LEARNING GAINS AT SCALE: EVIDENCE

from the ILMpact CLP

Submitted by: Sustainable Development Policy Institute (**SDPI**)

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Acknowledgement

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Executive Summary

The report shares learning outcomes for 13,011 students enrolled in the ILMpact Catch-Up Learning Programme (CLP) across both provinces. The findings show strong and consistent learning improvements in Urdu, English, and Mathematics, with students progressing by two to three competency levels within a single program cycle and an average of 57% improving across subjects. There was a significant decrease in the number of students at beginner levels, along with notable gains in higher competency levels such as paragraph reading, comprehension, subtraction, and division. The program also made meaningful progress in promoting equity and inclusion, with female students making up 76% of participants and showing slightly higher gains, while students from minority groups and those with functional limitations also showed consistent progress.

Despite these positive outcomes, several implementation and contextual challenges affected programme delivery, including facilitator turnover, delays in the delivery of materials, reporting gaps, and structural barriers such as poverty and limited documentation. Key lessons emphasize the need for context-sensitive design, timely execution, better coordination, streamlined data systems, and alignment with school and community realities. Overall, CLP offers a scalable, evidence-based model for accelerating foundational learning and guiding future education initiatives.

KPI Indicator: **Learning Assessment of 14000 children, with at least 11000 showing learning improvement**

1. Introduction

The ILMpact Catch-Up Learning Programme (CLP) addresses a core issue in Pakistan's education system: millions of children advance through school without mastering basic literacy and numeracy. To bridge this gap, the Programme offers accelerated learning using an evidence-based, ability-grouped teaching approach.

This report details learning outcomes for **13,011** students enrolled in CLP, including **9,576** females and **3,255** males, across three cohorts, Batch 1 and Batch 2 in Punjab, and Batch 1 in Khyber Pakhtunkhwa. Further breakdown is provided in Figure 1. Students were assessed in Urdu Reading, English Reading, and Mathematics at both baseline and endline. The results reveal significant progress within a single Programme cycle, with students advancing by an average of two to three competency levels in each subject. These improvements highlight the success of tailoring instruction to students' actual learning levels rather than their grade.

In addition to learning outcomes, the CLP Programme shows significant progress in equity. Female students comprise **76%** of participants, reflecting successful outreach in areas where girls typically face persistent educational challenges. The program includes more than **1,013 students** with functional limitations (**8%**) and **378** students from minority groups (**3%**), highlighting its commitment to reaching underserved communities. Together, these enrolments in the CLP Programme create a scalable, inclusive framework for quickly enhancing foundational learning. The report also highlights important implementation insights, challenges, and lessons to guide future growth and system-wide adoption.

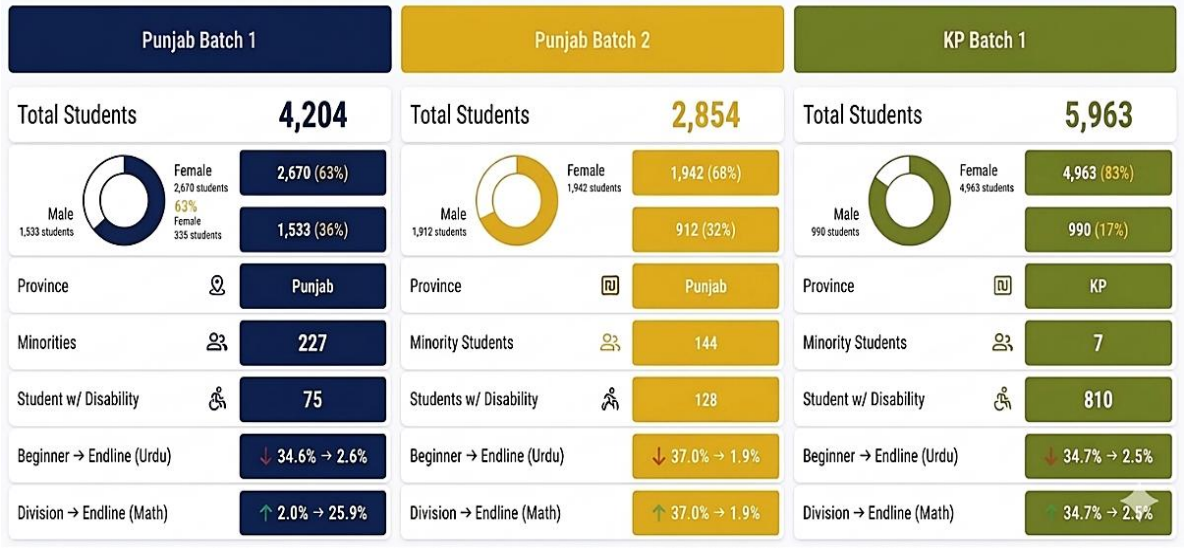

Figure 1: CLP Programme — Student Enrolment & Profile Dashboard (Punjab Batch 1 & 2, KP Batch 1)

2. Overall Learning Outcomes

CLP Programme shows strong, consistent learning improvements across Urdu, English, and Mathematics, with an estimated **57%** of students improving their competency levels on average across subjects**.** A noticeable shift occurs as students move from lower to higher competency levels within a single cycle. In all subjects, the percentage of students at the Beginner level drops sharply, while numbers at higher proficiency levels increase steadily or significantly. In Urdu and English, reading skills improve notably, with students advancing from basic decoding to paragraph comprehension. Mathematics exhibits even greater progress, with many students moving from basic numeracy to subtraction and division. Overall, these patterns demonstrate the programmer's success in quickly boosting foundational skills and helping most students develop more advanced, practical skills in a short time.

Learning Gains in Urdu

Overall, about **47%** of students improved their Urdu reading skills from baseline to endline, with an average variance of **15.4** percentage points across levels, indicating a substantial redistribution toward higher-order reading skills. This shift is reflected in the changing distribution of students across proficiency levels. The proportion of students at the Beginner level declined sharply by 32.8 percentage points, while the Letter level decreased by 13.1 percentage points, signaling a significant reduction in early-stage readers. At the same time, gains were recorded across higher competency levels. The Word level increased modestly by 1.7 percentage points, while more pronounced improvements are seen at the Sentence level (+4.9 percentage points) and Paragraph level (+27.3 percentage points), which emerged as the largest category at the endline. Comprehension also increased by 12.8 percentage points, reflecting stronger reading fluency and understanding.

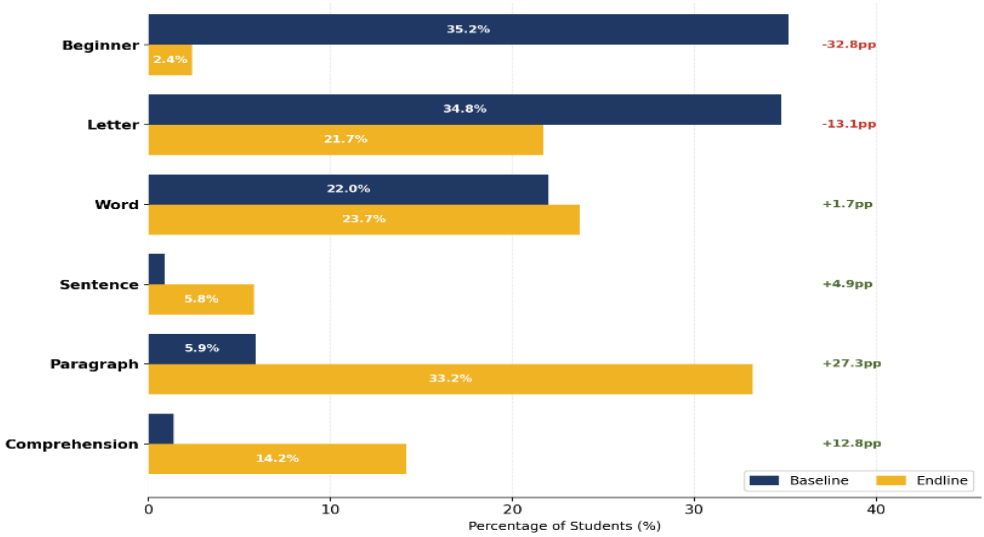

Figure 2: Learning Gains in Urdu, Baseline vs Endline (13,011 Students)

Learning Gains in English

Overall, around **59%** of students improved their English reading skills from baseline to endline, with an average variation of about **20.3** percentage points across levels, demonstrating a significant shift toward higher reading proficiency. This is evident in the changing makeup of learners across different competency levels. The percentage of students at the Beginner level decreased sharply by 34.8 points, and the Letter level also declined by 19.0 points, indicating a notable reduction in early-stage readers. Conversely, gains were observed at higher levels: the Word level increased by 3.7 points, while more notable progress occurred at the Sentence level (+9.3 points) and especially at the Paragraph level (+34.5 points), which became the most common category at the endline.

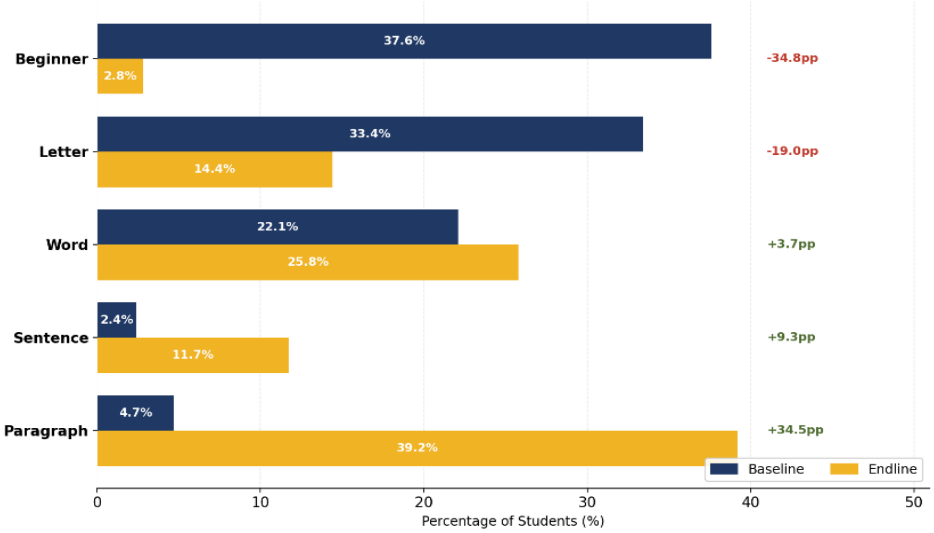

Figure 3: Learning Gains in English, Baseline vs Endline (13,011 Students)

Learning Gains in Math

Overall, about **64% of students improved their mathematics skills** from baseline to endline, with an average variance of approximately **19.0 percentage points** across levels, indicating a substantial upward shift toward higher-order numeracy. This progression is reflected in the redistribution of students across competency bands. The proportion of students at the Beginner level declined sharply by 29.7 percentage points, while the One Digit level decreased by 13.6 percentage points, and the Two Digit level saw a slight reduction of 1.7 percentage points, showing movement beyond basic number operations. At the same time, significant gains were observed in higher levels of competency. The share of students at the Subtraction level increased by 29.0 percentage points, becoming the largest category at endline, while the share in Division rose by 21.2 percentage points, indicating growing ability in more complex operations.

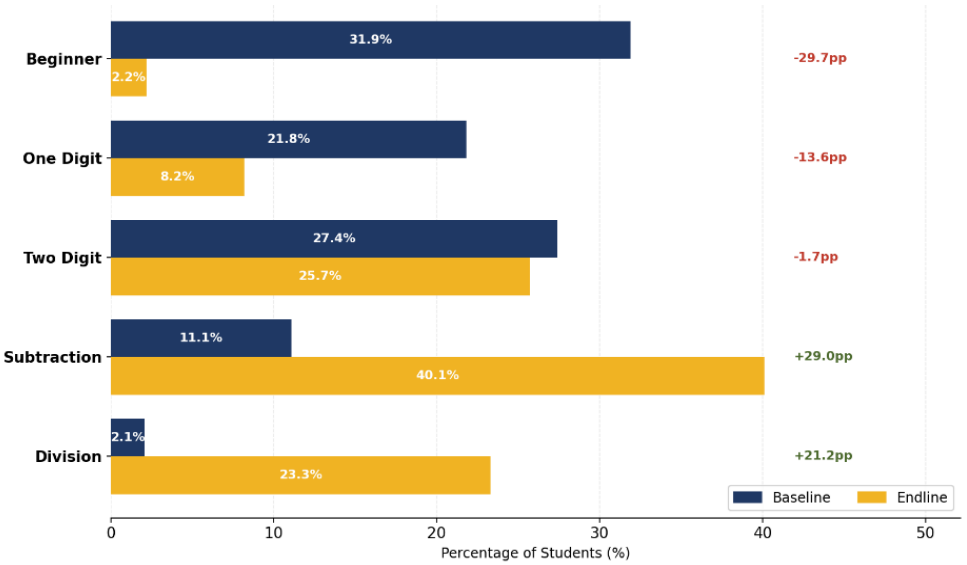

Figure 4: Learning Gains in Mathematics, Baseline vs Endline (13,011 Students)

Summary: Key Trends from CLP Assessments (Baseline to Endline)

Learning Domain	Baseline Status	Endline Results	Key Emerging Trend	Implications for Instruction
Urdu Reading	Majority at Beginner & Letter (35%); largely at Word level	Beginner ▼ 35% → 2% Paragraph ▲ 6% → 24% Comprehension ▲ 1% → 14%	Rapid progression across all Urdu levels; high Paragraph gains	Sustain guided reading and contextual text to deepen comprehension
English Reading	Majority at Beginner & Letter (68%); limited paragraph reading	Beginner ▼ 38% → 3% Sentence ▲ 2% → 12% Paragraph ▲ 5% → 39%	Strong upward movement: phonics gains are evident across all cohorts	Continuing phonics-based instruction; increase focus on sentence fluency & comprehension
Mathematics	High concentration at Beginner & One Digit (62% combined)	Beginner ▼ 32% → 2% Subtraction ▲ 11%→40% Division ▲ 2% → 23%	Exceptional numeracy gains: operational skills are improving fast	Reinforce conceptual math learning; scaffold transition to higher-order operations
Overall Progress	Wide foundational gaps at baseline across all subjects	Most students advanced 2–3 levels by the endline, and the KPI remains on track, with over 11,200 individuals improving from beginner to above level.	CLP accelerates learning in a shorter timeframe, with around **57%** showing improvement across subjects.	Maintain level-based grouping & continuous assessment

2.1 Educational Outcomes by Equity Factors:

CLP was designed from the outset to serve students who face the greatest barriers to learning. The equity analysis below examines outcomes by gender, minority status, and functional limitations.

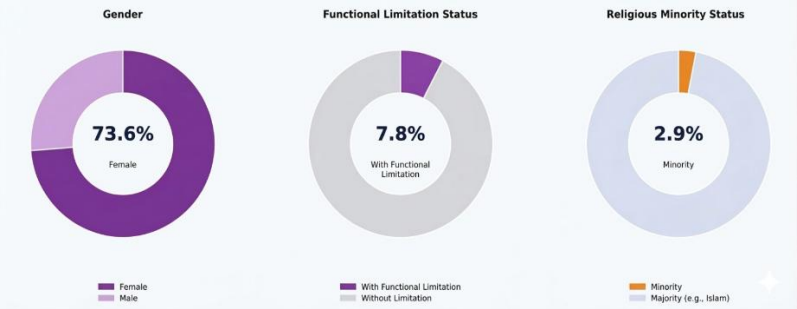

Figure 5: CLP Equity & inclusion (13,011 Students)

2.1.1. By Gender

Learning Gains in Urdu

Overall, **52%** of students improved their Urdu reading skills, with an average variance of **14.4** percentage points across levels, indicating a strong shift toward higher-order reading proficiency. Female students demonstrated slightly higher gains, particularly in reducing the Beginner category (−35.3 pp for females vs. −26.6 pp for males). A similar trend was seen at the Letter level (females: −14.4 pp, males: −10.0 pp). At the Paragraph level, endline gains were 29.3 pp for females and 22.8 pp for males. Comprehension improvements were stronger for females (+13.6 pp) compared to males (+7.7 pp), while Word and Sentence level gains were similar. Both genders showed significant progress, with females leading in higher-order reading skills.

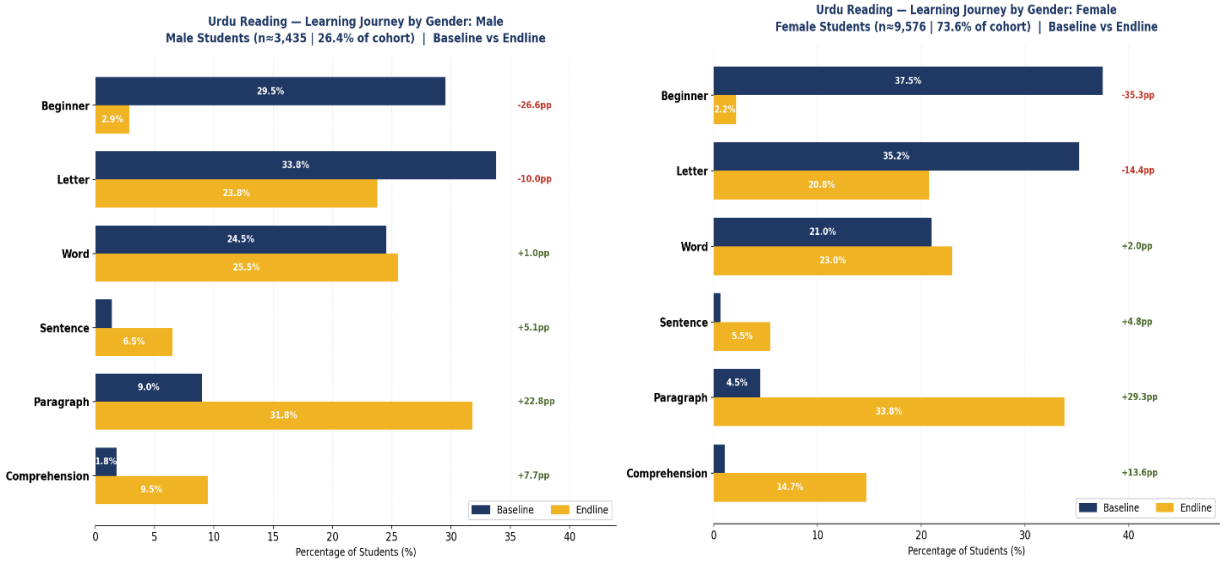

Figure 6: Learning Gains in Urdu, Baseline vs Endline (3,435 male, 9,576 female Students)

Learning Gains in English

Overall, about **62%** of students improved their English reading skills, with an average variance of **18.8** percentage points across levels, indicating a strong shift toward higher-order reading proficiency. Both male and female students showed significant gains, but females had slightly stronger improvements. Notably, there was a substantial reduction in the Beginner category, with females declining by −37.3 percentage points and males by −28.0 points. At the Letter level, females decreased by −20.5 points compared to −15.3 points for males. Higher proficiency levels also saw gains, particularly at the Paragraph level, where females increased by 36.3 points and males by 29.9 points. Overall, both groups improved, but females showed a more pronounced shift toward fluent reading and better text comprehension.

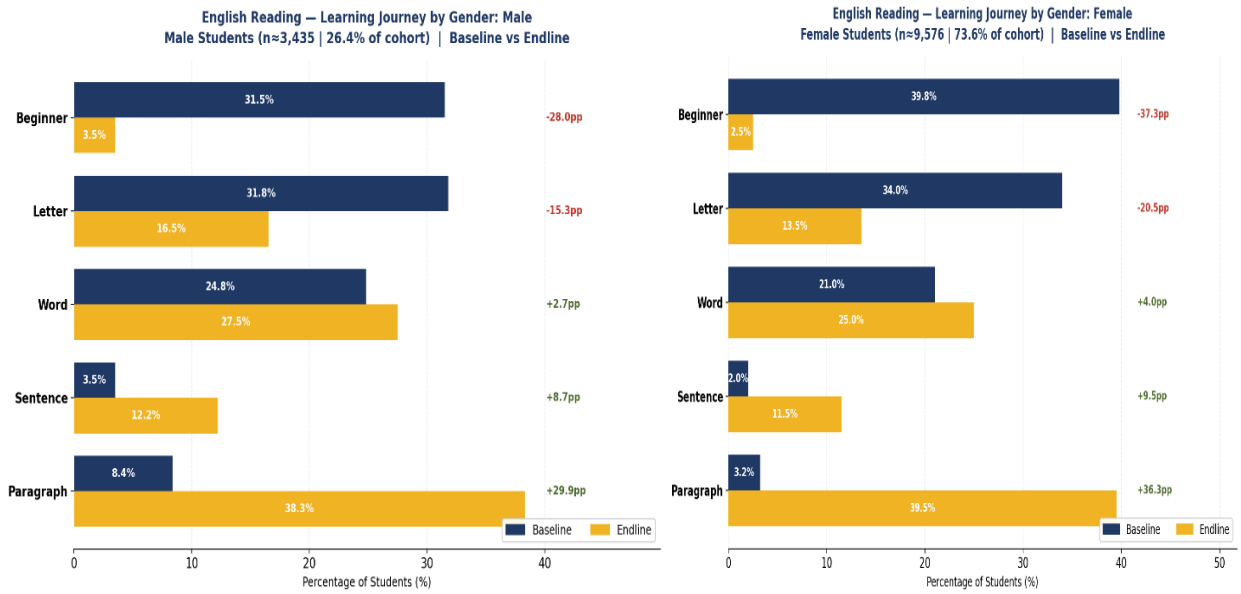

Figure 7: Learning Gains in English, Baseline vs Endline (3,435 male, 9,576 female Students)

Learning Gains in Math

Approximately 65% of students improved their math skills from baseline to endline, with an average change of about 18.7 percentage points. Both genders made significant gains, with females slightly ahead. Notably, both genders experienced a decline in the Beginner category, with females decreasing by −31.5 pp compared to males' −25.0 pp, indicating faster progression. At the One Digit level, females decreased by −14.5 pp, while males decreased by −11.0 pp. Gains were strongest at the Subtraction level, with females increasing by 30.0 pp and males by 26.5 pp. Division also showed improvements of over 21 percentage points for both groups, highlighting meaningful progress in mathematics overall, particularly for females.

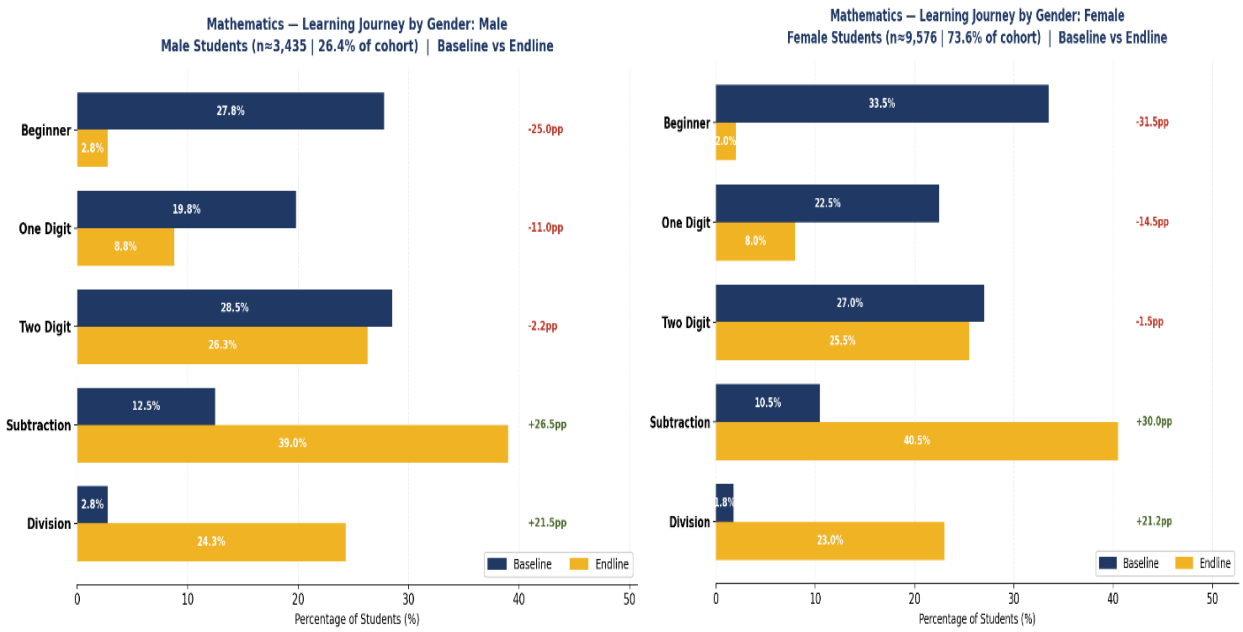

Figure 8: Learning Gains in Mathematics, Baseline vs Endline (3,435 male, 9,576 female Students)

Summary: Key Trends from CLP by Gender

Across Urdu, English, and Mathematics, both male and female students showed strong learning gains, with females consistently demonstrating slightly higher improvements. Urdu saw 52% of students improve, English 62%, and Mathematics the highest at 65%. In all subjects, there was a clear shift from lower to higher competency levels, with notable reductions in Beginner categories and strong gains in advanced skills. Overall, while both genders made significant progress, female students showed a more pronounced movement toward higher-order literacy and numeracy skills.

2.1.2. By Minority Status

Learning Gains in Urdu

Overall, about **53%** of students from the minority group improved their Urdu reading skills from baseline to endline, with an average variance of approximately **17.7** percentage points, indicating a strong shift toward higher-order literacy. The share of students at the Beginner level dropped sharply by 42 percentage points, while gains were concentrated at higher levels, particularly Paragraph (+35 pp) and Comprehension (+9 pp). These shifts show that most students moved beyond basic reading toward more advanced proficiency within the programme cycle.

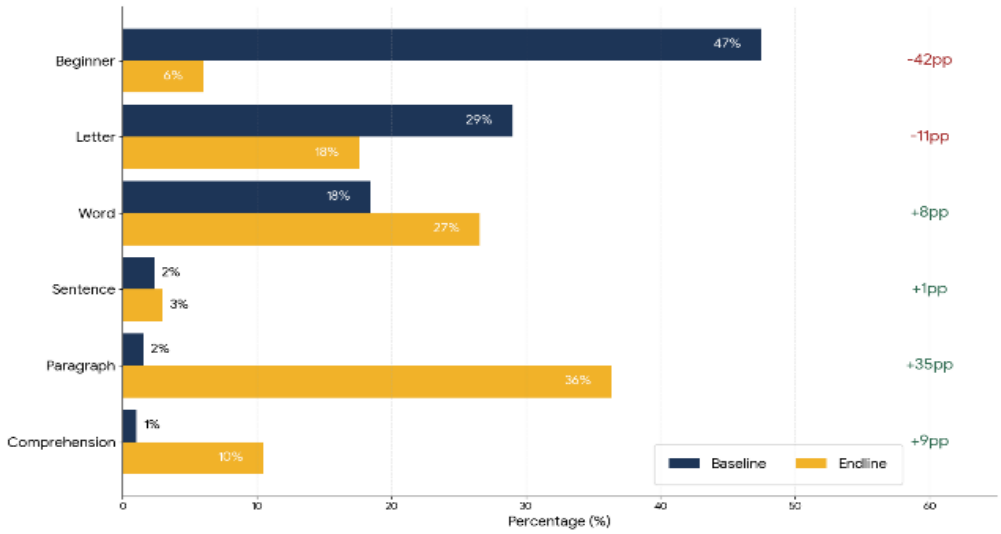

Figure 9: Learning Gains in Urdu, Baseline vs Endline (378 Students)

Learning Gains in English

Overall, approximately **57%** of students from minority groups improved their English reading skills from baseline to endline, with an average increase of about **20.6** percentage points, signaling a significant move toward more advanced reading proficiency. The percentage of students at the Beginner level dropped sharply by 42 percentage points, while improvements were mainly seen at higher levels, especially Word (+12 pp) and Paragraph (+33 pp). These results demonstrate a clear progression from fundamental decoding to more sophisticated reading skills.

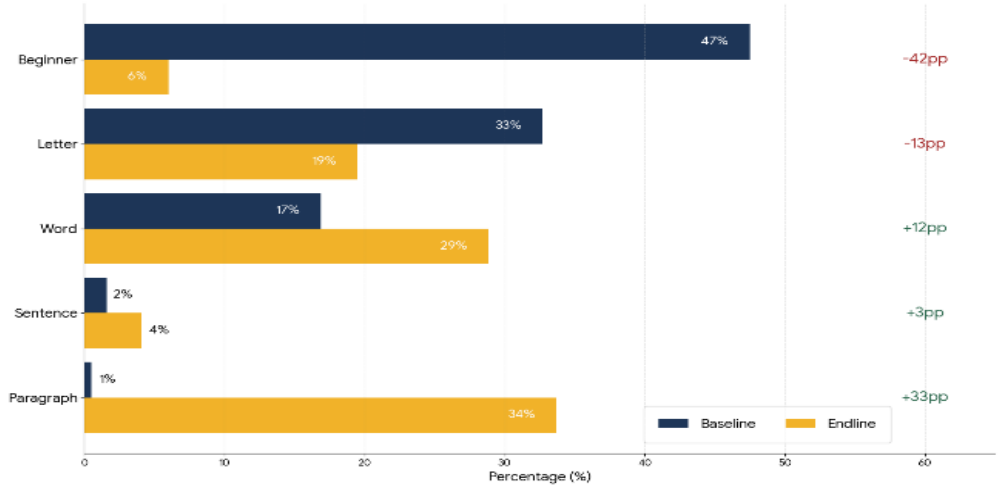

Figure 10: Learning Gains in English, Baseline vs Endline (378 Students)

Learning Gains in Math

Overall, about 64% of students from minority groups improved their mathematics skills from baseline to endline, with an average change of roughly 21.8 percentage points, showing strong progress toward higher-level numeracy. The percentage of students at the Beginner level dropped

sharply by 39 points, and at the One-Digit level by 15 points, indicating movement beyond basic number skills. Gains were mostly seen at higher levels, especially in Subtraction (+30 points) and Division (+16 points), along with a 9 percentage point increase at the Two-Digit level. These results suggest that most students advanced from basic numeracy to more complex operational skills within the program cycle.

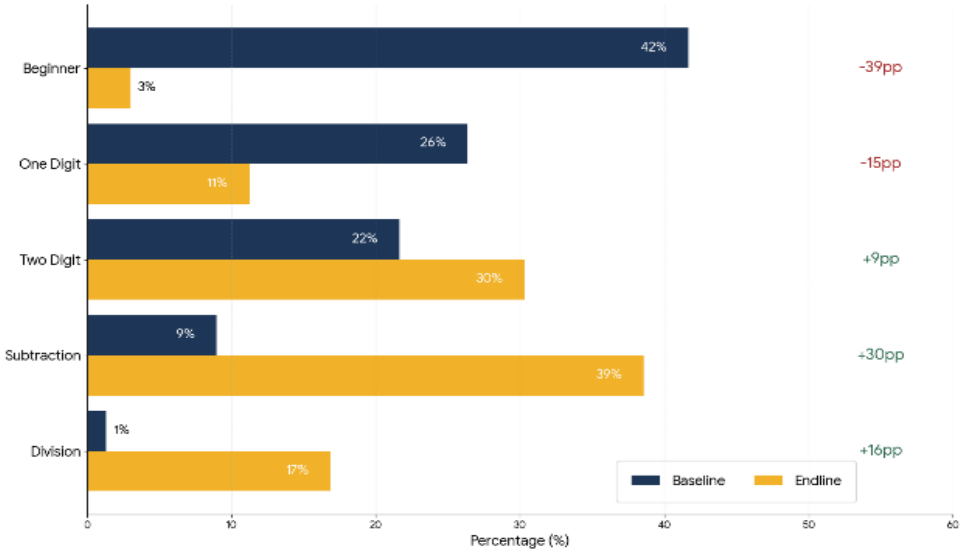

Figure 11: Learning Gains in Mathematics, Baseline vs Endline (378 Students)

Summary: Key Trends from CLP by Minority

Students from minority groups made notable progress across Urdu, English, and Mathematics, showing consistent advancement to higher levels of competency. Approximately 53% of students improved in Urdu, 57% in English, and 64% in Mathematics, which had the highest growth. A significant decrease in the number of students at the Beginner level across all subjects was observed, alongside marked improvements in more advanced skills, such as literacy, paragraph reading, and numeracy, including subtraction and division. These results clearly illustrate a shift from basic foundational understanding to more complex skills, reflecting effective learning development among minority students.

2.1.3. By Functional Limitations

Learning Gains in Urdu

Around **54%** of students with functional limitations improved their Urdu reading skills from baseline to endline, with an average variance of approximately **14.9** percentage points, indicating a clear shift toward higher-order literacy. The proportion of students at the Beginner level declined by 29.7 percentage points, while the Letter level saw a larger drop of 22.8 percentage points, reflecting movement beyond early reading stages. Gains were observed across higher competency levels, particularly at Paragraph (+15 pp), Story (+18 pp), and Comprehension (+13.7 pp), alongside modest increases at Word (+1 pp) and Sentence (+4 pp). These changes suggest that most students progressed from foundational reading challenges to more advanced comprehension skills.

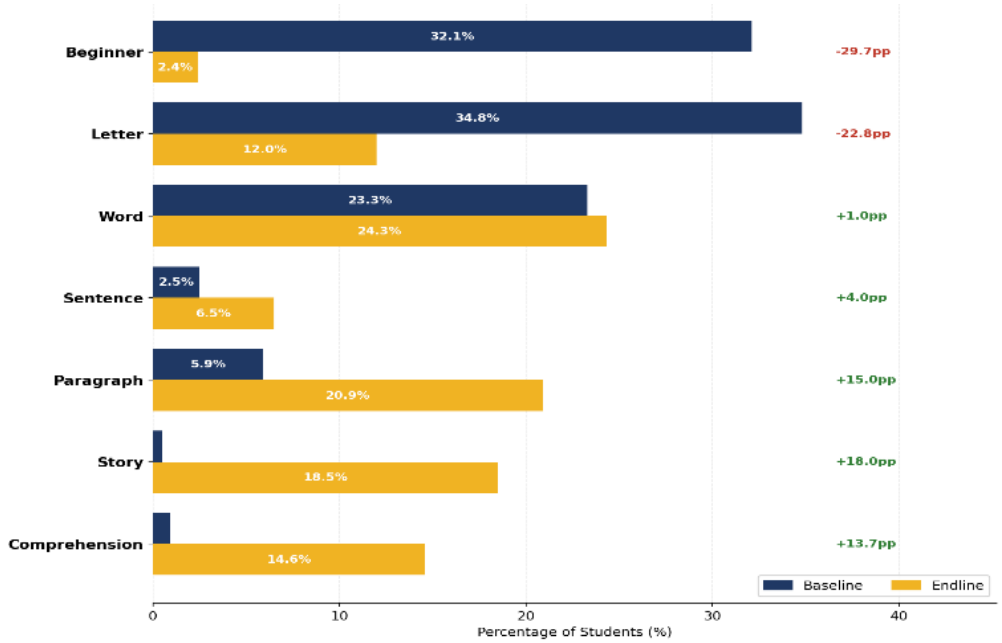

Figure 12: Learning Gains in Urdu, Baseline vs Endline (1,013 Students)

Learning Gains in English

Roughly **56%** of students with functional limitations saw improvements in their English reading skills, with an average variance of about **17.4** percentage points, highlighting a significant shift towards higher-level reading. The number of students at the Beginner and Letter levels decreased sharply, while most gains occurred at higher levels, especially in Paragraph (+26.6 pp) and Story (+12 pp), along with better performance in Sentence and Word levels. These results demonstrate clear progress from basic decoding to more fluent reading comprehension.

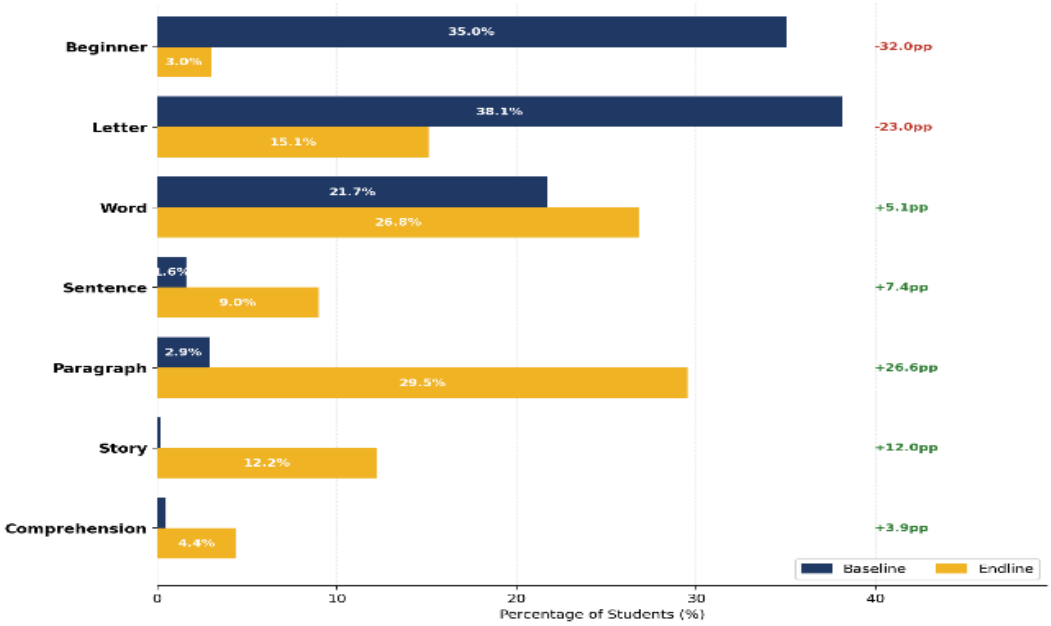

Figure 13: Learning Gains in English, Baseline vs Endline (1,013 Students)

Learning Gains in Math

Approximately **60%** of students with functional limitations showed improvements in their mathematics skills, with an average change of about **19.4** percentage points, highlighting a significant move toward higher-order numeracy. The number of students at the Beginner and One Digit levels decreased notably, while most gains occurred at higher levels, especially in Subtraction (+28.9 pp) and Division (+20.1 pp), along with a slight increase at Two Digit. These trends indicate a clear progression from basic number skills to more advanced mathematical understanding operations.

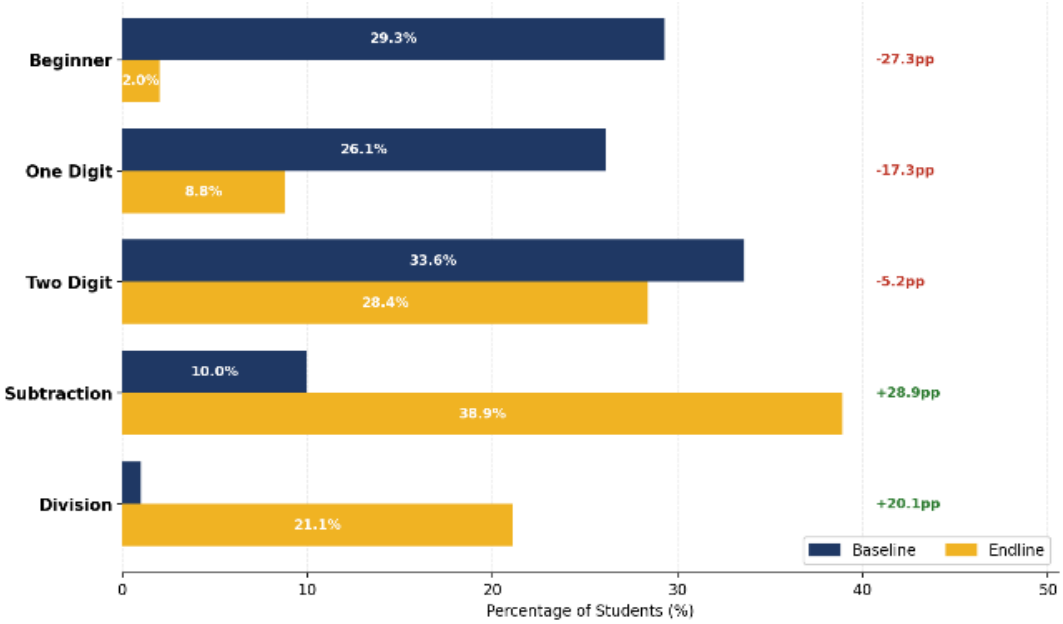

Figure 14: Learning Gains in English, Baseline vs Endline (1,013 Students)

Summary: Key Trends from CLP by Functional Limitation

Students with functional limitations showed significant and consistent improvement across Urdu, English, and Mathematics, making clear progress toward higher competency levels. About **54%** advanced in Urdu, **56%** in English, and **60%** in Mathematics, indicating substantial progress in the programme cycle. All subjects experienced a notable reduction in the percentage of students at the foundational levels, with corresponding gains in higher levels such as Paragraph and Comprehension in literacy, and Subtraction and Division in numeracy. These outcomes demonstrate that students with functional limitations developed beyond basic skills to advanced literacy and numeracy, underscoring the programme's success in fostering inclusive learning on a scale.

3. Learning Lags and Key Challenges

Although CLP has demonstrated very positive learning outcomes, After-Action Review (AAR) meetings with all DSPs and interviews with parents of OOS children from both provinces

have identified ongoing challenges that have hindered the DSPs in delivering and implementing the programs more effectively.

3.1. Implementation Challenges faced by DSPs *(from AAR)*

The AAR responses show that implementation challenges varied by context but were consistently rooted in CLP, i.e.,

- Poverty remains the most enduring structural obstacle. Families face challenges in acquiring uniforms, books, stationery, and transportation, and in losing income from their children's labor. In certain situations, parents consented to enrolling their children only when they were assured that resources would be provided. This suggests that parental understanding alone is inadequate when economic strains are intense.
- Cultural expectations surrounding gender continue to limit educational opportunities for girls, especially older ones or those who are betrothed. This indicates that while there is some advancement in parental involvement, the program still faces challenges from deeply rooted societal norms.
- Limited structured home-based learning support reduces students' opportunities to reinforce skills outside the classroom. This places greater pressure on instructional time within CLP to achieve and sustain learning gains. As a result, some students struggled with retention and progression across competency levels.
- Volunteer teacher absenteeism and turnover created operational strain for DSPs during implementation. DSPs had to frequently recruit on board and train replacement teachers, diverting time and resources from core programme delivery. In some areas, this challenge was more pronounced due to limited talent pools, making it difficult to maintain consistent instructional quality and ensure continuity of learning across cohorts.
- Continuous enrollment of out-of-school children (OOSC) during CLP implementation affected overall learning outcomes by introducing wide variations in student learning levels within cohorts. Frequent intake of new students required facilitators to repeatedly adjust groupings and instruction, disrupted the teaching pace, and reduced time available for consolidating learning among existing students. As a result, maintaining uniform progress across cohorts became more challenging, with potential implications for overall learning gains.
- Classroom space constraints created operational challenges for DSPs during implementation, as they had limited control over the quality and availability of learning environments. Conducting sessions in borrowed or makeshift spaces required additional coordination with communities and often led to disruptions during extreme weather. These conditions affected attendance, reduced instructional time, and made

it difficult for DSPs to maintain a consistent, conducive learning environment across cohorts.

- Delays in the distribution of teaching and learning materials created implementation challenges for DSPs. Late arrival of materials meant that facilitators had to conduct 1–2 weeks of instruction without aligned student workbooks, reducing the effectiveness of lesson delivery and limiting student practice. This disrupted CLP's structured learning approach and required DSPs to make interim adjustments, thereby affecting the consistency and quality of instruction.
- Locating CLP in urban schools created implementation challenges, as DSPs struggled to identify and enroll enough out-of-school children (OOSC) to meet targets. In many cases, the catchment areas did not align with populations where OOSC are most concentrated, limiting outreach effectiveness. This suggests a need to establish CLP sites in remote and rural areas, where OOSC density is higher, and enrolment targets can be achieved more efficiently.
- Reporting compliance posed a significant implementation challenge for DSPs, as some submitted incomplete attendance and assessment data. This reduced the accuracy of midline analysis in certain sub-districts and delayed reporting timelines. As a result, DSPs faced difficulties in effectively tracking OOSC enrolment and monitoring student progress throughout the programme cycle.
- Missing B-forms for OOSC and CNICs for their parents created a significant challenge for DSPs in tracking and streamlining student records. The absence of formal identification made it difficult to verify enrolment, maintain accurate data, and ensure proper documentation of beneficiaries. This also affected reporting accuracy and limited the ability to consistently monitor student progression within the programme.

3.2. Other contributing factors *(for instance, parental income, level of education of parents)*

In addition to operational challenges, several background factors contributed to variability in student progress, particularly at the lower-performing end of each cohort.

- Parental income and livelihood pressures affected student participation, particularly among children from the lowest-income households. These students experienced higher rates of irregular attendance, as they were often pulled out of session during harvest season or in response to family income shocks, disrupting learning continuity and slowing their progress.
- Parental education levels also influenced student progress, particularly in English reading. Students whose parents had no formal education showed slightly slower progression, likely due to limited support at home and lower engagement with practice

or homework, which reduced opportunities to reinforce learning outside the classroom.

- Distance and mobility constraints also affected attendance in dispersed areas, especially KP. Longer travel distances to session venues reduced regular participation for some students, particularly girls from conservative households who required a family escort, limiting their consistent engagement in the programme.
- Variability in functional limitations affected learning pace, with students with more severe cognitive or hearing impairments progressing more slowly. The current curriculum was not sufficiently differentiated to meet their needs, underscoring a need for instructional adaptation. This has been identified as a priority area for programme refinement to ensure more inclusive and effective learning.

4. Parental Perspectives

The perspectives of parents regarding the comprehensive nature of the CLP and their engagement in children's educational development are thoroughly discussed in the following sections. These insights will explore how parents perceive the program's effectiveness, its impact on their children's learning experiences, and any additional observations they have made about their children's progress within this framework.

4.1. Parental engagement in child learning (*from KAP survey)*

Parental engagement is considered a crucial factor affecting children's educational outcomes and continued learning. When parents actively participate, they can reinforce what children learn in class, promote regular attendance, and boost children's motivation to continue their education. In the context of the CLP/ILMpact Programme, parents play a vital role in supporting their children's school participation and development. Examining parental practices offers valuable insights into the extent to which families are involved in encouraging their children's learning and educational aspirations.

The results indicate that parents are highly engaged in supporting their children's education across Programme areas. Many parents report actively ensuring that their children attend CLP classes or school regularly and follow up when their children are absent. Parents also foster academic growth at home by setting aside time for studying and revising lessons. Additionally, several parents remain involved by checking homework and other learning tasks, demonstrating their continued interest in their children's academic progress. Communication between parents and CLP facilitators or teachers further highlights parental engagement, as many parents report discussing their children's progress with educators. Attending meetings or sessions organized by the CLP/ILMpact Programme also shows parents' commitment to staying involved and informed about their children's educational development. In addition, parents expressed strong aspirations for their children's

education beyond the CLP Programme, reflecting their broader commitment to supporting their children's continued learning.

Key Insight

Overall, parents are highly involved in supporting their children's learning, mainly by ensuring regular attendance, monitoring participation, and maintaining communication with teachers. This active parental involvement, along with their positive aspirations for continued education, highlights the important role families play in strengthening the effectiveness and sustainability of the CLP/ILMpact Programme.

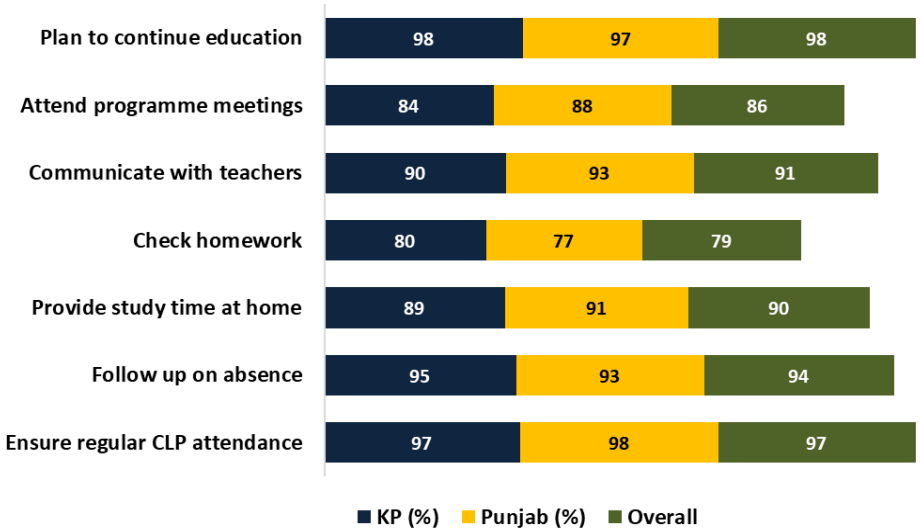

Figure 15: Parental Involvement in Supporting Children's Learning

5. Key Lessons Learned *(further insights from AAR/Beneficiary survey)*

The following sections provide a more in-depth analysis based on the findings from the AAR/Beneficiary survey. Detailed insights and observations gathered from the AAR and beneficiary survey are outlined below for a comprehensive understanding.

- Programme design must be grounded in district-level realities and allow for flexibility in targeting. Rigid, uniform approaches limit effectiveness in diverse contexts, particularly where the distribution of out-of-school children varies significantly. Incorporating contextual diagnostics, flexible age criteria, and differentiated geographic targeting will enable more accurate inclusion and improve the likelihood of achieving enrolment and learning targets.
- Timely programme initiation and alignment with the academic calendar are critical for effective implementation. Delays in trainings, NOCs, district finalization, and school selection disrupted planning, compressed implementation timelines, and affected learning outcomes. A key lesson is that all prerequisites, including approvals, site readiness, HR deployment, and material availability, must be completed before the

academic cycle begins to ensure a smooth rollout and adequate time for interventions such as CLP to deliver results.

- Strong consortium coordination and clear operational guidance are essential to avoid inefficiencies. AAR findings indicate that weak coordination mechanisms and unclear roles, SOPs, and implementation modalities led to duplication of efforts, delays, and inconsistent delivery across sites. This highlights the need for clearly defined responsibilities, streamlined communication, standardized SOPs, and stronger central coordination, particularly in consortium-based programmes.
- Operational feasibility must be prioritized over ambitious programme design. Several DSPs reported that overly ambitious targets, compressed timelines, and multiple simultaneous interventions created implementation pressure and reduced effectiveness. For example, the 45-day CLP duration limited the depth of learning recovery, while too many activities per school overwhelmed teachers and systems. The key lesson is that programme scope, timelines, and targets should be aligned with on-ground capacity, with greater emphasis on depth, sequencing, and quality of implementation rather than breadth.
- School system realities, particularly teacher capacity and incentives, must be central to programme strategy. DSPs reported teacher resistance to enrolling low-performing or overage students, increased workload due to overlapping training sessions, and limited ownership of interventions such as CLP. Teachers also struggled with data-entry requirements, often prompting DSPs to deploy additional support. This highlights that teachers are both a key constraint and a critical enabler, and that future programming should incorporate appropriate incentives, manageable workloads, simplified tools, and targeted capacity-building to strengthen engagement and ownership.
- Data systems and monitoring requirements must be simplified and aligned with field capacity. Challenges such as MIS inconsistencies and incomplete profiling indicate that complex, evolving data requirements have placed a significant burden on field teams and teachers, affecting data quality and timeliness. The need to hire additional data entry support highlights a mismatch between system design and on-ground capacity. A key lesson is that data systems should be user-friendly, stable, and finalized before rollout, with clear protocols and dedicated support to ensure that monitoring strengthens implementation rather than becoming a bottleneck.
- Community engagement is necessary but not sufficient without systemic enablers for retention and mainstreaming. While DSPs showed that strong community mobilization can improve enrolment and retention, transitioning into formal schooling remained challenging due to structural barriers such as poverty, lack of documentation, age disparities, and school-level resistance. This highlights that community efforts must be

complemented by policy flexibility, student incentives, and stronger school-level support mechanisms to ensure sustained participation and successful mainstreaming.

6. Conclusion

ILMpact Catch-Up Learning Programme (CLP) has demonstrated strong effectiveness in addressing foundational learning gaps at scale, with 13,011 students assessed and over 11,200 showing measurable improvement, keeping the programme on track to meet its KPI targets. Across Urdu, English, and Mathematics, students advanced by two to three competency levels within a single cycle, with an average of 57% showing improvement. The most significant gains were observed in Mathematics, followed by English and Urdu, reflecting the programme's ability to accelerate both literacy and numeracy outcomes in a compressed timeframe.

The programme also delivered meaningful progress in advancing equity and inclusion. With 76% female participation, alongside representation from minority groups and students with functional limitations, CLP successfully reached underserved populations. Learning gains across these groups were consistent, with slightly stronger outcomes among female students and comparable improvements across marginalized cohorts. These findings reinforce CLP's potential as an inclusive model capable of delivering equitable learning gains across diverse learner profiles.

At the same time, implementation challenges and contextual constraints highlighted important areas for strengthening programme delivery. Operational issues such as facilitator turnover, material delays, reporting gaps, and classroom constraints, along with structural barriers such as poverty, limited documentation, and mobility restrictions, affected the consistency and pace of learning in some contexts. These challenges underscore the importance of aligning programme design with ground realities, strengthening system readiness, and ensuring supportive enabling conditions for both learners and implementers.

Overall, CLP offers a scalable, evidence-based approach to accelerating foundational learning in Pakistan. The strong learning outcomes, combined with insights from implementation and community engagement, provide a clear pathway for future scale and system integration. By addressing operational bottlenecks, enhancing inclusivity through targeted adaptations, and aligning programme design with field capacity, CLP can further strengthen its impact and contribute meaningfully to national efforts to improve learning outcomes for out-of-school and marginalized children.