegates from G20 and invited countries.

Focus on foundational learning – literacy, numeracy and socio-emotional skills

Foundational Literacy and Numeracy (FLN) refers to the ability to read and write with understanding and perform basic mathematical calculations by the end of grade two or three and no later than grade 5. These, along with socio-emotional skills and well-being, lay a strong foundation for all further learning and development. Those who fail to attain basic competencies in foundational literacy and numeracy find it difficult to catch up in later classes and fall behind, creating wider learning gaps. Foundational learning skills are the critical building blocks in the process of acquiring knowledge and experiences while progressing through various stages of education system. Without mastering these skills children are at a great risk of dropping out of the



school system. These skills are essential for shaping character, promoting compassion, and critical thinking, whilst providing a basis for future skills which can lead to gainful employment, and for improving their quality of life and of those around them.

The seminar on “Ensuring Foundational Literacy and Numeracy in the context of Blended Learning” helped identify appropriate policies and practices adopted by countries for ensuring foundational learning for all children, in G20 member countries and other invitee countries. The panel discussions focused on issues related to curriculum, pedagogical approaches, capacity building of teachers and other stakeholders; role of parents and other caregivers and community members in supporting learning at home. These issues were deliberated in the context of multilingualism and appropriate use of technology for foundational learning. The discussion also highlighted challenges faced by countries in achieving the SDG-4 goals. Through the panel discussions, areas for joint initiatives, and areas for cross-learning were identified for further action.

As done earlier for the seminars in previous three EdWG meetings, a template was circulated for sharing of best practices/policies/innovations from G20 and invited countries. All members and invited countries were requested to prepare their presentations and the same were compiled for a comprehensive discussion during the seminar at SPPU, Pune. Presentations were made by different countries and international organisations.

Objectives of the seminar

The main objectives of the seminar were:

- Identification of technology-based interventions that have brought about an improvement in FLN levels at a national/regional level
- Initiatives on curriculum design/redesign, pedagogical approaches, assessment architecture/methodology, etc. which are aimed at improving learning outcomes at foundational stage
- Sharing best practices on enabling parents and community members to support student learning, psychosocial well-being, and safety of children at home and in the community.
- Identification and discussion on policies, programmes, and strategies adopted to meet the differentiated language needs of students at the foundational stage
- Identification of areas/themes for promoting possible research and collaboration among educational institutions across G 20 member countries.

Themes for panel discussion

- **Teaching learning approaches and pedagogy for foundational literacy and numeracy in blended mode**
 - Extent of technology use for young children and addressing the digital divide
 - Ensuring equitable and inclusive access to learning opportunities for all
 - Curriculum and methods of assessments for learning outcomes

- **Role of parents, caregivers and community members in supporting FLN (home learning), socio-emotional skills and health and nutrition of children**
 - Strategies and practices employed by parents, caregivers and community members to support Foundational Learning at home
 - Socio-emotional learning and safety of all children with support of families and communities
 - Role of nutrition in school and home for holistic development of all young children

- **Capacity building and training of teachers for FLN in the context of multilingualism**
 - Differentiated approaches and solutions to address language issues in foundational learning
 - Strategies to scale up Multilingualism in classroom interactions
 - Continuous teacher professional development with emphasis on mother tongue-based teaching-learning approaches

Participants

- G20 member countries and invited countries
- Representatives of academic institutions in G20 countries that are engaged in initiatives related to foundational learning for ensuring quality education.
- Representatives of international organizations such as UNICEF, UNESCO, OECD, etc.
- Representatives of knowledge partners from India (NCERT, and other academic institutions)
- Representatives of Education department and related government agencies from states in India
- Civil society agencies
- Organisations working in the areas of Digital Initiatives, Future of Work and School Education
- Principals, Academicians from Pune Schools and Institutes

The schedule of the G20 Seminar is attached as **Annexure 2**.

THE SEMINAR 19th June 2023

Theme: Ensuring Foundational Literacy and Numeracy in the context of Blended Learning

Inaugural

The seminar on 4th G20 Education Working Group meeting on “Ensuring foundational literacy and numeracy in the context of blended learning” was organised on 19th June 2023 at Savitribai Phule Pune University on the sidelines of 4th G20 EdWG meeting. The following special guests graced the event:

- Shri Rajkumar Ranjan, Hon’ble Minister of State, Ministry of Education and External Affairs, Government of India (*as Chief Guest*)
- Shri Chandrakant Patil, Hon’ble Minister, Higher and Technical Education, Maharashtra
- Mr. K Sanjay Murthy, Secretary, Department of Higher Education, Ministry of Education, Government of India
- Mr. Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India
- Mr. Atul Kumar Tiwari, Secretary, Ministry of Skill Education and Entrepreneurship, Government of India
- Prof Manjul Bhargava, Member, NCF Steering Committee
- Mr. Terry Durnnian, Chief Education, UNICEF India
- Prof. Suresh Gosavi, Vice Chancellor, Savitribai Phule Pune University

Welcome address by Mr. Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India

Mr. Sanjay Kumar welcomed all the dignitaries, foreign delegates and guests for the seminar at the 4th EdWG meeting. He expressed his gratitude for organizing this event in the cultural and historical city of



Pune, also an education hub of the country. He mentioned that during this India's G20 presidency, four EdWG meetings discussed the priority issues for EdWG which are as follows:

- 1st Meeting of the G20 EdWG on the theme 'Making Tech-enabled Learning more Inclusive, Qualitative, and Collaborative at every level' was held in February 2023 in Chennai, Tamil Nadu
- 2nd Meeting of the G20 EdWG with the theme 'Strengthening Research, and Promoting Innovation through Richer Collaboration and Partnerships' was held in March 2023 in Amritsar, Punjab.
- 3rd Meeting of the G20 EdWG with the theme 'Building Capacities, promoting Life-Long Learning in the context of Future of Work' was held in April 2023 in Bhubaneswar, Odisha.
- 4th Meeting of the G20 EdWG with the theme 'Ensuring Foundational Literacy and Numeracy in the context of Blended Learning' is scheduled for in June 2023 at Pune Culminating into G20 Ministers meeting on 22nd June 2023.

Mr. Sanjay Kumar informed that for creating awareness of Foundational Literacy and Numeracy (FLN), NEP 2020 and G20 Presidency the department has conducted awareness generation activities as part of citizen's involvement or Janbhagidari from 1st to 15th June 2023 as precursor to this G20 event. In an unprecedented event, more than 52 million students/teachers/parents in the country participated in these nationwide events. He mentioned that Foundational Learning skills are the critical building block in the process of acquiring knowledge and experiences while progressing through various stages of the education system. Without mastering these skills, children are at a great risk of dropping out of the school system. These skills are also essential for shaping character, promoting compassion, and critical thinking, for improving their quality of life and of those around them. He requested the panelists of the seminar to discuss the curriculum, pedagogy, role of stakeholders, and highlight challenges faced by the countries. FLN is extremely crucial for our future, as it holds key to the future learning of our students.

Presentation by Mr. Terry Durnnian, Chief Education UNICEF

Mr. Terry Durnnian, Chief Education UNICEF, India mentioned about the global momentum around foundational learning i.e., basic literacy, numeracy, and socio-emotional skills. He identified the key areas of work i.e., pre-primary education and the right to education. He mentioned that 24% of the countries in the UN have compulsory pre-primary education. However, a sizable number of children are not reaching international or regional benchmarks, and are unable to read simple written and informational



text. Globally, 2/3rd of 10-year-old are unable to read and understand a simple test. Often it is the most marginalized children in these countries who are the ones not learning. Inability to get a basic education, sets in motion a life of missed opportunities including capacity to develop higher-order and job-specific skills they need to break cycles of intergenerational poverty. He focused on understanding the learning speed of individual child, importance of engagement of parents and society, and holistic development. To achieve goals, he recommended delivering education in a new way so every child can develop skills they need as they develop, increase diverse partnerships, innovate, speed, and scale.

Presentation by Prof. Manjul Bhargava, Member, NCF Steering Committee on the status of FLN in G20 countries



Prof. Manjul Bhargava in his address on the status of FLN in G20 countries stressed on the fact that achieving foundation literacy and numeracy is the key to addressing major challenges like reducing poverty and hunger, fostering talent, and creating a workforce that can tackle threat of climate change. He thanked all G20 countries for bringing this issue to the forefront. He mentioned that as per various surveys, the world is in a severe learning crisis concerning the most basic skills at primary level. Prof. Manjul explained that the foundational learning provides building blocks for all other learning, knowledge, and higher-order skills. Also, literacy and numeracy help children to learn, experiment, reason, create, be active and informed citizens, and thus contribute socially, culturally, and economically. Over 85% of a child’s cumulative brain development occurs prior to the age of 6. This indicates the critical importance of appropriate care and stimulation of brain in early years in order to ensure healthy brain development and growth. It is therefore recommended that all nations ensure universal access to Early Childhood Care and Education

(ECCE) institutions having play-based curriculum and pedagogy for all children aged 3-6 years. Studies worldwide show that multilingual children develop greater cognitive capacities, learn faster, and are placed better later in life than monolingual children.

He emphasised that FLN is best learnt in a face-to-face setting. The use of technology should occur only in situations where there is evidence that it is beneficial, such as in ensuring inclusive access for children who are unable to go to a physical school or for making certain drills and activities more fun in the classroom, making digital interactive textbooks, individualizing learning/exercises, helping to bridge the mother tongue with the medium of instruction, etc. He informed the progress over the last 20 years, the increase in enrollment, and that 87% of children now complete primary school, globally. Also, dramatic progress has been made towards gender parity. He proposed that to achieve universal FLN, all countries need to expand and ensure universal access to quality ECCE programme, curricular focus on FLN, improve teacher capacity, nutrition and health, parent and community participation, and committed spending to ensure equitable access and learning.

He concluded with the point that, there should be committed financing, resources, legislation, and G20 / international commitments to ensure that universal FLN is achieved.

After the enriching presentation of Prof. Manjul, a short film on FLN was shown that highlighting the importance of FLN along with the message of Hon'ble Prime Minister of India.

Short film link: <https://youtu.be/1HhhPPhQJdA>

Keynote Address by Shri Rajkumar Ranjan Singh, Hon'ble Minister of State, Ministry of Education and External Affairs, Government of India



Shri Rajkumar Ranjan Singh, Hon'ble Minister of State, Ministry of Education and External Affairs shared his views on ensuring foundational literacy and numeracy in the context of blended learning. He hoped that the great city of Pune provides an opportunity to shape out a clear and decisive way of making the educational system more accessible, inclusive, and innovative. In the spirit of G20 EdWG presidency which is focused on working and carrying out deliberation on improvement of education system, ensuring FLN in the context of blended learning is one of the priority areas of the working group. He stressed that there is a need to attain FLN goals in a time-bound manner. He believed that the seminar will identify and discuss the best global practice for creating an environment and facilitate FLN. The overall objective of the seminar is to reflect the progress of FLN with a special emphasis on the objective of the teaching-learning process & pedagogy in FLN, the role of parent/community members in supporting FLN, socio-emotional skills of the students, capacity building of teachers of FLN in the context of multilingualism.

He mentioned that during seminar, the deliberations will enable a good understanding of the capabilities of G20 member countries to address the challenges of all children attaining foundational literacy and numeracy. It will also enable identification of areas of collaboration and learning from each other on ensuring universal acquisition of foundational skills.

Session 1: Teaching Learning Approaches and Pedagogy for FLN in Blended Mode

Mr. Sanjay Kumar, Secretary, School Education and Literacy, Ministry of Education chaired the first session of the seminar. He began the session with a brief introduction of all the panelists. To take the session forward Mr. Sanjay Kumar in the address mentioned that in order to focus on foundation literacy and numeracy, there are a lot of challenges that impact the outcome like hunger, literacy of parents, abusive background, targeted income group of family, etc. He discussed that as Prof. Manjul suggested that face to face teaching is effective and we should avoid using digital device for younger students. However, in blended mode, it is expected that a country-specific approach needs to be identified. Further, he invited the panelists for discussion.



The following countries participated in the session:

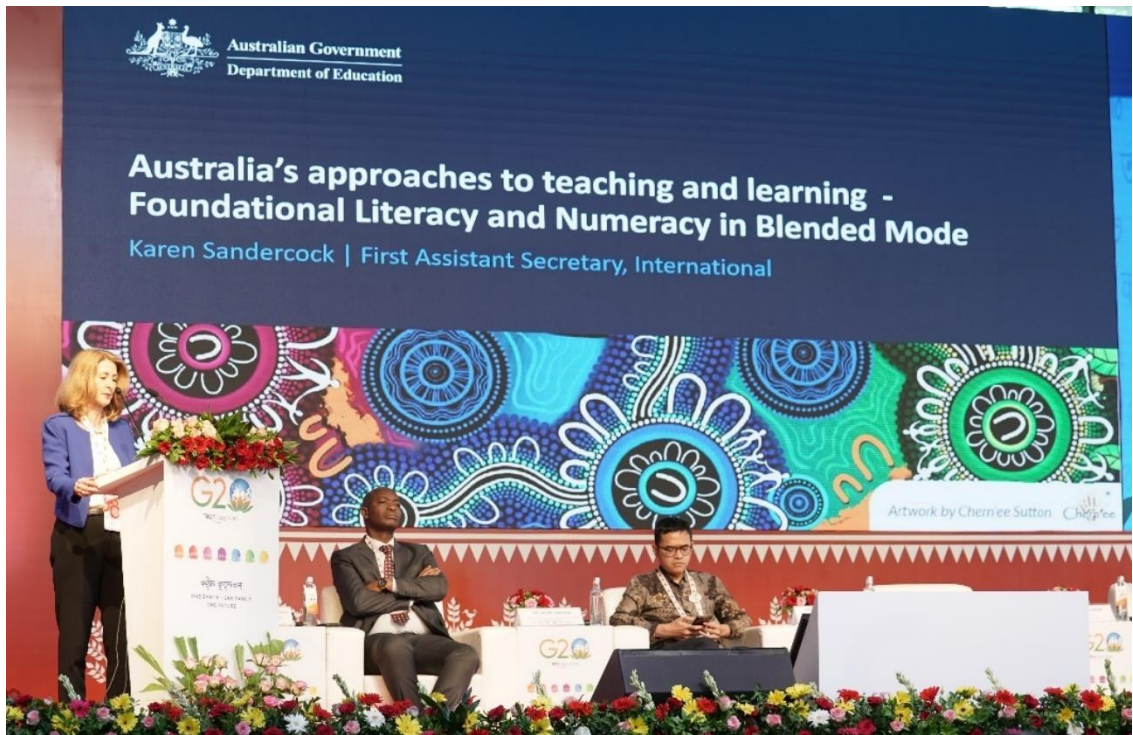
1. **Spain – Mr. Andres Contreras Serrano, Head of International Education Unit, Ministry of Education and Vocational Training, Kingdom of Spain**

Mr. Andres Contreras Serrano began his address by thanking Government of India for hosting G20 seminar focusing on foundational literacy and numeracy. He mentioned that, the world is changing very fast and we may change at the same pace. It is time to rethink education and make social contracts and participation of the full community. G20 countries have an interest to contribute and help all nations to improve education and focus on fighting inequalities. He suggested that education should become a great facilitator, not a great divider. He highlighted two actions taken by the Spanish government which include initiatives on FLN program to promote schools in the first cycle of early childhood education with inclusive education and national plan for digitalization and digital competencies (educational digital competence, digitalization of the educational center, open educational resources in digital format and advanced digital methodologies and skills).



He highlighted the need for promoting digital transformation, especially with gender perspective, and developing STEM educational approach. He acknowledged that there are varying levels of digital skills within different segments of population, and the ability of national education and training systems to address these differences is a challenge.

2. **Australia – Ms. Karen Sandercock, First Assistant Secretary, International Division, Higher Education, Research and International Group, Department of Education, Govt. of Australia**



Ms. Karen Sandercock congratulated India for navigating all the important set of issues which are challenges to all G20 countries on education front and mentioned that the skills of foundation literacy and numeracy are very important for students' well-being, their future learning, and success. She informed that Australia has a strong record of FLN but there are many opportunities available for further improvement and Australia focuses on strengthening the FLN, especially through blended/ online mode. In her presentation, she focused on the practical approaches of Australia regarding the FLN in blended learning.

She emphasises that Australia understands the requirement of high-quality literacy and numeracy in teachers which is vital in lifting overall quality of school system and strengthening students' outcomes. She informed that Australia is facing a national teacher workforce shortage, thus ensuring increasing number of people choosing profession and ensuring those already in profession remains is a key priority. Thus, in Australia, all school teachers before graduation are expected to sit for a literacy and numeracy test to show they have been assessed. Australia rolled out a learning hub online professional development programme for the teachers also, focused on areas like phoenix, micro-teaching, and classroom management. For blended learning, Australia has a wide range of initiatives for e.g., National Broadband Network with a free syllabus, introduced digital literacy in the school curriculum, a safety toolkit for school teachers/principals to support schools to

create safer online environments, etc. She stressed on the role of parents in education system and that Australia has a number of initiatives to get teaching resources with parents/community.

3. **United Arab Emirates - Dr. Sameera Al Hosani, Director of Department Humanities and languages Curriculum, Ministry of Education UAE**

Dr. Sameera Al Hosani mentioned the significance of digital literacy to make optimal use of technology for foundational literacy and numeracy for young learners. She focused on content localization and multilingualism for UAE and other countries and the availability of digital content in local languages for diverse population. She informed that UAE is taking proactive steps towards providing young children necessary digital literacy through the introduction of digital literacy



programmes. One of the key initiatives of UAE is multilingual digital framework which aims to develop cross-curricular digital concepts, structured approach to digital literacy, and tools to assess student's progress. She mentioned that in UAE curriculum and methods of assessment are important for holistic profiles of learning and focus on five drivers that are 'learner agency', 'global competencies', 'well-being', 'collective efficacy', and 'culture and heritage'.

4. **Indonesia - Dr. Irsyad Zamjani, Head, Centre for Education Standards and Policy Institution: Ministry of Education, Culture, Research, and Technology, Indonesia**

Dr. Irsyad Zamjani shared the initiatives of Indonesia in transforming education system in the last 3 years with the commitment of making foundation learning as targeted learning outcomes. After two years since the onset of the pandemic, signs of progress in learning recovery can be observed, although achievements have not fully returned to the levels seen before the pandemic. He focused on the systematic curriculum reforms which are more

flexible, more in-depth, relevant, and interactive. The newly designed creative textbook content reflects new curriculum characteristics, which are available on the book



information system website. To help teachers to understand the new curriculum, a high-quality digital learning resource is provided on the Emancipated Teaching Platform (Platform Merdeka Mengajar) where teachers can do self-directed and collaborative learning and share best practices. He further mentioned that, the curriculum reform is aligned with the change in evaluation system (individual evaluation and system evaluation). The results of this evaluation are conveyed through scorecards and provided to schools and local government for further reforms.

5. **South Africa - Mr. Hubert Mathanzima, Director General of Basic Education, South Africa**

Mr. Hubert Mathanzima shared warm greetings and felicitations from the President of South Africa. He agreed that Information Communication Technology (ICT) is not the silver bullet but also acknowledged the importance of ICT and balancing the same is very important. He emphasized that the foundation skills of literacy and numeracy are extremely important for sustainable livelihood. He informed that in South Africa 'early learning national assessment' has been introduced where it is determined whether children are ready for learning. He mentioned the big plan of South Africa to rebuild the learning loss due to COVID which is focused around ensuring curriculum recovery through which learners can demonstrate the required skills and meet necessary standards and review assessment regime and introduce a high-quality assessment system. Mr. Hubert further stated that South Africa has achieved remarkably in terms of connectivity considering the rural population and has multi-graded schools. Thus, blended learning becomes very important in this situation.



Session 2: Role of Parents, Caregivers and Community Members in supporting FLN (Home Learning), Socio-emotional Skills and Health and Nutrition of Children

The chair of the second session, **Ms. Aditi Das Rout, Additional Secretary, Ministry of Women and Child Development, Government of India** welcomed esteemed panelist and spoke about Mission Saksham Anganwadi and Poshan 2.0 in detail that is a flagship scheme of the Ministry of Women and Child Development. She mentioned that children spend maximum time in the early years of development at home that is why parents, caregivers, and community members become central to their development, and even after entering the formal system of education children spend 80% of their time at home. Therefore, recognizing the importance of the role of parents and caregivers to maximize outcomes and look forward to understand from the panelist the models followed by respective countries for motivating the parents, caregivers, and community members.



The following countries participated in discussion on the session theme:

1. **United States of America - Ms. Maureen A. McLaughlin, Senior Advisor to the Secretary and Director of International Affairs U.S. Department of Education**

Ms. Maureen A. McLaughlin focused her presentation on the particular initiative that is around the role of parents, caregiver, community members and overall education of child i.e., the Community School Strategy. In the community school approach, the school in a particular community looks into and meets the needs of neighborhood, children, and community by leveraging local assets and collaborating with non-profit and government agencies. She stated that through research findings, the benefits of community schools are identified as increased attendance, improved academic achievement, increased higher

graduation rates, and improved relationship and attitude towards school. She emphasized on the four pillar of community school programme which are as follows and concluded with the essentials for community school transformation:

1. Integrated school support
2. Expanded and enriched learning time and opportunities
3. Active family and community engagement
4. Collaborative leadership and Practices

One analysis estimated a cost-benefit ratio of a community school up to \$15 for every dollar invested.



2. **China – Mr. YOU Zheng, Assistant Professor, Beijing Foreign Studies University, China**

Mr. YOU Zheng focused on digital transformation of Education and Socio-emotional learning in China. In his presentation he focused on how they involve students, parents, community members and take care of socio-economic needs in digital transformation in China. Over the past 5 years, online education has increased rapidly in China and after COVID, the government has started focusing on socio-economic needs under online education like student’s mental, comprehensive development, psychological health, and cyber security. He highlighted the variety of online education platforms available for

students and the achievement in digital initiative i.e., 99.89% schools have internet (>100



Mb bandwidth); 75% + schools have Wi-Fi coverage; 99.5% schools equip multimedia classrooms. He specified challenges faced like emotional and anxiety issues during COVID, demographic distribution characteristics and teachers' psychological health. In a concluding remark, he mentioned that family companionship, peer interaction, teacher-student interaction, and outdoor activities are effective countermeasures in

Chinese context as China has adopted the new Family Education Promotion Law, 2021 demonstrating family responsibilities, state support, social collaboration, and legal responsibilities.

Session 3: Capacity Building and Training of Teachers for FLN in the Context of Multilingualism

The chair of the third session, **Smt Nidhi Chhiber, Chairperson, Central Board of Secondary Education (CBSE)** welcomed the panelists for the session. She stated the importance of FLN in the scheme of school education as it serves strong foundation for lifelong learning, enabling students to acquire new knowledge, engage in critical thinking and adapt to new challenges. She focused on teachers who are the key facilitators for students to teach reading, writing and basic mathematics skills. Thus, teacher training is important for effective implementation of FLN. She emphasized that teacher training becomes even more critical in the context of multilingualism i.e., use of more than one language in classroom teaching and learning. She mentioned that globalization has made the classrooms more diverse; students know more than one language as it is found that at primary levels, students' home language is different from the medium of instruction which makes multilingualism more important and provides significant cognitive and socio-economic simulation



to the child which is beneficial. Smt Chhiber focused on four domains of capacity building of teachers which are ‘content and knowledge’, ‘pedagogical techniques’, ‘classroom management’ and ‘assessment and data analysis’. She highlighted the vibrant system of imparting teachers training especially for FLN NISTHA programme of NCERT that provides extensive courses for teachers and the national repository for knowledge sharing i.e., DIKSHA. Smt. Chhiber further mentioned the details of CBSE activities like SAFAL, a diagnostic tool for assessment of competencies at 3, 5 and 8, Holistic Progress Card to measure holistic development, etc.

The following countries and international organisations participated in the session and shared their views of the session theme:

1. **United Kingdom - Ms. Rebecca Lindsay, International Partnerships lead for G20 and South Asia, UK Department for Education**

Ms. Rebecca Lindsay commended India’s effort for leading G20 EdWG. She believes that FLN is the backbone of education and the quality of teaching is a very important factor, especially for students from disadvantaged backgrounds. She mentioned the focus of the UK government on teachers training and providing 5000 training and professional development by the end of 2024 which gives all teachers and school leaders’ access to quality training for professional development. She informed about three years training



for professional development for all new teachers which provides a solid foundation to quality teaching that is also supported by the high-quality material and dedicated mentors. She mentioned the launch of National Professional Qualification (NPQ) for the teachers and school leaders. Today NPQs have reformed more than 50000 teachers and school leaders. Regarding language and curriculum, Ms. Rebecca mentioned that in primary schools, the government mandates schools to teach modern or ancient language. The schools can choose language to teach and need to make substantial progress by the end of the primary school. Also, schools are mandated to teach any foreign language at secondary level. Further, she informed that the language hubs are set up to increase access to more languages and access to home heritage and culture. The new language hubs provide free and continuous professional development courses for language teachers.

2. **Organisation for Economic Co-operation and Development (OECD) - Mr. Andreas Schleicher, Director for Education and Skills, Organisation for Economic Co-operation and Development**

Mr. Andreas Schleicher appreciated the efforts taken at CBSE, as mentioned by the chair



of the session in her address. He raised a concern that even in developed countries there are percentages of children not getting foundational skills. Mr. Andreas highlighted the performance of countries on literacy graph and showed that only countries whose systems align resources with the needs of child education show good progress. He further stressed on the learning time spent by students and its relation with the productivity in different countries. He finally concluded with the data that multilingualism is a common phenomenon in majority of the countries and observed that students speaking two or more languages relates positively to

perspective taking and have more respect for people from other culture.

3. **Saudi Arabia - Dr. Abdulrahman Alamri, Assistant Deputy Minister for International Cooperation, Kingdom of Saudi Arabia**

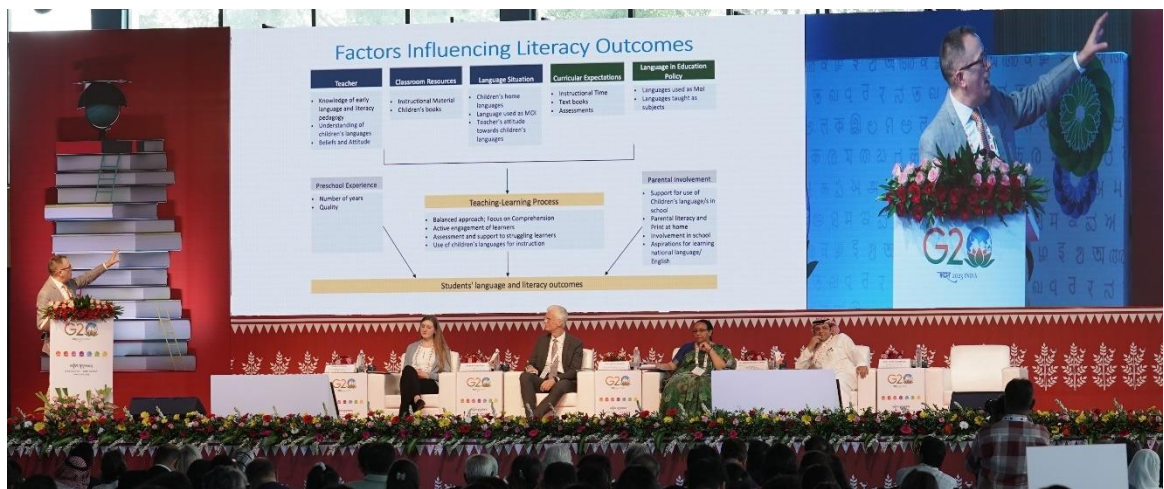
Dr. Abdulrahman Alamri conveyed the greeting and best wishes of the government of Saudi Arabia. He introduced FLN as essential life skills, important for academic achievement, employability and economic growth, empowerment and self-confidence, social inclusion and equity, health and well-being, and sustainable development. He mentioned that bi/multilingualism has been shown to enhance brain development in several areas, and have cultural and social advantages. He pointed out the



challenges of FLN in context of multilingualism i.e., language barrier, lack of adequate language support, lack of appropriate resources and materials, lack of teacher training and professional development, variance of language proficiency levels, cultural biases and stereotypes, lack of appropriate strategies for assessment and evaluation and lack/limitedness of family involvement. He suggested following responsibilities of policymakers while designing the strategies for capacity building for teachers:

- Understanding the local context of multilingualism
- Analyze and assess the opportunities and challenges
- Adopt international experiences
- Create a comprehensive framework for the FLN based on the needs and available capabilities

4. UNICEF - Mr. Terry Durnnian, Chief Education UNICEF India



Mr. Terry Durnnian quoted that language is not everything in education, but without language, everything is nothing in education. He informed that 40 % of the world's population does not have access to an education in a language they speak or understand. He emphasised that multilingual classrooms are challenges for students, parents, and communities. He mentioned factors influencing classroom language situations like home language, language background of the teacher, language of classroom instruction, two or more first languages in the same classroom, and the quality pre-primary education that supports home language development. He detailed the practice of capacity development for multilingual education classroom that includes promoting positive attitudes towards diversity, use of children's home language, early language and literacy teaching practice including focus on oral language development and reading comprehension, use children's prior experiences and local cultural context, assessment takes into account delayed learning of additional language and teachers who know children's home language.

Vote of Thanks

A vote of thanks to all the dignitaries and delegates was given by Prof. Suresh Gosavi, Vice Chancellor, Savitribai Phule Pune University, Maharashtra. He expressed his gratitude to all officers, members of faculty and staff at the Ministry of Education who worked tirelessly to make this seminar a success. With this, the seminar came to an end.



567 participants, including Government of India officials, foreign delegates, representatives of states and UTs, educationists attended the seminar.



OUTCOMES OF THE NATIONAL CONFERENCE

Held on 17th and 18th June 2023

- Time bound action needs to be taken to ensure foundational skills among all children in ages 3 – 8 years as it is the building block of all future learning. This has also been emphasised in NEP, 2020 which was appreciated by all.
- Teaching and learning in mother tongue must be promoted as it is the most effective way of imparting initial learning as brought out by multiple international researches.
- Bilingual primers should be used at the FLN stage to promote multilingualism.
- All teaching learning process should be child-centric and in play way method to make it joyful for the young students.
- Focus should be given to ensure access to quality pre-schooling to achieve the objectives of FLN.
- Countries need frugal innovations that will drive large-scale change in learning outcomes.
- Parent and community participation is essential for FLN. There is a need and requirement to engage them more regularly to improve learning levels.
- Technology should be avoided for direct teaching and learning with young students in Foundational Stage except where it is necessary for access and retention or in a situation where physical interaction is not possible.
- Technology can be best used for Capacity Building of Teachers, Development of TLM, Monitoring, building pedagogies, etc.
- There is a pressing need for capacity building of teachers in content, pedagogy, and assessment in FLN. Teachers need to be oriented on the implementation of structural pedagogy in classrooms through high-quality videos, activities and demos.
- Non-teaching responsibilities of teachers need to be reduced to ensure more time and focus on FLN activities.
- The plan of action for capacity building of teachers should involve compilation of teacher needs, planning and scheduling a yearly training calendar, training delivery, observation and coaching, impact assessment, rewards and recognition, evaluation and career path recommendation.



OUTCOMES OF THE SEMINAR

Held on 19th June 2023

- FLN is best done in a face-to-face setting. The use of technology should occur only in situations where there is evidence that it is beneficial, such as in ensuring inclusive access to FLN opportunities for children.
- All nations should ensure universal access to ECCE institutions having play-based curriculum and pedagogy for all children aged 3-6 years.
- Cost-effective approaches must be developed to improve global facilitating learning. Underinvestment and inequity remain serious challenges in educational financing.
- Teachers should be trained in a multilevel, play-based, student-centered learning style to ensure that all students are able to attain FLN skills.
- Efforts must be undertaken to build Family-School-Community Partnerships and encourage schools to serve as community center.
- Content should be localized or contextualized to cater to diverse learners-particularly in multicultural societies. Mother tongue must invariably be used in Foundational Stage.
- Age-appropriate assessment tools (including tech based) and strategies should be devised and used to accurately monitor students' progress in foundational literacy and numeracy skills.
- Teachers' abilities should be promoted to critically evaluate their own teaching practices and make necessary adjustments to support learning.
- Best practices in teaching methods and skills should be widely shared for scalability and awareness.

ANNEXURE I

Schedule of Creating the Base for Lifelong Learning: 2 Day National Conference on Foundational Literacy and Numeracy



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ONE EARTH • ONE FAMILY • ONE FUTURE

Creating the Base for Lifelong Learning

2 Day National Conference on Foundational Literacy and Numeracy

(Side Event of 4th G20 Education Working Group Meeting)

17th & 18th June 2023

Savitribai Phule Pune University

17th June 2023 (Saturday)

Day 1: Teaching Learning Approaches and Pedagogy for FLN in the context of Multilingualism

Time	Program
09:30-10:30 hrs	Exhibition Inauguration: Chief Guest Hon'ble Minister of State Smt. Annpurna Devi
10:30-10:40 hrs	Session Inauguration & Lighting of lamp by Hon'ble Minister of State Smt. Annpurna Devi
10:40-10:55 hrs	Welcome Address by Mr. Sanjay Kumar, Secretary, Department of School Education, Government of India
10:55-11:15 hrs	Address by Dr Chandraprakash Dwivedi, Educationist, Actor and Film Maker
11:15-11:20 hrs	Address by Shri. Deepak Kesarkar, Hon'ble Minister, School Education, Maharashtra

11:20-11:25 hrs	Address by Shri. Chandrakant Patil, Hon'ble Minister, Higher and Technical Education, Maharashtra
11:25-11:50 hrs	Keynote Address by Hon'ble Minister of State Smt. Annpurna Devi
11:50-12:15 hrs	Tea/Coffee break
12:15-13:45 hrs	<p>Session 1: Thematic Expert Panel Discussion</p> <ul style="list-style-type: none"> ● Context Setting and views by Moderator – Prof. Subin Sudhir Chair Executive Education IIM, Indore (15 mins) ● Prof. Malavika Kapur, Visiting Professor, NIAS (20 mins) ● Prof. Girish Nath Jha, Director, CSTT, MoE (20 mins) ● Dr. Dhir Jhingran, Member, National Steering Committee (20 mins) <p>Open Discussion (15 mins)</p>
13:45-14:45 hrs	Lunch break
14:45-14:50 hrs	Short Film on FLN
14:50-16:20 hrs	<p>Session 2: Presentations by States on best practices on theme</p> <ul style="list-style-type: none"> ● Maharashtra (15 mins) ● Gujarat (15 mins) ● Assam (15 mins) ● Jharkhand (15 mins) <p>Open Discussion (30 mins)</p>
16:20-16:30 hrs	<p>Vote of Thanks</p> <p>Mr. Vipin Kumar, Additional Secretary, Department of School Education, Government of India</p>
16:30 hrs	Tea/Coffee break followed by Visit to the Exhibition
19:30 hrs onwards	Gala Dinner at SPPU

18th June 2023 (Sunday)

Day 2: Capacity building and training of teachers in Blended Mode

Time	Program
10:00-10:15 hrs	Welcome Address by Smt Lamchonghoi Sweety Changsan, Additional Secretary, Department of School Education, Government of India
10:15-10:20 hrs	Short Film on FLN
10:20-10:40 hrs	Address by Prof. Suresh Gosavi, Vice Chancellor, SPPU
10:40-11:15 hrs	Tea/Coffee break
11:15-13:00 hrs	Session 1: Thematic Expert Panel Discussion <ul style="list-style-type: none">● Context Setting and views by Moderator Dr Sandeep Jain, Joint Secretary, Training, CBSE (15 mins)● Dr. R. Balasubramaniam, Member (HR), CBC, GoI (20 mins)● Sh Vineet Nayar, Sampark Foundation, Ex CEO HCL (20 mins)● Prof Shashikala Wanjari, VC Designate, NIEPA (20 mins) Open Discussion (30 mins)
13:00-14:00 hrs	Lunch break
14:00-15:45 hrs	Session 2: Presentations by States on best practices on theme <ul style="list-style-type: none">● Uttar Pradesh (15 mins)● Chhattisgarh (15 mins)● Madhya Pradesh (15 mins)● Andhra Pradesh (15 mins)● CBSE (15 mins) Open Discussion (30 mins)
15:45-15:50 hrs	Vote of Thanks Ms. Archana Sharma Awasthi, Joint Secretary, Department of School Education, Government of India
15:50 hrs	Tea/Coffee break followed by Heritage Tunnel Walk

ANNEXURE II

Schedule of G20 Seminar



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ONE EARTH • ONE FAMILY • ONE FUTURE

Ensuring Foundational Literacy and Numeracy in the context of Blended Learning

Seminar Schedule

4th Education Working Group Meeting - Day 1

19th June 2023 (Monday)

Venue: Savitribai Phule Pune University

(All time is in IST, GMT+5:30)

Time	Event
09:30 - 09:40	<ul style="list-style-type: none">• Inauguration and lighting of lamp• Invocation of Learning by Children
09:40 - 09:50	Welcome address by Shri Sanjay Kumar Secretary, School Education and Literacy, Ministry of Education
09:50 - 10:00	Presentation by UNICEF on FLN
10:00 - 10:30	Presentation by Prof Manjul Bhargava Member, NCF Steering Committee On Status of FLN in G 20 countries

10:30 - 10:35	Film on FLN
10:35 - 11:00	Keynote Address by Shri Rajkumar Ranjan Singh, Hon'ble Minister of State, Ministry of Education and External Affairs
11:00 - 11:30	Tea/ Coffee break
11:30 - 12:20	<p>Session 1: Teaching Learning Approaches and Pedagogy for FLN in Blended Mode</p> <p>Chair: Shri Sanjay Kumar, Secretary, School Education and Literacy, Ministry of Education</p> <p>Panelists: G20/ invited countries</p> <ol style="list-style-type: none"> 1. Spain - Andrés Contreras Serrano, Head of International Education Unit, Ministry of Education and Vocational Training Kingdom of Spain 2. Australia - Karen Sandercock, First Assistant Secretary, International Division, Higher Education, Research and International Group, Department of Education, Govt. of Australia 3. UAE - Dr. Sameera Al Hosani, Director of Department Humanities and languages Curriculum, Ministry of Education, UAE 4. Indonesia - Dr. Irsyad Zamjani, Head, Centre for Education Standards and Policy Institution: Ministry of Education, Culture, Research, and Technology 5. South Africa - Mr. Hubert Mathanzima, Director General of Basic Education, South Africa
12:20 - 13:00	<p>Session 2: Role of Parents, Caregivers and Community Members in supporting FLN (Home Learning), Socio-emotional Skills and Health & Nutrition of Children</p> <p>Chair: Ms Aditi Das Rout, Additional Secretary, Ministry of Women and Child Development</p> <p>Panelists: G20/ invited countries</p> <ol style="list-style-type: none"> 1. USA - Ms Maureen A. McLaughlin, Senior Advisor to the Secretary and Director of International Affairs U.S. Department of Education 2. China - YOU Zheng, Assistant Professor, Beijing Foreign Studies University
13:00 – 14:30	Visit to the Exhibition and Lunch

14:30 – 15:30	<p>Session 3: Capacity Building and Training of Teachers for FLN in the Context of Multilingualism</p> <p>Chair: Smt Nidhi Chhibber, Chairperson, Central Board of Secondary Education (CBSE)</p> <p>Panelists: G20/ invited countries</p> <ol style="list-style-type: none"> 1. UK - Rebecca Lindsay, International Partnerships Lead for G20 and South Asia, UK Department for Education 2. OECD - Andreas Schleicher, Director for Education and Skills, Organization for Economic Co-operation and Development (OECD) 3. Saudi Arabia - Dr. Abdulrahman Alamri, Assistant Deputy Minister for International Cooperation, Kingdom of Saudi Arabia 4. UNICEF - Terry Durnnian, Chief Education UNICEF India
15:30 - 15:45	Open Discussion
15:45- 16:00	Vote of Thanks by Prof. Suresh Gosavi Vice Chancellor, Savitribai Phule Pune University

ORGANISING TEAM

Patron

Shri Sanjay Kumar
Secretary
Department of School Education and Literacy
Ministry of Education

Chairperson

Smt Archana Sharma Awasthi
Joint Secretary
Department of School Education and Literacy
Ministry of Education

Coordinator

Dr Reetu Chandra
Deputy Secretary
Department of School Education and Literacy
Ministry of Education

Members

Shri Satish Srivastava	Under Secretary, DoSE&L, MoE
Shri Tej Pal Singh	Under Secretary, DoSE&L, MoE
Shri Manoj Prasad Gupta	Section Officer, DoSE&L, MoE
Shri Vishnu Bhatt	Assistant Section Officer, DoSE&L, MoE
Shri Gaurav Kumar Meena	Assistant Section Officer, DoSE&L, MoE
Ms. Shalini Singh	Assistant Section Officer, DoSE&L, MoE



सत्यमेव जयते

Department of School Education and Literacy
Ministry of Education
Government of India