Sindh Learning Programme (SLP)

Programme Document for the System Transformation Grant

UNICEF on behalf of the School Education and Literacy Department, Government of Sindh, Pakistan

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Acronyms

ADB	Asian Development Bank
ADP	Annual Development Plan
ALP	Alternative Learning Pathway
ASER	Annual Status of Education Report
CASEL	Collaborative for Academic Social and Emotional Learning
CBMS	Cluster-based Management System
CHS	Cluster Hub School
CPD	Continuous Professional Development
CRQ	Constructive Response Question
CTT	Compact Task Team
DCAR	Directorate of Curriculum, Assessment and Research
DCT	Direct Cash Transfer
DDO	Drawing Disbursement Officer
DEO	District Education Officer
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDI	Early Childhood Development Index
ECE	Early Childhood Education
EFA	Education Factor Analysis
EMO	Education Management Organization
ESPIG	Education Sector Plan Implementation Grant
FGD	Focus Group Discussion
FLN	Foundational Literacy and Numeracy
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GoS	Government of Sindh
GPE	Global Partnership of Education
GPI	Gender Parity Index
GRACE	Gender Responsive Actions to Ensure Retention through Community Engagement and School Practices
GSP	Girls Stipend Programme
HACT	Harmonized Approach to Cash Transfer
IASP	Insaf Afternoon School Programme
ICT	Information Communication Technology
IRC	International Rescue Committee
JESR	Joint Education Sector Reviews
JICA	Japan International Cooperation Agency
LEG	Local Education Group
LSA	Large Scale Assessment
MCA	Maximum Country Allocation
MCQ	Multiple-choice Question
M&E	Monitoring and Evaluation

MHM	Menstrual Health Management
MoFEPT	Ministry of Federal Education and Professional Training
MPI	Multi-dimensional Poverty Index
NAT	National Achievement Test
NCHD	National Commission for Human Development
NDMA	National Disaster Management Authority
NER	Net Enrolment Rate
NFE	Non-formal Education
OOSC	Out-Of-school Children
PAMS	Pakistan Alliance for Maths and Science
PDNA	Post-Disaster Needs Assessment
PESP-III	Third Punjab Education Sector Project
PFL	Pakistan Foundational Learning
PITE	Provincial Institute of Teachers Education
PPP	Public-Private Partnership
PRP	Pakistan Reading Programme
PSLM	Pakistan Standards for Living Measurement Survey
PTC	Primary Teacher Certificate
RBF	Results-based Financing
RSU	Reform Support Unit
SAMR	School Attendance and Monitoring Redress
SCG	System Capacity Grant
SDG	Sustainable Development Goals
SEAH	Sexual Exploitation, Abuse, and Harassment
SEF	Sindh Education Foundation
SEL	Socio-emotional Learning
SELD	School Education and Literacy Department
SELECT	Sindh Early Learning Enhancement through Classroom Transformation
SEMIS	Sindh Education Management Information System
SESP&R	Sindh Education Sector Plan and Roadmap
SLO	Student Learning Outcome
SLP	Sindh Learning Programme
SMC	School Management Committee
SRP	Sindh Reading Project
STEDA	Sindh Teacher Education and Development Authority
STG	System Transformation Grant
TaRL	Teaching at the Right Level
TNA	Training Needs Assessment
TSS	Transitional School Structures
TTI	Teacher Training Institute
TLM	Teaching Learning Material
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

WB	World Bank

Programme Summary	
Title	Sindh Learning Programme (SLP)
Province/Country	Sindh/Pakistan
Grant Agent	UNICEF
Total Duration	4 years
Total Amount	USD 28.964 million
Target Districts	Dadu, Tando Allahyar, Tharparkar and Umerkot
Programme Objective and indicators	To increase equitable access to quality foundational literacy and numeracy (FLN) for all marginalised children and foster an enabling environment for transition from primary to post-primary education, with a particular focus on girls. ▪ Increase in enrolment of children particularly girls at ECE, primary level and transition to middle level in target schools. ▪ Reduction in out of schoolgirls at middle level ▪ Improvement in foundational literacy and numeracy test scores in English, Sindhi, Urdu, numeracy, socio-emotional learning (SEL) of Grade 3 children in target schools. ▪ Improvement in teachers' FLN knowledge in target schools.
Programme Outcomes	**Component 1:** Improving access at the ECE, primary and post-primary levels, especially for girls. *Sub component1.1 – Number of government schools at pre-primary, primary and middle level increased and strengthened, improving access to education, especially for girls.* *Sub component1.2 – Number of middle NFE centres increased for out of school girls.* **Component 2**: Improving foundational literacy and numeracy competencies of teachers and children at primary levels. *Sub component 2.1 – Teaching and Learning Material and Assessment tools for improving Foundational Literacy and Numeracy skills developed.* *Sub component 2.2 –* FLN *initiative implemented through Continuous Professional Development of Teachers and academic supervisors/mentors (using cluster policy)* **Component 3:** Improving enabling environment for girls' transition from primary to post-primary in selected schools. *Sub component 3.1 – Reduced number of students dropping out at the primary and middle level using the student attendance, monitoring, and redress (SAMR) and community engagement.*

1. Introduction

This programme document provides a description of the Sindh Learning Programme (SLP) under the Sindh System Transformation Grant (STG) of the Global Partnership for Education (GPE).

The Ministry of Federal and Professional Training (MoFEPT), Government of Pakistan allocated USD 28.964 million for the System Transformation Grant (STG) for Sindh out of Pakistan's total Maximum Country Allocation (MCA) of USD 117.59 million provided by GPE. The table below provides an overview of the MCA, including Sindh's share. The allocation formula takes into account the Seventh National Finance Commission (NFC) Award criteria, which includes population, inverse population density, poverty, revenue collection and generation and education needs (which cover the percentage of out of school children at primary level, primary learning outcomes, cumulative dropout rate at the end of primary, adult literacy and education budget utilization).

Table 1: MCA & STG Allocations

Maximum Country Allocation and Sindh's Share		
Total MCA for Pakistan for STG		$ 117,590,000
Sindh's Share in the MCA	24.7%	$ 28,964,000

Under the new GPE 2025 operating model, as a first requirement, the Government of Sindh developed the Partnership Compact with broad stakeholder participation, including the Local Education Group (LEG), and its sub-technical working group, the Compact Task Team (CTT). The Local Education Group (LEG) comprises representatives from Units/Wings/Directorates of School Education and Literacy Department (SELD), the United Nations system, bilateral and multilateral donor agencies, civil society organisations and other key educational stakeholders[1]. The LEG and the Core Technical Team (CTT) were jointly convened by UNICEF, serving as the Coordinating Agency, and the Reform Support Unit (RSU) of the SELD. The process involved the completion of an enabling factors analysis (EFA) identifying key challenges, opportunities, and priorities in the education system in Sindh. The EFA is a crucial component of the Partnership Compact development process. It provides a structured approach to identifying the underlying conditions that support or hinder education system transformation.

The Sindh Partnership Compact outlines priority reforms addressing barriers and bottleneck to transforming education. It identifies *"equitable access to foundational learning"* as the primary focus, complemented by *"fostering an enabling environment for primary to post-primary transition."* These reforms address key challenges in access, equity, inclusion, and quality, building upon existing efforts and partnerships. The Compact includes an analysis of enabling factors, barriers, and strategies, as well as a monitoring and evaluation plan.

The Sindh Learning Programme (SLP) prioritises access, quality of foundational learning and creation of an enabling environment with a focus on girls. It contributes to the overall strategic vision set in the Sindh Education Sector Plan and Roadmap (SESP&R) 2019-24: *to provide inclusive, equitable and quality education to all children in the province*[2].

The SLP addresses the key bottlenecks identified in the EFA and the 2024 Partnership Compact. It describes the strategic actions needed to create inclusive, gender equitable and system transformative change in Sindh's education landscape. The programme document has been endorsed by the LEG and

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[1] SELD (2021). Notification of Local Education Group (LEG) for support to SESP&R 2019-24.
[2] SELD (2019). School Education Sector Plan and Roadmap for Sindh 2019-24. Reform Support Unit (RSU) Publications. SESP&R 2019-24.pdf (rsu-sindh.gov.pk)

approved by the SELD, Government of Sindh. It builds on the Programme Outline/Concept Note submitted to GPE for quality review in June 2024.

The Programme document has been developed by UNICEF with technical assistance from Cambridge Education, Mott MacDonald. It has been designed following a rigorous consultative process and incorporates inputs from both public and private stakeholders. Insights have been provided by RSU of SELD, the Planning Wing, Curriculum Wing and all allied departments (especially Directorate of Curriculum and Research (DCAR), Provincial Institute of Teachers Education (PITE), Sindh Teacher Education and Development Authority (STEDA), Directorate of Literacy and Non-formal Education (L&NFE), Directorate of Planning Development and Research (PDR), Directorate of Early Childhood Education (ECE), Directorate of Planning, Development and Finance (PDF), Public-Private Partnership (PPP) node and Sindh Education Foundation (SEF) and development partners including the Japan International Cooperation Agency (JICA), World Bank (WB) and United States Agency for International Development (USAID).

SELD will implement the programme, along with the attached Directorates and Units in collaboration with UNICEF, as the Grant Agent. RSU will be responsible for the overall coordination, monitoring, and review. Capacities of government partners will be strengthened through provision of technical assistance to implement the programme and achieve the overall objective and results for the children of Sindh.

A multi-sectoral approach will be used to implement the programme. UNICEF will ensure an integrated programming model, linking with interventions related to WASH, nutrition, early childhood development (ECD), health, child protection, social behavioural change, gender, and development. To ensure leveraging of resources and strategies, the SLP also builds on work done under the World Bank Sindh Early Learning Enhancement through Classroom Transformation (SELECT) and JICA Gender Responsive Actions to Ensure Retention through Community Engagement and School Practices (GRACE) projects. For maximum scale and impact, the SLP will not be working in districts where these donor programmes are being implemented. This will support holistic programming, programme sustainability, and mainstreaming into government plans, whereby ensuring rights-based services to the children and households in crisis. Key lessons learnt from discussions with SELECT team have also been factored in the design of the SLP interventions. This is especially for school upgradation work where construction delays have been encountered. The SLP has addressed these through use of more efficient and cost-effective construction strategies that can yield quicker and durable results. Other lesson learned from SELECT include effective use of Mobile App and Standard Operating Procedures (SOPs) of Students Attendance Monitoring and Redress System (SAMR) and these have been incorporated in the design of SLP for up-scale. JICA assisted remedial package for NFE will be delivered to out of school girls in the SLP supported NFEs/ALPs. The details are explained in the sections below.

The SLP focuses on transforming the education system toward the achievement of sustainable development results for children in Sindh. Programme interventions target improving equitable access to quality foundational learning. Overall, the programme design focuses on creating positive changes at three tiers: individual learner, school/community and system (taluka/cluster/district/province). To complement efforts, support will be provided from the System Capacity Grant (SCG) to strengthen capacities and capabilities of key Units including RSU, the Gender Unit and the Foundational Literacy and Numeracy (FLN) Unit. This will ensure the institutionalization of reform efforts and the long-term sustainability of results.

This programme document begins by describing the sectoral and institutional overview along with a summary of the key challenges and roadblocks that are addressed in the design of the SLP. Section 2 summarises the linkage of the document with the Partnership Compact and highlights the key barriers the programme will address. Section 3 discusses Results-based Financing. Section 4 introduces SLP outcomes and intermediate outputs detailing the gaps, key activities, impact, and other important considerations. Key considerations such as the prioritisation of gender equity and disability inclusion are also included in this section. Section 5 outlines the implementation arrangements for coordination

and overall management. In Section 6, the monitoring & evaluation framework for the programme is discussed. Section 7 and 8 follow with the key risk and mitigation strategies and overall sustainability and scalability of the programme.

Sectoral and Institutional Overview

Sindh has a large sub-national education system. There are over 4.5 million enrolled children learners, 119,087 teachers (80,676 male and 38,411 female) and 49,446 schools (35,392 mixed, 7,634 for boys and 6,420 for girls)[3]. The numbers highlight a considerable shortage of teachers and schools in the province.

Education Access

Progress on key educational indicators in the province is low. National statistics show that 7.6 million children of school going age between 5-16 years (4.2 million girls, 3.4 million boys) are out-of-school due to multifaceted supply and demand side bottlenecks. Net enrolment rates (NER) are declining at every schooling level; it is 55% at primary and continues to drop at middle and secondary level at 32% and 22% respectively[4].

In rural areas, the disparities are higher. NER goes down further at 47% in primary level and drops to 21% at middle level [5]. Gender inequality is also significant. Barriers hampering girls' education access are overlapping and deeply impacted by external factors. At the demand-side, restrictive social norms and unwillingness of parents and girls themselves to attend school are the main causes. In low-income households, boys are given preference over girls in education decisions. Amidst rising inflation, both girls and boys are forced to work as child labour to supplement family incomes. At the supply-side, the insufficient number of girls schools and facilities (WASH, separate latrines etc) keep girls out of school. Parental fears over security conditions (kidnappings, abductions, forced marriages) are amplified over girls' post-primary education (middle and secondary schools are far from primary schools) causing high dropouts at the primary level[6].

The barriers explained above contribute to the gender inequities seen at each schooling level. Primary NER for girls is 49% (compared to 60% for boys). At the middle and secondary level, the NER drops to 29% (compared to 35% for boys) and 20% (compared to 24% for boys) [7]. In rural areas, these disparities are more pronounced as NER for girls is 38% at primary level (compared to 55% for boys). At middle level NER for girls decreases to 13% (compared to 28% for boys)[8]. Enrolment is affected by the availability of teaching resources. Of the total 119,087 teachers (from primary to post-primary level), only 32% are female. 58% (69,070) are primary level teachers (out of which 27% are female) while the remaining are spread between middle, elementary, secondary, and high secondary levels. In the female teaching cadre, there are only 2.9% Sindhi and 0.4% subject specialists highlighting high gender inequity. Due to a limited number of girl schools, 2.2% of females work in the role of the head teacher[9]. This is illustrated in the graph below.

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[3] GoS (2020). Sindh Annual School Census Report 2020-21. Bureau of Statistics, Planning and Development Department, Government of Sindh. - Government of Sindh

[4] PSLM (2019). Pakistan Standard for Living Measurement Survey (PSLM), 2019-2022. Pakistan Social And Living Standards Measurement | Pakistan Bureau of Statistics (pbs.gov.pk)

[5] ibid

[6] Partnership Compact 2023/24-2027/28

[7] PSLM (2019). Pakistan Standard for Living Measurement Survey (PSLM), 2019-2022. Pakistan Social And Living Standards Measurement | Pakistan Bureau of Statistics (pbs.gov.pk)

[8] ibid

[9] Reforms Support Unit (2020) Annual School Census (2020-21)

Figure 1: Number of primary and post-primary teachers in Sindh
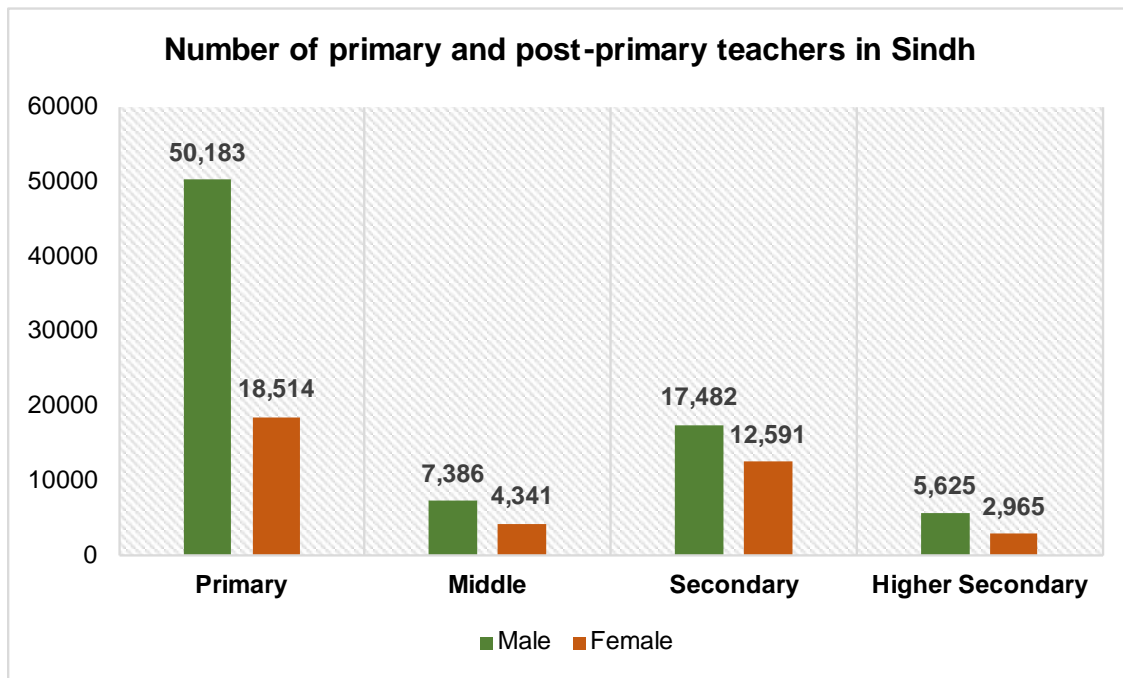
School shortages exacerbate access issues. Out of the 49,446 schools, only 6,230 schools (12.6%) are for girls[10]. As demonstrated in Figure 2 below, 92% of schools are in rural areas with a large quantum of primary schools (40,393). However, there are just 5,121 schools at post primary level (11%).

Figure 2: Concentration of schools in rural areas
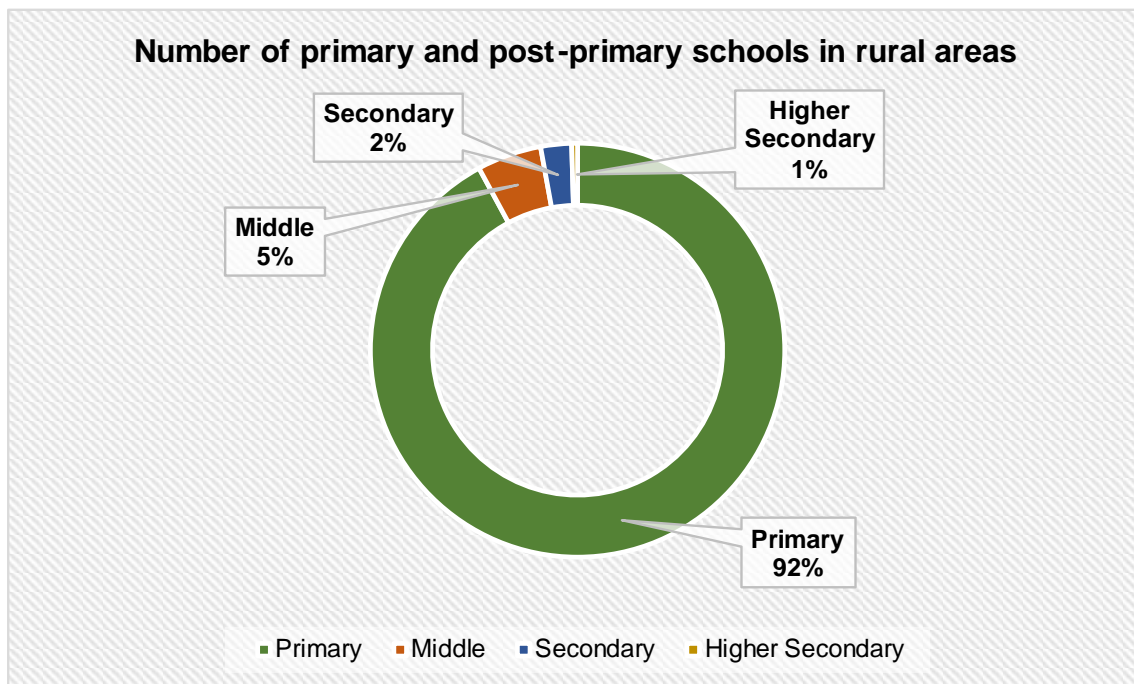
[10] GoS (2020). Sindh Annual School Census Report 2020-21. Bureau of Statistics, Planning and Development Department, Government of Sindh. - Government of Sindh

MICS 2018-19 shows that 47.4% of Sindh's population is multidimensionally poor with pronounced disparities between rural and urban areas (Rural: 71.4%, Urban: 24.8%) [11]. Education data further shows that dropouts are the highest at the primary level with nearly 50% of students [12]. Along with inadequate infrastructure, extreme poverty remains a key factor affecting demand. This remains a critical detriment to education enrolment and learning. A further 37% of the remaining students also drop out during the transition period from primary to middle level (Grades 6-8) [13] showing that pathways to education are limited. Only, 63% of children (58% girls and 65% boys) [14] transition from primary to middle level in Sindh. At the district level, the transition rates drop to less than 50% [15].

Learning levels

A serious learning crisis exists in Sindh. This is confirmed from national and provincial assessments and highlighted in the EFA and the Partnership Compact documents. Most children do not develop literacy and numeracy skills, or critical analytical abilities. By Grade 4, mean student scores are 49% in Maths, 59% in English and 69% in Urdu/Sindhi [16]. The overall performance across all grades and subjects indicates a need for improvement. In terms of language, 55% of Grade 5 can read a story in Urdu/Sindhi while 56% can read sentences in English. The situation worsens for Numeracy skills with only 48% who can do double-digits in Maths [17]. Numeracy scores deteriorate further in Grade 8 with almost 20% of Grade 8 students not being able to score above 25% in Maths. While both boys and girls have low learning outcomes, the gender gap is evident; Grade 5 boys outperform girls in literacy and numeracy; 38% of boys and 33% of girls can read sentences in Urdu/Sindhi, 41% of boys can read English words compared to 36% of girls, and 40% of boys have subtraction skills, which is higher than the 35% of girls who can do the same [18].

Commitment to Education (Policy and Financial)

The Government of Sindh has reaffirmed its commitment to accelerating progress on achieving Article 25-A [19] and the Sustainable Development Goals (SDG) Agenda of 2030. The Government has accordingly aligned provincial monitoring and budgetary frameworks with the 17 SDG Goals. Both SDG 4: Quality Education and SDG 5: Gender Equality are critical part of Government's system wide approach to mainstream SDGs in the province. [20] Sindh shows a promising outlook with financial allocations increased in absolute terms from PKR 334 billion in FY 2023/24 to PKR 454 billion committed in FY 2024/25 [21]. However, this financial allocation is insufficient to meet the magnitude and severity of needs in the province. Sindh accounts for nearly 23% of Pakistan's total population at 55.6 million people [22]. 37% live below the poverty line in rural areas [23].

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[11] UNICEF (2019-2022) Multi-Indicator Cluster Survey (MICS)

[12] Sindh Partnership Compact (2023)
[13] Reform Support Unit, Annual School Census (2020-21)
[14] Reform Support Unit, Annual School Census (2020-21)
[15] Reform Support Unit, Annual School Census (2020-21)

[16] NATS (2023). National Achievement Test (NAT), Findings 2023 for Sindh. NAT 4 pager - Sindh (print) (pie.gov.pk)
[17] ASER (2023). Annual Status of Education Report for Sindh. Welcome To ASER Pakistan | Education in Pakistan | Annual Status of Education Report
[18] ASER (2023). Annual Status of Education Report for Sindh. Welcome To ASER Pakistan | Education in Pakistan | Annual Status of Education Report
[19] Article 25-A of the Constitution of Islamic Republic of Pakistan states that the State shall provide free and compulsory education to all children between ages 5 – 16 in a manner prescribed by law.
[20] https://sindhsdgs.gov.pk/wp-content/uploads/2020/10/Sindh-SDGs-Framework.pdf

[21] Budget Speech by Chief Minister, Sindh (2024-25)

[22] Pakistan Bureau of Statistics (2023) Population Census 2023

[23] https://www.worldbank.org/en/news/factsheet/2022/12/19/factsheet-strengthening-social-protection-delivery-system-in-sindh#:~:text=Sindh%20has%20a%20population%20of,higher%20than%20the%20Pakistan%20average.

Climate Change Impact and Response

Flooding caused by heavy monsoon rains remain the most significant impact of climate change in Sindh. Between July and August 2022, floods impacted more than 33 million children in Pakistan[24].

Across the 30 districts of Sindh, 19,808 schools (majority primary level) have been damaged , disrupting education for 2.3 school going million children (61% boys and 39% girls). Amongst the fully damaged schools, 19% are primary schools, 15% are middle and elementary schools and 13% are secondary/higher secondary schools, In the case of partially damaged schools, 29% are primary schools, 39% are middle and elementary schools and 48% are secondary/higher secondary schools, all facing varying degrees of damage[25].

An assessment by the Asian Development Bank (ADB) and RSU shows that of the damaged schools in Sindh 86% are primary level. This includes schools that are completely damaged and non-functional and those that have sustained partial damages and require repair work. Schools which are completely damaged mostly fall in the shelter-less category. The breakdown of school damages is given in the table below:

Table 1: Status of school damages in Sindh after the 2022 floods

Status of Schools	No. of Schools	Shelter-less	1 Classroom	2 Classrooms	More than 2 Classrooms
Fully Damaged	7,503	15%	21%	45%	19%
Partially Damaged	12,305	7%	18%	43%	32%

Source: Damage Assessment and Flood Response Needs Report, 2023. RSU, SELD.

Amidst the flooding crisis, the government established temporary learning centres (TLCs) and initiated learning programmes for learning continuity. Limited digital and radio learning programs along with distance learning remote packs were launched with the help of development partners. However, effectiveness and reach of these remained challenging; more than 70% of children aged 5-16 years could not give a single hour to their studies at home. A further 72% of parents confirmed that their children were not able to study during flood-related closures leading to severe learning losses[26]. Maths and English were highlighted as the most challenging subjects to study independently by students[27].

Calculations by the World Bank indicate that education disruptions caused by flooding are worse than those by the COVID-19 pandemic. Children dropped out of school for prolonged periods require remedial learning programmes to return to education. Simulations done in the past for COVID-19 indicated that learning poverty had increased from 75% to 79% in 2021[28]. Due to the deprivation caused by losses in infrastructure, the learning poverty is projected to rise by another 5% if not addressed.

In addition to flooding, severe heat remains another factor causing vulnerability in Sindh. The Pakistan Meteorological Department (PMD) reported severe heatwave conditions occurring in the month of May 2024 through most of Pakistan. In Sindh, the highest temperatures have been recorded. Data shows that temperature highs rose to 40-42 °C (104-108 °F) in Karachi, causing 2,547 reported instances of heat stroke and 133 livestock deaths in the province[29].

Selection of Targeted Districts and Areas

SLP will be implemented in four districts of Sindh: Dadu, Tando Allahyar, Tharparkar and Umerkot. These districts were selected in consultation with SELD on the basis of poor education indicators and

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[24] World Bank (2022). Pakistan's Flood's are Deepening its Learning Crisis. September 28, 2022. Pakistan's Floods are Deepening its Learning Crisis (worldbank.org)
[25] Damage Assessment and Flood Response Needs Report, 2023. RSU, SELD
[26] Baron. J. (2022). Floods in Pakistan: Human Development at Risk. The World Bank. https://documents1.worldbank.org/curated/en/099523112072218789/pdf/IDU09bc63666052fe041af08d8d0cbd7862b0c65.pdf
[27] IRC. (2024). Climate Impacts on Education and Learning Losses in the Provinces of Sindh. Climate Impacts on Education and Learning Losses in the Provinces of the Sindh - Pakistan | ReliefWeb
[28] IRC. (2024). Climate Impacts on Education and Learning Losses in the Provinces of Sindh. Climate Impacts on Education and Learning Losses in the Provinces of the Sindh - Pakistan | ReliefWeb
[29] https://reliefweb.int/report/pakistan/heatwave-response-sindh-situation-report-may-31-2024

multidimensional poverty. The districts are *'hard areas'* with high rates of multidimensional poverty, deteriorating education indicators and severe impact of the climate crisis. MICS (2018-19) shows that 48-75% of the population in the four districts is multidimensionally poor. Data further shows that gender parity index (GPI) is low in these districts. GPI of 0.61 in Tharparkar is significantly below the parity level of Sindh (0.89), indicating a substantial gender gap. This implies that women and girls in the district face significant disadvantages compared to their male counterparts and fewer girls are attending and completing school compared to boys. In terms of early childhood development (ECD), only 47% of the children aged 36-59 months are developmentally on track in literacy, numeracy, physical and social-emotional learning [30].

Tharparkar consistently ranks amongst the lowest human development index (HDI) districts in Pakistan, indicating significant development challenges. Multidimensional poverty index (MPI) scores of 0.4 for Dadu, Tharparkar, and Umerkot and 0.3 for Tando Allahyar, indicate high poverty levels. The MPI measures poverty based on various factors, including nutrition and child mortality, years of schooling and child enrolment, access to electricity, sanitation, drinking water, flooring, and cooking fuel. A higher MPI score signifies a greater number of people experiencing deprivation in these areas. This translates to poor health outcomes, low educational attainment and completion rates and limited access to basic amenities. These factors together contribute to a cycle of poverty, affecting the overall well-being and development of the population [31]. Key indicators used for selecting Dadu, Tando Allahyar, Tharparkar and Umerkot are summarised below.

Table 2: Selection indicators for target districts

Indicator	Dadu	Tando Allahyar	Tharparkar	Umerkot	Source
Multidimensional Poverty Index (MPI)	67.40%	48.50%	78.50%	75.50%	Multiple-indicator cluster survey (MICS), 2018-19: District-wise MPI scores Sindh – MICS 2018-19 (Page 749)
Gender Parity Index (GPI)	0.84	0.79	0.62	0.64	7th Population and Housing Census-2023 7th Population and Housing Census - Detailed Results	Pakistan Bureau of Statistics (pbs.gov.pk)
Out-of-school children %	47.46%	59.4%	61%	54.8%	7th Population and Housing Census-2023 7th Population and Housing Census - Detailed Results	Pakistan Bureau of Statistics (pbs.gov.pk)
Out of School Children Girls	54%	53%	55%	55%	7th Population and Housing Census-2023 7th Population and Housing Census - Detailed Results	Pakistan Bureau of Statistics (pbs.gov.pk)
Damaged school infrastructure	39%	27%	21%	45%	RSU Flood Dashboard (2023-24) SSMS-Portal (seld.gos.pk)
Disabled Female Population	1.41%	2.50%	2.47%	2.97%	7th Population and Housing Census-2023 7th Population and Housing Census - Detailed Results	Pakistan Bureau of Statistics (pbs.gov.pk)
Access to Safely Managed Drinking Water	47.2%	19.8%	3.9%	14.4%	Multiple-indicator cluster survey (MICS), 2018-19 Sindh - Multiple Indicator Cluster Survey 2018-19	UNICEF Pakistan
Net enrolment rate (NER) at the Primary Level (Age 5-9 years)	72%	57%	54%	66%	Pakistan Standards of Living Measurement Survey (PSLM) – 2019-20 Pakistan Social And Living Standards Measurement Survey (PSLM) 2019-20 Provincial / District	Pakistan Bureau of Statistics (pbs.gov.pk)

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[30] UNICEF (2018-2022) Multi-Indicator Cluster Survey Sindh

[31] World Bank (2022). Factsheet: Strengthening Social Protection Delivery System in Sindh. Factsheet: Strengthening Social Protection Delivery System in Sindh (worldbank.org)

					7th Population and Housing Census-2023 [7th Population and Housing Census - Detailed Results	Pakistan Bureau of Statistics (pbs.gov.pk)](#)
Completion rate	62%	56%	46%	77%	
Prevalence of stunting	60%	67.7%	50.6%	58.8%	Multiple-indicator cluster survey (MICS), 2018-19 [Sindh - Multiple Indicator Cluster Survey 2018-19	UNICEF Pakistan](#)
Children aged 36-59 months developmentally on track	26.1%	23.2%	35.2%	40%	Multiple-indicator cluster survey (MICS), 2018-19 [Sindh - Multiple Indicator Cluster Survey 2018-19	UNICEF Pakistan](#)
Fully Vaccinated Children (12-23 months)	57.5%	55.7%	65.1%	31.4%	Multiple-indicator cluster survey (MICS), 2018-19 [Sindh - Multiple Indicator Cluster Survey 2018-19	UNICEF Pakistan](#)

Source: Multiple education data sets – sources provided in the table.

Key Challenges in Targeted Districts

There are only 8,560 schools (primary: 89%, post-primary: 11%) present in the targeted districts with only 14% schools available for girls highlighting a severe shortage. Table 3 provides a summary of existing schools. This also has an impact on student dropouts as these districts do not have enough middle schools for girls to cater to demand.

Table 3: Concentration of schools in the target districts in Sindh

District	Multi-Dimensional Poverty	Number of Schools	Share of Boys Schools	Share of Girls Schools	Share of Mixed schools
Dadu	67.4%	1,734	26%	15%	59%
Tando Allahyar	48.5%	741	50%	15%	35%
Tharparkar	78.5%	3,839	39%	13%	48%
Umerkot	75.30%	2,246	35%	15%	51%
Total		8,560	36%	14%	50%

Source: Sindh Annual School Census 2020-21

Lack of basic facilities in schools is another contributor to student dropouts. In the target districts, less than 50% of schools have boundary walls and only 21% have electricity as per the table below. These factors hinder the necessary enabling conditions for maintaining a conducive learning environment in schools[32]. Table 4 provides an overview of available facilities in schools.

Table 4: Basic Services in schools in the target districts in Sindh

Districts	Number of Schools	Electricity	Latrines	Drinking water	Boundary Wall	Science Lab	Library	Playground
Dadu	1,734	33%	84%	60%	46%	2%	1%	8%
Tando Allahyar	741	52%	87%	62%	74%	3%	1%	6%
Tharparkar	3,839	12%	64%	57%	38%	1%	0%	3%
Umerkot	2,246	18%	72%	53%	43%	1%	1%	5%
Grand Total	8,560	21%	72%	57%	42%	1%	1%	5%

Source: Sindh Annual School Census 2020-21

All four districts are impacted by climate change. In Dadu, Tando Allahyar, Tharparkar and Umerkot 22% to 51% of schools were damaged and enrolment of 166,273 children was affected.

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[32] Ibid

Donor and government support in the targeted districts is currently insufficient to meet education needs. The table below provides an overview of donor and government support in districts most impacted by climate impact (floods). The SLP will complement existing donor programmes in the province and focus on districts where severity of needs remains high. This will ensure resources are well-spread and utilised efficiently.

Table 5: Flood-related damages in the targeted and Affected districts

Districts	Number of Schools	Total Damaged Schools	Enrolment Affected	Donor Interventions for Flood Rehabilitation
Dadu	1,743	40%	47,505	ADB Secondary Education Improvement Project WB funded ASPIRE project (focused only 10 school)
Tando Allah Yar	740	28%	22,262	No donor support
Tharparkar	3,737	22%	36,565	WB funded ASPIRE project (focused only 10 school)
Umerkot	2,097	51%	59,941	WB funded ASPIRE project (focused only 10 school)
Badin	2,646	38%	62,518	World Bank SELECT Programme Annual Development Plan (ADP) schemes of the Government of Sindh
Hyderabad	879	37%	50,699	ADP schemes of the Government of Sindh
Jamshoro	740	61%	30,263	ADP Schemes of the Government of Sindh
Mitiari	885	59%	39,751	ADP Schemes of the Government of Sindh
Sujawal	1,287	58%	27,228	World Bank SELECT Programme
Tando Muhammad Khan	968	49%	22,028	World Bank SELECT Programme
Thatta	1,097	59%	30,731	World Bank SELECT Programme
Kamber Shahdadkot	1,451	65%	61,910	World Bank SELECT Programme ADB Secondary Education Improvement Project
Kashmore	1,317	62%	65,362	World Bank SELECT Programme
Larkana	1,155	64%	122,511	Up-Grading Primary Girls Schools into Elementary Schools in Rural Areas of Sindh (JICA) ADB Secondary Education Improvement Project
Jacobabad	1,285	65%	76,240	World Bank SELECT Programme
Shikarpur	1,181	58%	59,475	World Bank SELECT Programme
Mirpurkhas	2,009	45%	189,513	ADB Secondary Education Improvement Project
Naushero Feroze	2,183	63%	156,833	ADB Secondary Education Improvement Project
Sanghar	2,633	26%	64,120	World Bank SELECT Programme ADB Secondary Education Improvement Project
Shaheed Benazirabad	2,499	42%	95,409	ADP Schemes of the Government of Sindh
Ghotki	1,714	61%	83,419	World Bank SELECT Programme
Khairpur	3,090	73%	192,451	Up-Grading Primary Girls Schools into Elementary Schools in Rural Areas of Sindh (JICA) ADB Secondary Education Improvement Project
Sukkur	1,106	69%	103,821	Up-Grading Primary Girls Schools into Elementary Schools in Rural Areas of Sindh (JICA)

Source: Damage Assessment and Flood Response Needs Report, 2023. RSU, SELD & Sindh ADP 2023-24 data on donor projects in Sindh

By concentrating resources and expertise on a limited number of target districts, the SLP can achieve a deeper and more sustainable impact. This focused approach allows for a thorough needs

assessment, tailored interventions, and robust monitoring and evaluation. By prioritizing specific geographic areas, the programme can build strong partnerships with local communities and government entities, enhancing ownership and long-term sustainability. Additionally, concentrating efforts in fewer districts enables the SLP to allocate adequate resources for each beneficiary, ensuring that support is not only need-based but also sufficient to drive meaningful change. This strategic focus will generate measurable outcomes that can be replicated in other districts, ultimately contributing to broader systemic improvements.

2 Alignment with Partnership Compact

The programme design builds on the priority reform and key barriers identified in the Partnership Compact document. For transformational change, the **priority reform** identified is *'equitable access to foundational learning for all children'* and a **complementary reform**, *'fostering an enabling environment for transition from primary to post-primary education.'* The two are closely interconnected and capture key priorities linked to access and transition, equity and inclusion and quality. The reform areas are reflected in provincial policies specifically the SESP&R and the Sindh Equality and Women's Empowerment Policy.

The table below provides a summary of the key barriers in Sindh's education system that are being targeted for transformational change under the STG:

Table 6: Summary of barriers and proposed solutions in Sindh's Education System identified in the Compact

Key Area	Barriers	Proposed Solutions
Equitable Access	▪ Low Provincial Gross Enrolment Rate (GER) and NER at 55% (60% boys, 49% girls) respectively ▪ Significant number of children with special needs are out of school ▪ Geographical disparities with only 55% of school-going aged children attending school (65% boys, 44% girls)[33] ▪ High poverty levels hampering education for children living in lowest income percentiles.	▪ Rehabilitate school infrastructure and provide additional classrooms with improved and disabled-friendly facilities. ▪ Improve data systems to capture data of children with special needs. ▪ Increase usage of schools ▪ Increase provision of NFE pathways ▪ Improve and optimise teacher recruitment. ▪ Increase community participation and engagement. ▪ Increase parental engagement ▪ Provide essential learning supplies

Quality Learning	▪ High rate of learning poverty[34]
	▪ Foundational learning scores are between 30-50% for Urdu/Sindhi, Maths, English and English with low gender parity in achievement[35]
	▪ Gaps in ECE provision – material and teacher shortages.
		▪ Prioritise Foundational Learning (FL) through:
		  o Quality learner content
		  o Remedial Education
		▪ Improve teaching content through:
		  o Teacher guides
		  o Digital teaching and learning tools.
		▪ Teacher training in:
		  o Gender-sensitivity & FL
		  o Formative assessment tools
		  o Improved outcomes through data
		▪ Improve assessments.
		▪ Capacitate school leadership cadre

Enabling Environment for Transition	▪ High level of post-primary dropouts ▪ Low enrolment, transition, and completion rates due to early marriage of girls ▪ Corporal punishment, gender-based violence (GBV)	▪ Increase access to post-primary level including middle level accelerated programmes ▪ Scale school level WASH and menstrual hygiene management (MHM) ▪ Awareness raising on safeguarding and GBV targeting parents, teachers and school management councils (SMCs)

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[33] Pakistan Social & Living Standards Measurement Survey (PSLM) 2019-22. In the Partnership Compact document.
[34] Learning Poverty coined by World Bank refers to a child being unable to read and comprehend simple text by the age of 10. What is Learning Poverty? – Novel Hand | Activism, Meet Impact
[35] Provincial Achievement Test 2017 under the Sindh Reading Program 2019. In the Partnership Compact document.

System strengthening	▪ Ineffective governance and management ▪ Under investments in social sectors leading to under-performance & inequities.	▪ Strengthen capacities across the system

3 Results-based Financing

No triggers or results-based financing (RBF) will be used in the SLP. The current education budget is low at PKR 32.1 billion which is 6% of total Annual Development Plan (ADP) 2024-25 outlay [36]. Government consultations indicate approximately 80% of the budget is used for paying of salaries of the education staff comprising of provincial, district and taluka teams deployed across the province. This severely constrains the ability of the Government of Sindh to allocate funds for RBF activities. Secondly the devastating floods of 2022 remain a critical policy priority for Sindh. The latest ADP highlights educational finances equating to 2.375 billion [37] are tied to restoration and maintenance of damaged school buildings and infrastructure across the 21 districts impacted (out of a total of 30) in the province. Till date, students are enrolled in temporary learning spaces and require urgent rehabilitation support. The government has made yearly allocations in the ADP for flood relief and institutional rehabilitation efforts.

4 Programme Description

The SLP aims to *provide equitable access to foundational learning for marginalised children by fostering an enabling environment for transitions from primary to post-primary education, with a particular focus on girls.*

The programme will reach its objective through three outcomes focused on: (i) enabling equitable access, (ii) providing foundational literacy and numeracy and (iii) developing an enabling environment with a particular focus on girls.

Theory of Change

The Theory of Change (ToC) serves as the foundation for all strategic interventions under the programme. The ToC is well-aligned with the overarching framework of the Partnership Compact and will contribute to its targets. It outlines the causal pathways through which planned activities are expected to achieve the desired outcomes, illustrating how enhancing infrastructure, teaching, and learning resources, educator capacity, and community engagement will directly impact educational access and quality.

Figure 3: Theory of Change

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[36] Sindh Annual Development Programme (ADP) (2024-25)
[37] Sindh Chief Minister Budget Speech 2024-25
https://finance.gos.pk/Home/Download?path=Budget%5CBudgetSpeech%5CBudget%20Speech%202024-25%20English.pdf

Figure: Theory of Change for Sindh Learning Programme

THEORY OF CHANGE FOR SINDH LEARNING PROGRAMME

Long-term Goal
To provide equitable access to quality gender responsive foundational learning for all children and foster an enabling environment for transition from primary to post-primary, especially for girls.

Intermediate Outcome
- Improved access to ECE, primary and middle education for children, especially girls.
- Improved foundational literacy and numeracy competencies of teachers and children at primary level
- Improved enabling environment for girls for transition from primary to post-primary education

Assumptions
- SELD and its allied departments, wings and units collaborate, coordinate and work with SLP across the programme
- Schools are upgraded and teaching resources are made available in time to ensure student enrolment
- Teachers are willing to learn FLN materials and implement learnings in the classroom
- Communities and parents are willing to engage and support education for all children in targeted districts

Bottlenecks
- Lack of ECE and post-primary schools (especially girls) in districts with high poverty & flood damages
- Limited TLMs and knowledge over FLN leading to poor literacy and numeracy outcomes
- Poor perceptions over education due to limited engagement of parents/caregivers

Outputs

Access
Output 1.1: Number of government schools at pre-primary, primary and middle level increased and strengthened; improving access to education, especially for girls.
Output 1.2: Number of middle NFE ALPs centers increased for out of school girls

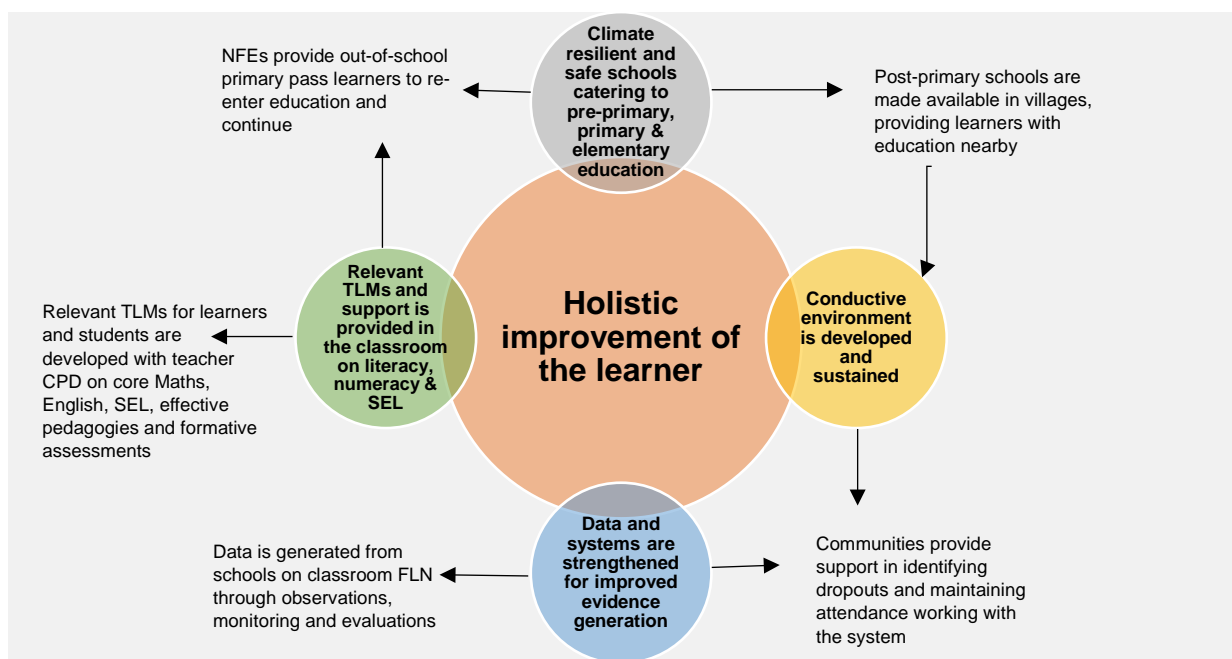**Learning**
Output 2.1: Teaching and Learning Material and Assessment tools for improving Foundational Literacy and Numeracy skills developed.
Output 2.2: Teachers and academic supervisors/mentors are trained through CPD using cluster policy focusing on FLN and assessment.

Enabling Environment
Output 3.1: Reduced number of students dropping out at the primary level and improved transition using SAMR.

Monitoring and Evaluation
- Baseline and Endline evaluations done to assess teaching and learning impact
- Strategic level monitoring through programme monitoring in the Annual Joint Education Sector Reviews
- Program level monitoring through quarterly and bi-annual stock takes with SLP and SELD, its allied departments, wings and units
- Outcome monitoring by RSU, allied SELD departments, wings and units with UNICEF in targeted districts

All programmatic interventions will be implemented focusing on the **learner,** (especially girls). The programme focuses on addressing key demand-side and supply-side barriers faced by a learner. These include: (i) provision of education opportunities through formal and non-formal pathways and quality upgradations to infrastructure, (ii) developing foundational FLN skills by strengthening capacities in the support system (teachers and administrative officials) and (iii) developing an enabling environment by empowering communities to support education. All outcomes lead to the development of a **holistic support programme** that guarantees impact and sustainability. This is illustrated in the figure below.

Figure 4: Programme design framework

Figure: Programme design framework — Holistic improvement of the learner

- Climate resilient and safe schools catering to pre-primary, primary & elementary education
- NFEs provide out-of-school primary pass learners to re-enter education and continue
- Post-primary schools are made available in villages, providing learners with education nearby
- Relevant TLMs and support is provided in the classroom on literacy, numeracy & SEL
- Relevant TLMs for learners and students are developed with teacher CPD on core Maths, English, SEL, effective pedagogies and formative assessments
- Conductive environment is developed and sustained
- Communities provide support in identifying dropouts and maintaining attendance working with the system
- Data and systems are strengthened for improved evidence generation
- Data is generated from schools on classroom FLN through observations, monitoring and evaluations

Programme Objectives, Expected Outcomes and Results

The Results Framework for the SLP is designed to align with the objectives outlined in the Partnership Compact emphasising the creation of a robust, gender-responsive and equitable educational landscape in Sindh. This framework delineates expected outcomes, performance indicators, baseline data, and targets across a four-year period, structured around the primary objective to enhance equitable and gender-responsive access to foundational learning and support the transition from primary to post-primary education, with particular emphasis to providing support for girls. The detailed results chain is given in **Annex A**. The table below provides a broad overview with a targeted scope.

Table 7: Programme results chain and indicators.

Results Chain & Indicators	Scope
Programme objective: To provide equitable access to quality gender responsive foundational learning for all children and foster an enabling environment for transition from primary to post-primary, especially for girls.	
• Increase in enrolment of children particularly girls at ECE, primary level and transition to middle level in target schools. • Reduction in Out of School girls at middle level • Improvement in foundational literacy and numeracy test scores in English, Sindhi Urdu, numeracy, SEL of grade 3 children in target schools. • Improvement in teachers' FLN knowledge in target schools	Provincial level
Outcome 1: Improved access to ECE, primary and middle education for children, especially girls.	
Intermediate Result 1.1: Number of government schools at ECE, primary and middle level increased and strengthened; improving access to education, especially for girls	
• Number of government primary schools upgraded to middle level through climate resilient structures. • 1.1.2 Number of government primary schools repaired / rehabilitated. • 1.1.3 Number of government primary and middle schools received education supplies. • 1.1.4 Number of girls children in upgraded middle schools received MHM kits.	District/School/Individual Learner Level
Intermediate Result 1.2 Number of middle level NFE centres increased for out of schoolgirls	
• 1.2.1 Number of Post Primary NFE centres established. • 1.2.2 Number of NFE centres received education supplies. • Number of NFE centres received education supplies. • 1.2.3 Number of NFE Facilitators trained on middle NFE Packages. • 1.2.4 Remedial Learning Component implemented in NFE centres. • 1.2.5 Village Education Committee of NFE centres trained. • 1.2.6 Adolescent clubs of NFE centres trained. • 1.2.7 Number of students enrolled completed middle ALP	District level
Outcome 2: Improved foundational literacy and numeracy competencies of teachers and children at primary levels.	
Intermediate Result 2.1: Teaching and Learning Material and Assessment tools for improving Foundational Literacy and Numeracy skills developed.	
• 2.1.1 Teaching and learning material reviewed and developed for FLN at ECE and initial primary grades 1-3 for children. • 2.1.2 Teaching and learning material and assessment tools developed for FLN at pre-primary and initial primary grades 1-3 for teachers. • 2.1.3 Number of FLN Corner Libraries established	Provincial level
Intermediate Result 2.2: FLN initiative implemented through trained teachers and academic supervisors/mentors through CPD using cluster policy.	
• 2.2.1 Number of Master Trainers, Guide Teachers, Subject Coordinators, Head Teacher, and Officials trained on FLN, academic supervision, students assessment tools and mentoring of teachers in classrooms. • 2.2.2 Number of teachers trained. (550 ECE Teachers, 1,650 FLN Teachers (grade 1,2,3) and 580 Elementary Teachers) • 2.2.3 Number of students screened for health and nutrition issues. • 2.2.4 Number of learning camps organised for low performing children. • 2.2.5 Number of government officials participated in interprovincial knowledge. • 2.2.6 Number of learning festival organised to celebrate learning in schools.	District/cluster level
Outcome 3: Improved enabling environment for girls for transition from primary to post-primary in selected schools.	

Immediate Result 3.1: Reduced number of students dropping out at the primary level and improved transition using SAMR and community engagement.	
▪ 3.1.1 SAMR launched and fully functional.	School level
▪ 3.1.2 Number of SMCs trained.	School level

The programme is structured into three components and five subcomponents to deliver the results and contribute to the overall programme objective and outcomes.

Component 1: Improving access at the ECE, primary and post-primary levels, especially for girls.

Component 1 focuses on increasing learning access at the system, school and learner levels addressing both demand and supply-side barriers.

At the **system level**, this involves upgradation of existing primary school buildings to middle level (including ECE facilities where needed) whereby increasing the total number of schools in the province. At the **school level**, along with improvements in existing facilities the upgraded schools will be operationalised at maximum capacity through scaling of non-formal education (NFE), alternative learning pathways (ALPs) till the middle level. At the **learner level,** marginalised children who have dropped out of education after completing their primary level will be provided education opportunities to continue pre- primary / secondary education.

Subcomponent 1.1: Increasing and strengthening the number of government schools at ECE, primary and middle level .

Insufficient educational infrastructure in rural Sindh remains the most critical impediment to educational access. Both national statistics and the SESP&R confirm significant resource shortages. There are approximately 40,393 primary schools in rural areas and 3,498 in urban areas (Out of the total, 7,634 for boys, 6,420 schools are for girls and 35,392 are mixed). At the middle level, this number significantly drops amounting to 1,619 in rural areas and 3,498 schools in urban areas[38]. At the district level, the concentration of schools is mostly primary.

Schools in rural districts are increasingly susceptible to climate shocks. Off the total 8,978 shelter-less schools in Sindh, estimated 25% are in target districts. This highlights the extreme vulnerability of these school structures to intense monsoon rains, windstorms, and heat, The basic facilities in the schools are also meagre[39]. These have been elaborated in the Sectoral Analysis. The lack of infrastructure and facilities has a direct impact on NER levels. NER levels in the targeted districts are given below.

Table 8: NER in target districts

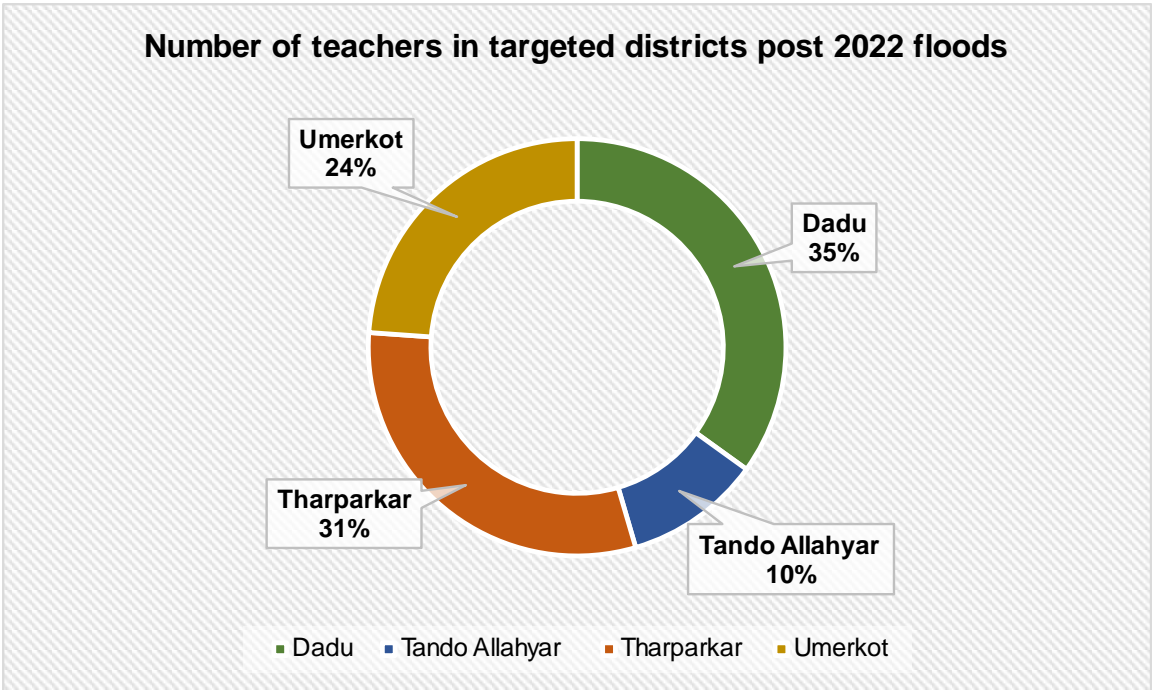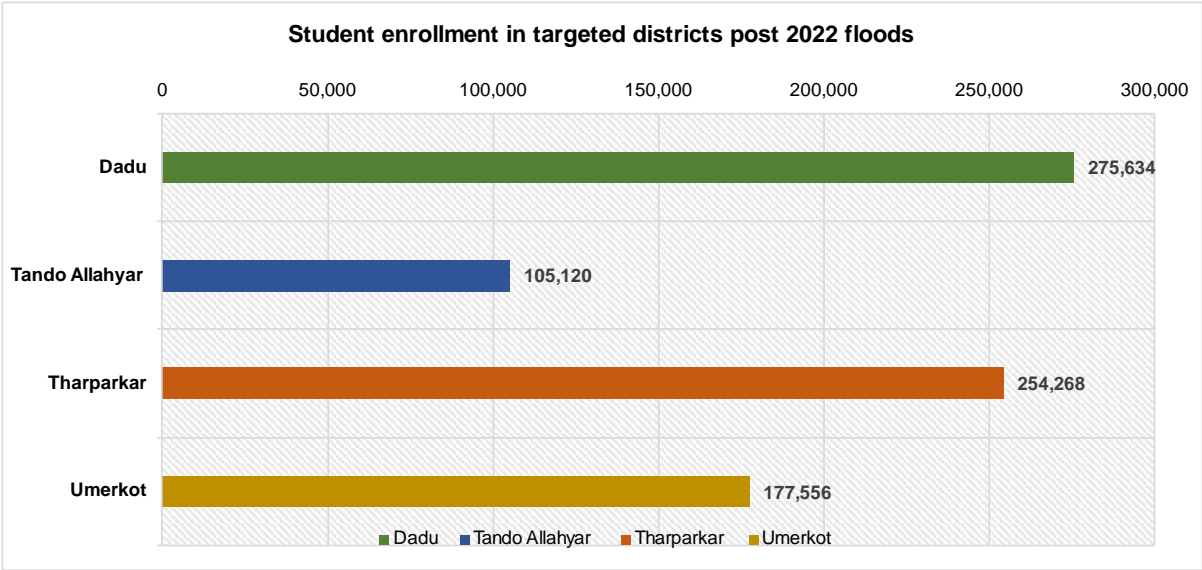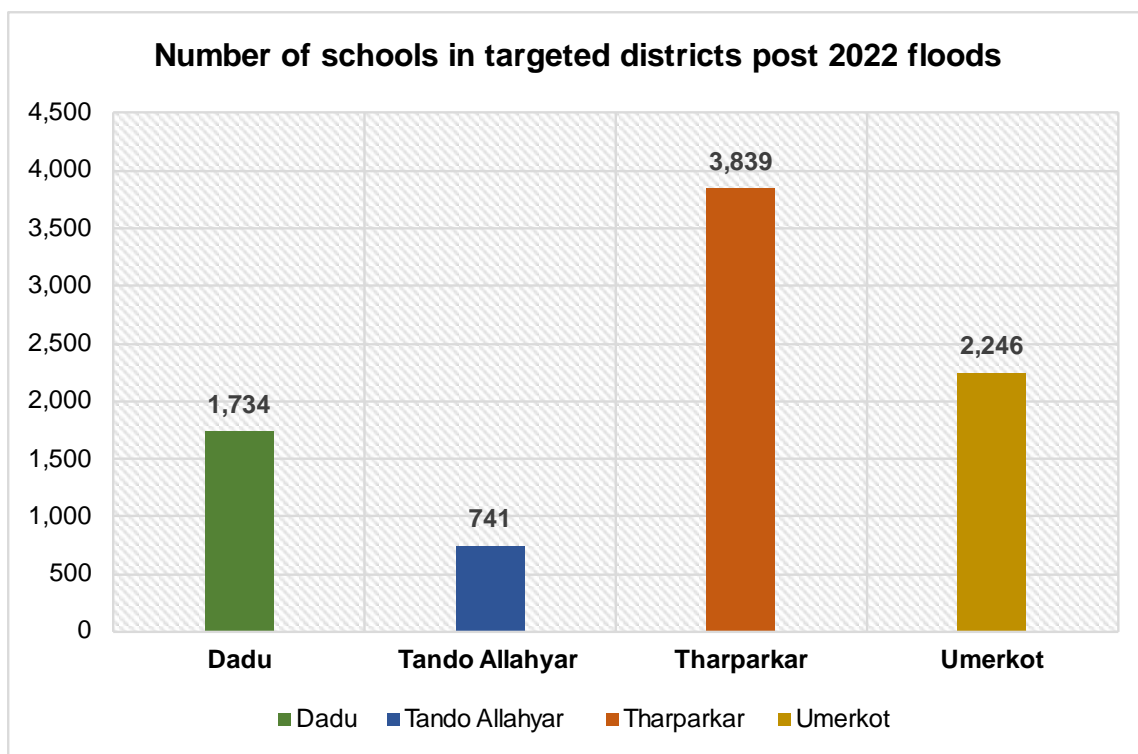| District	NER (Primary)	Girls NER (Primary)	Boys NER (Primary)
Dadu	72%	70%	73%
Tando Allahyar	57%	56%	57%
Tharparkar	49%	41%	54%
Umerkot	64%	61%	66%

Source: PSLM – 2019-20

In the targeted districts, school damages have impacted both student enrolment and teacher availability. The Figure below shows the alarming status of education.

Figure 5: Post-flood student enrolment, teacher availability and infrastructure in targeted districts
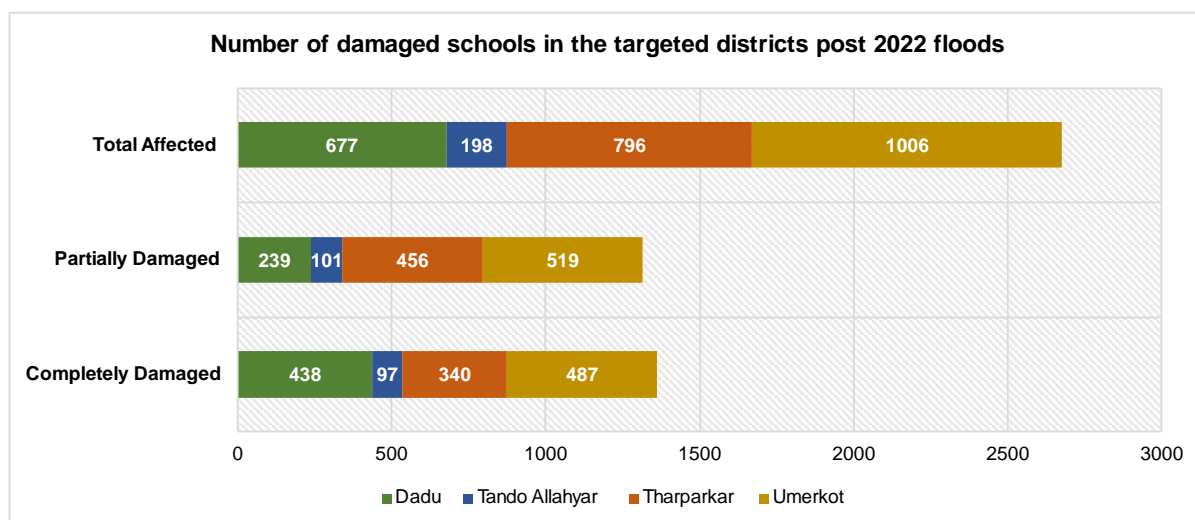
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[38] ASC (2020). Sindh Annual School Census, 2020-21

[39] ASER (2023). Sindh report card – Rural. Report Card Rural Sindh FINAL.cdr (aserpakistan.org)

Student enrollment in targeted districts post 2022 floods

District	Enrollment
Dadu	275,634
Tando Allahyar	105,120
Tharparkar	254,268
Umerkot	177,556

Legend: Dadu, Tando Allahyar, Tharparkar, Umerkot

Number of teachers in targeted districts post 2022 floods

District	Percentage
Dadu	35%
Tando Allahyar	10%
Tharparkar	31%
Umerkot	24%

Legend: Dadu, Tando Allahyar, Tharparkar, Umerkot

Number of schools in targeted districts post 2022 floods

District	Number of schools
Dadu	1,734
Tando Allahyar	741
Tharparkar	3,839
Umerkot	2,246

There are a considerable number of flood related damages to school infrastructure. This is given below.

Figure 6: Status of school damages in the targeted districts

Number of damaged schools in the targeted districts post 2022 floods

Category	Dadu	Tando Allahyar	Tharparkar	Umerkot
Total Affected	677	198	796	1006
Partially Damaged	239	101	456	519
Completely Damaged	438	97	340	487

In the midst of serious school shortages, the Government of Sindh has taken short-term measures for continuity of learning. With support of education sector partners, 1667 temporary learning centres (TLCs) were established including 1432 TLCs formed through UNICEF support. While providing temporary relief, these TLCs are insufficient to meet the needs of the large number of children impacted by the climate crisis. Resilient and durable school structures are needed to enrol and retain children for completion of schooling.

In response to the growing climate crisis, SELD along with development partners has begun work on school resilience under the *'Building Back Better Approach'*. Aligned with Sindh's vision of providing quality school infrastructure, RSU/SELD working with the Asian Development Bank (ADB) and JICA

has taken stock of existing infrastructure and initiated discussions on revamping the construction criteria integrating climate resilience and prioritised restoration activities. A 9% increase has been made in the ADP for increased investment in durable repairs, maintenance, and provision of upgraded facilities. Despite increased allocations, the poor system capacities and centralised planning and implementation at the school level continues to hinder progress.

There is a dire need to use cost-effective and efficient technology in school construction. This is especially true to avoid construction delays – a critical lesson learnt from school construction programming in the SELECT programme. In February 2023, UNICEF conducted a joint market analysis with RSU on prefabrication technology use for school construction. Positive findings over cost-effectiveness, low installation time, durability and environmental impact are key benefits that have gained considerable government buy-in. International best practice examples also show prefabricated structures being a more sustainable and environmentally friendly option than the traditional brick and mortar approach. Based on the analysis, the government proceeded with construction of 10 prefabricated school structures (transitional school structures (TSS)) in nine districts following a phased approach (Phase 1: Thatta, Mirpur Khas, Umerkot and Jamshoro, Phase 2: Shaheed Benazirabad, Naushero Feroze, Khairpur, Larkana and Dadu) [40].

Subcomponent 1.1 will address this gap by upgrading 50 primary schools middle school level (including pre- primary classes) through quality prefabricated school structures. In addition, minor repairs and maintenance will be done targeting 150 schools. In 50 schools, each school will be upgraded with 1 Unit comprising of 3 classrooms learning facilities for grade 6-8 and a separate pre- primary classroom making it 4 additional classrooms in total in one school including separate latrines and handwashing stations for boys and girls. The upgradation model is given in the figure below.

Figure 7: Model of School Upgradation under the SLP
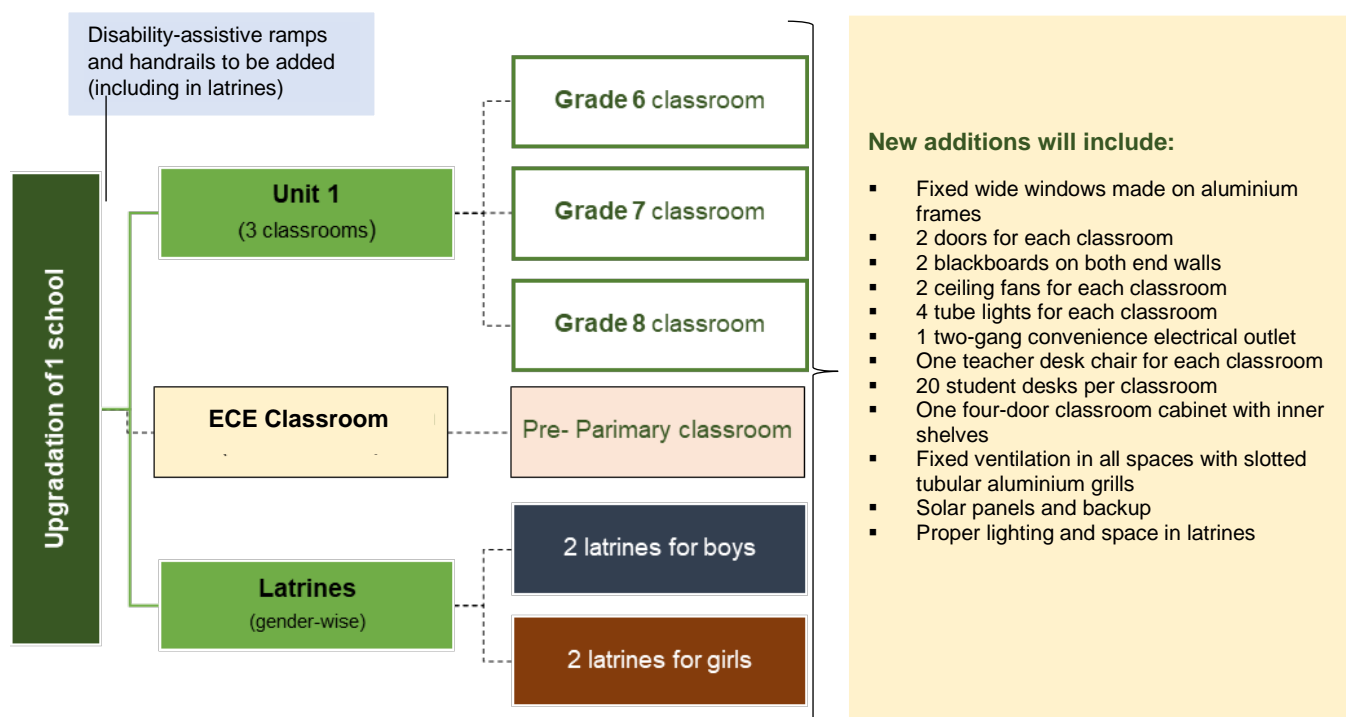
The prefabricated upgrades will be designed by the UNICEF Engineering team. Locally sourced accessible materials will be used with quality development emphasising durability and cost-effectiveness. For long-term resilience, galvanised steel will be used. This will ensure a 15-to-25-year

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[40] UNICEF (2023). Reform Support Unit – Building Tomorrow: A Chronicle of Truimph through Prefabricated School Solutions.

corrosion resistance against weather extremities especially high intensity winds and heavy monsoon rains. For insulation against excessive heat, high quality insulation materials will be used to ensure proper ventilation and heat resistant. This will support teaching and learning in a comfortable classroom environment. As per the topography of Dadu, Tando Allahyar, Tharparkar, and Umerkot, the school structure will be built on a raised platform. Latrines for boys and girls will be constructed at a brief distance to ensure maintenance of proper hygiene and health conditions.

Pictures of the prefabricated school structures are given in **Annex C.**

UNICEF prefabricated school structures have been effectively implemented in Pakistan. The first prefabricated TSS models were developed and tested as part of the 2005 Earthquake response in Khyber Paktunkhwa province. As part of the response efforts, 450 TSS models were installed in affected areas. To ensure durability and resilience, thermopile sheets were inserted for insulation, temperature resistance and foundation work. Based on their effectiveness, the school structures were also developed in Swat as part of a conflict response.

During the 2010 floods, the design of the prefabricated structures was improved following the *Building Back Better* approach. UNICEF has continued to strengthen its prefabricated school structure model as per the needs of the implementation area. To ensure the school structures remains of top quality, collaboration will also be done with ongoing school construction programmes of ADB and JICA in the province. This will ensure that the latest technology and design metrics are used in upgradation. It will also help provide the government with more cost-effective options to ensure school construction is done at scale in the province.

In Dadu, Tando Allahyar, Tharpakar and Umerkot, partial damages to school furniture, minor damage to roofs, walls and basic amenities have hampered functioning. Under this Output, minor repair work will be done in 150 government schools to ensure student enrolments are enhanced and maintained. Supplementary school resources such as school bags, learning kits and health and hygiene kits (including menstrual health for girls) will be provided to increase attendance and retention.

Implementation activities and timelines:

To ensure functionality and alignment with the academic calendar, it is expected that the school upgradation process will be completed in **9 months.** Implementation will be in a phased approach within the first two years of the programme's duration. To avoid planning and execution delays, UNICEF will recruit staff responsible for infrastructure who will closely collaborate with Sindh Government throughout the project period and individual contractors/firms for quality assurance of the work and the overall upgradation process as part of UNICEF's Construction Unit. Design of the prefabricated structure will be done by the internal UNICEF Engineering team in collaboration with SELD. This will include:

Step 1: *Site selection and planning for upgradation*

UNICEF Engineering team supported by relevant field staff will conduct site surveys with the district and taluka governments in the targeted districts. RSU data will be used for taluka selection and mapping of schools needing upgradation. Donor and government collaborations will ensure site selection is need-based, and duplications are avoided. To ensure future enrolments and operationalization, education needs assessment will supplement site feasibility studies for topographic considerations, climate risk and land ownership checks. The assessment will ensure any future sustainability risks and aid in effective planning for intervention support. Data over key metrices will cover identification of student enrolments (especially girls and children with disabilities) of ECE and middle school age, community perceptions over existing school structure and areas of improvement needed, availability of teachers and SMC, the distance of the school from nearby villages and status of existing teaching quality in the school. An environmental safeguards assessment will also be added to avoid adverse environmental impacts. The planning stage will also include the preparation of key documents (i.e. Bills of quantity (BOQ)) for the recruitment of contractors through a competitive process. This will be for the installation

of the prefabricated structure and overall external quality supervision of the process to ensure timely execution.

Step 2: *Development of prefabricated structures, installation and supervision along with repair and maintenance work*

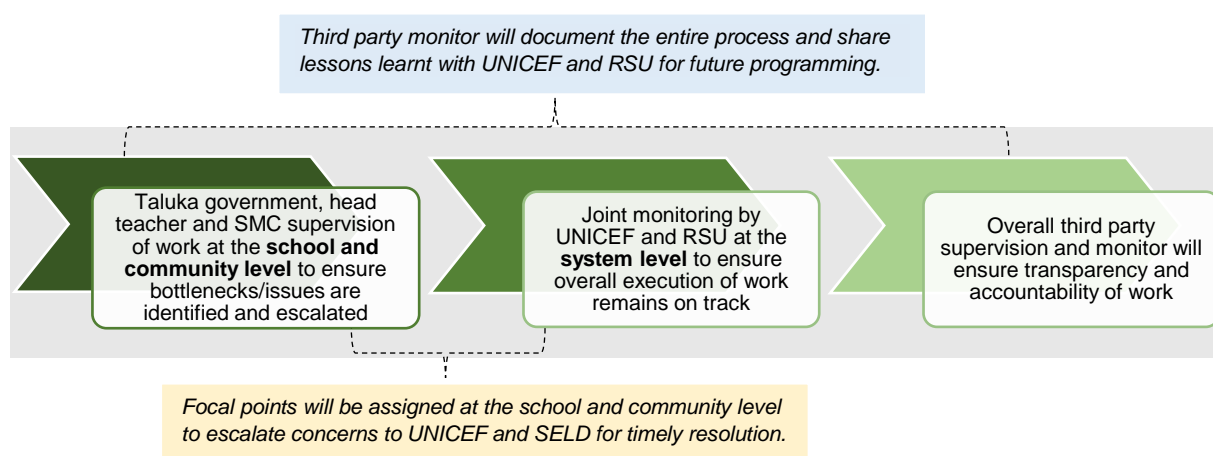For quality service delivery, the work will be done phase-wise:

1. In Phase I, 50 prefabricated climate-resilient structures will be designed off-site using quality materials explained earlier. This includes the development of 1 unit (3 rooms) with latrines and handwashing station and one ECE room. The prefabricated structure will be installed at the selected school site. Relevant monitoring and supervision support will be done throughout the process to ensure timeliness of work.
2. In Phase II, 150 schools will be repaired in partially damaged schools. Repairs and maintenance will include fixing of basic facilities including WASH facilities (separate toilet for boys and girls, and provision of clean drinking water and ramps, including education supplies, learning kits and solar kits to ensure functionality and ensure a safer learning environment for all children.
3. The objective of both school upgradation and minor repairs/rehabilitations is to provide a conducive and supportive learning environment for students. These enhanced and rehabilitated schools will be focused on FLN interventions, ensuring targeted support and resources to optimize student outcomes. These improvements are crucial for fostering FLN, ensuring that all students, particularly those from marginalized backgrounds, have access to quality educational facilities. By enhancing the physical infrastructure, we create spaces where students can thrive academically, paving the way for their successful transition to elementary learning.

A three-tiered monitoring system will oversee implementation. This will include:

1. System checks at the school and community level by school focal points from senior staff and the taluka government.
2. Joint monitoring carried out frequently by UNICEF and RSU.
3. An overall supervisory check by a third-party monitor ensuring completion of work on time and per set policies and processes with efficient reporting.

The monitoring system is illustrated below.

Figure 8: Three-tiered monitoring system to supervise school upgradation

Third party monitor will document the entire process and share lessons learnt with UNICEF and RSU for future programming.

Taluka government, head teacher and SMC supervision of work at the **school and community level** to ensure bottlenecks/issues are identified and escalated

Joint monitoring by UNICEF and RSU at the **system level** to ensure overall execution of work remains on track

Overall third party supervision and monitor will ensure transparency and accountability of work

Focal points will be assigned at the school and community level to escalate concerns to UNICEF and SELD for timely resolution.

Step 3: *Quality assurance and handover to government for management*

After overall quality approval by the third-party monitoring party, the upgraded schools will be handed over to the government. District, Taluka and school stakeholders (not limited to government officials,

SMCs and head teachers) will be trained on repair and maintenance checks. A checklist of actions will be prepared under the Output and supervised by UNICEF and RSU after handover. Relevant spot checks will also be done to ensure the upgraded school structures remain functional and relevant community ownership is taken for long-term preservation.

Key steps to minimize delays in school upgradation based on lessons learnt from similar programmes implemented by development partners in Sindh:
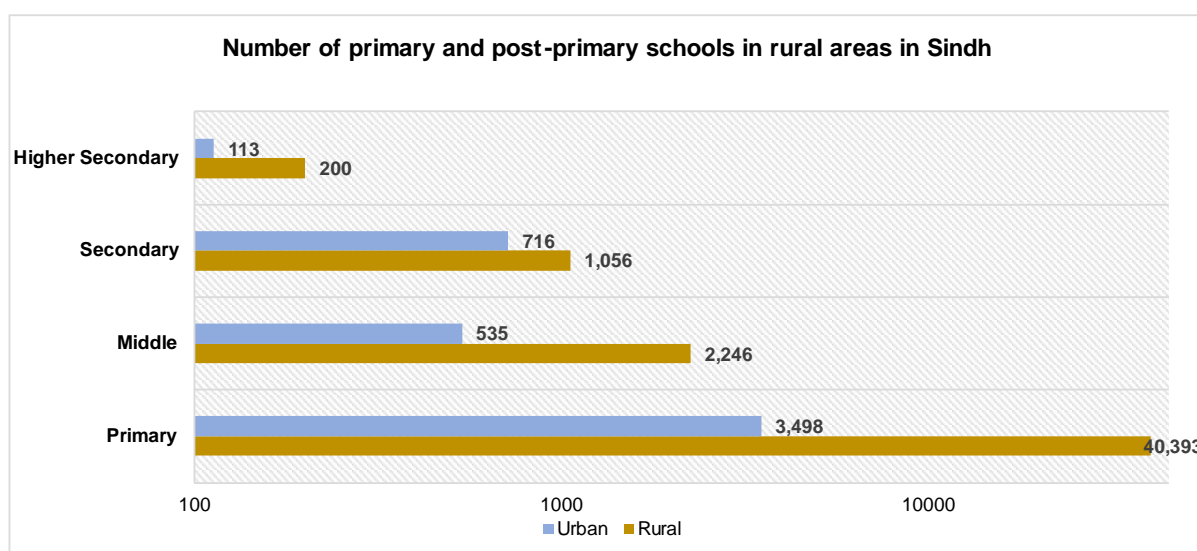
1. To avoid planning and execution delays, the design of the prefabricated structures will be done by the UNICEF's Construction Team. The climate-resilient prefabricated structures will be designed off-site and installed in the targeted schools. UNICEF will closely collaborate with Sindh Government throughout the programme period and individual contractors /firms for quality assurance to install and supervise of the work and the overall upgradation process as part of UNICEF's Construction Unit. The UNICEF construction team is currently working on the specifications, drawings and BoQs of the prefabricated structures in coordination with the SELD engineers.
2. Challenges were faced in site selection for schools by the World Bank in the SELECT programme due to the absence of adequate data. School lists drawn from SEMIS and district monitoring data had to be revised several times due to data discrepancies. UNICEF will therefore, undertake a site survey prior to site selection to ensure adequate school structures exist on the ground.
3. A key hurdle faced in project implementation in SELECT remained the frequent turnover in senior leadership in RSU and the SELD. UNICEF will collaborate with several deputies and senior staff in the CPM unit to ensure that SLP work continues smoothly and without delays, even during transfers.
4. JICA mentioned that for their school construction programme, coordinating with different departments remains a major challenge. There are many coordination points, but limited information and data sharing exists between departments. The education department also lacks data on construction. Due to this site selection for schools is revised several times to avoid duplication. UNICEF will try to
    a. implement a centralized data management system where all sub-departments can input and access relevant information related to construction data, site selection criteria, and progress updates.
    b. Schedule regular meetings between departments to discuss ongoing projects, share updates, and address any coordination issues. This can help ensure everyone is on the same page.
    c. Establish clear communication channels and protocols for information sharing. This can include designated points of contact in each department and standardized reporting formats.
    d. Form integrated planning committees that include representatives from all relevant departments. These committees can oversee site selection and other critical decisions to avoid duplication and ensure efficient use of resources.
5. Functionalization of schools remains a major concern. The JICA team pointed out that although construction work is manageable due to delays in teacher recruitment, student enrolment in schools has suffered with many new schools unable to open for up to a year. To save time, the schools were handed over to the government with a committee formed to oversee operationalization. To address these concerns, UNICEF will:
    a. Work with the government to streamline the ongoing teacher recruitment process.
    b. Conduct operational readiness assessments before handing over schools to the government. This can help identify any potential issues early and ensure that schools are ready to function as soon as they are handed over.
    c. Engage the local community in the operationalization process. Community members can help with tasks such as student enrolment drives and basic school maintenance, ensuring that schools can start functioning even if there are delays in formal processes.
6. In order to enhance school sustainability post-handover, UNICEF will:

a. Work with the government to improve strategies for recruiting and retaining teachers, where possible.
b. Provide training for school management committees (SMCs) to enhance their capacity to oversee school operations effectively. This can include training in financial management, leadership, and maintenance planning.
c. Develop and implement maintenance plans for school facilities. This can involve regular inspections, budgeting for repairs, and involving the community in maintenance activities.
d. Work with the government to encourage policies that prioritize the enrolment of girls in elementary schools. Ensure that boys are not enrolled in girls' schools unless necessary.
e. Engage with the community to raise awareness about the importance of girls' education. This can include working with local leaders, parents, and community organizations.
f. Ensure that schools provide a safe and welcoming environment for girls. This can include separate facilities, female teachers, and programmes that address gender-specific needs, such as MHM.

Subcomponent 1.2: Increasing access to middle NFE ALP centres for out-of-school girls

Learning gaps at the middle school level are considerable. With only 1,930 middle schools in Sindh, transition of learners to middle school after completion of primary schooling is critically low. The graphs below show the distribution of schools and enrolment rates for post primary education.

Figure 9: Post-primary education schools and enrolment

Number of primary and post-primary schools in rural areas in Sindh

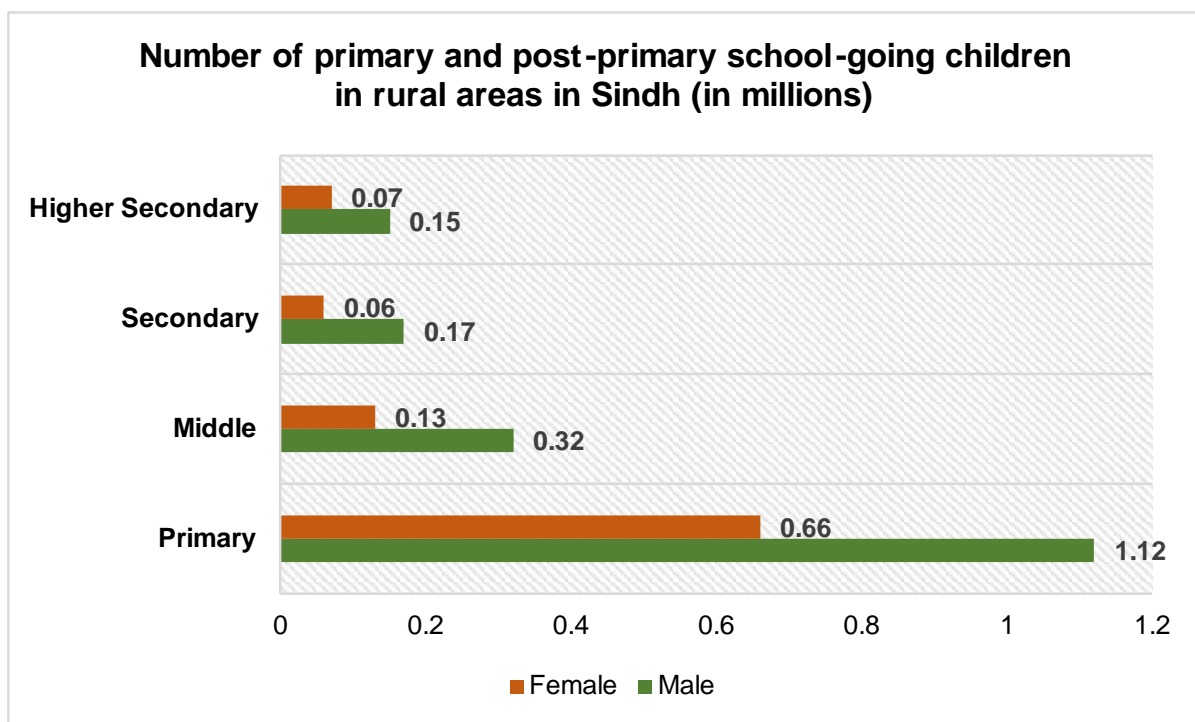|	Urban	Rural
Higher Secondary	113	200
Secondary	716	1,056
Middle	535	2,246
Primary	3,498	40,393

Source: School Annual Census 2020-21

In rural Sindh, 68% of total enrolment is primary level. At the post-primary level, this enrolment drops significantly [41]. At the middle school level, gender inequities worsen considerably. Post-primary enrolment rates drop to less than 50% for girls and continue to remain low in secondary and post-secondary schooling. This is illustrated below.

Figure 10: Enrolment in Rural Sindh by Gender

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[41] PIE. (2021). Pakistan Education Statistics Report, 2020-21. Pakistan Institute of Education.

Number of primary and post-primary school-going children in rural areas in Sindh (in millions)

Level	Female	Male
Higher Secondary	0.07	0.15
Secondary	0.06	0.17
Middle	0.13	0.32
Primary	0.66	1.12

■ Female ■ Male

Source: Annual School Census 2020-21

Around 1.54 million children are out-of-school at the middle level (of the total 7.6 million number). There is a dire need for NFE ALPs to provide option for accelerated learning. This is especially important for girls who have completed their primary education but are not able to access their post-primary level education due to long distances to middle level schools[42].

Sindh Province took a significant step in 2017 by developing its first-ever Non-Formal Education (NFE) Policy. This policy framework has led to the development of accelerated curricula and NFE textbooks for both primary and post-primary levels. Furthermore, the Sindh Non-Formal Education Implementation Plan (2019-23), developed in partnership with USAID and the Directorate of Literacy and Non-Formal Education, provides a roadmap for implementing NFE initiatives in the province. The Sindh NFE Policy 2017 is scheduled for review and revision in 2025. In collaboration with the SELD and LEG, UNICEF will assess the need to incorporate potential revisions into the SCG Application.

Grades 1 to 5 are covered in Package A to C[43] and being implemented in NFE centres across the province. Post-Primary NFE curriculum covers Grade 6 to 8. All materials are developed by the Directorate of Literacy & NFE with the technical support of JICA and UNICEF. Despite the availability of materials, there are only 3,175 NFE centres in the province catering to 116,720 enrolled children (73% are girls and 27% are boys). 30% of the NFE centres are run by the government (i.e. SEF and National Commission for Human Development (NCHD)) and 70% by NGO.

Literature shows that enrolment in the NFE centres is highly dependent on proper identification of marginalised children in catchment areas, quality of service delivery and accessibility. NFE EMIS 2020-21 data indicates 39,306 boys are enrolled in NGO run NFE/ALP centres compared to 90,197 boys in government-run centres while girl enrolments are significantly higher at 92,486 in NGO run NFE/ALP Centres and 98,725 in government-run centres[44]. The Partnership Compact highlights that existing NFE centres have been able to enrol only 1% of the total caseload of OOSC. There is a dire need to scale-

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[42] SELD (2019). School Education Sector Plan and Roadmap for Sindh 2019-24. Reform Support Unit (RSU) Publications. SESP&R 2019-24.pdf (rsu-sindh.gov.pk)

[43] As per the NFE curriculum, Package A-C is targeted at children aged 9-16 years. Package A is for Katchi/ECE till Grade 1, Package B is for Grades 2 and 3 and Package C for Grades 4 and 5.

[44] PIE (2023). Pakistan Non-formal Education: Annual Statistical Report 2020-21. Ministry of Federal Education and Professional Training (MoFEPT) in collaboration with JICA – Advancing Quality Alternative Learning (AQAL-II) Project. February 2023. Non-Formal Education book (mofept.gov.pk)

up NFE/ALP to prevent unsuccessful transition of students' especially girls those are unable to access post-primary schools due to long distances.

Subcomponent 1.2 will be addressing this critical challenge by scaling middle level ALP/NFE programs in 120 primary level schools through introducing second shifts. Girls that have dropped out after completing their primary education and cannot attend their post-primary level education (due to distances to post-primary level schools, cultural barriers, or other unavoidable reasons) will be identified and provided access to /middle level NFE programme. 2 months' remedial learning will be provided to the girls after completion of their primary education (to overcome their learning gap) followed by 18 months accelerated NFE middle-level curriculum.

This will lead to the completion of middle level education for girls in 120 NFE/ALP in 18 months in the second year of the project life. In the third year, a new cohort of the targeted OOSC girls will be enrolled in additional 120 NFEs/ALPs. **In total 240 NFEs/ALPs will be established during the programme life.**

Implementation of activities and timelines:

Three main activities will be implemented under this result over **18 months**.

Activity 1: *Finalisation of NFE Middle-level curriculum and remedial learning package*

2 months' remedial learning package providing catch-up support will be reviewed, updated, developed and provided to NFE students. NFE Package D covering Grades 6-7 is complete and available for all subjects including English, Maths, Social Studies, Science, Sindhi, Urdu and ICT[45]. Teacher Guide and supplementary teaching and learning materials are also available. The SLP will implement the existing Package D and remedial learning package in NFE/ALPs.

NFE Package E (for Grade 8 level) is under development by JICA, UNICEF and Directorate of Literacy and Non formal Education. Under this Output, support will be provided for the finalisation, approval and notification for Package-E. Similar to the Package D, Teachers' Guide and supplementary teaching and learning materials will be developed. This will ensure that the middle school level curriculum (Package D and E) is completed and ready to be used by all other partners as well. Students' assessment will be carried out as per NFE assessment framework and middle level equivalency certificates will be provided to students completing the package.

Activity 2: *Identification and Capacity-building of NFE facilitators and material distribution*

NFE facilitators will be recruited and trained by UNICEF's implementing partners to deliver the NFE post-primary curriculum. Whenever possible, existing teachers from formal primary schools will be engaged and trained to teach in NFEs/ALPs. In areas with teacher shortages, volunteer teachers from the community will be recruited, trained, and deployed.

Training for NFE facilitators will be conducted in collaboration with the Directorate of Literacy and NFE, JICA, and other partners. The training will cover:

Subject curriculum: Ensuring facilitators have a strong understanding of the NFE post-primary curriculum.

Student-centred approaches: Emphasizing learner-centred teaching methodologies, with specialized assistance for slow learners.
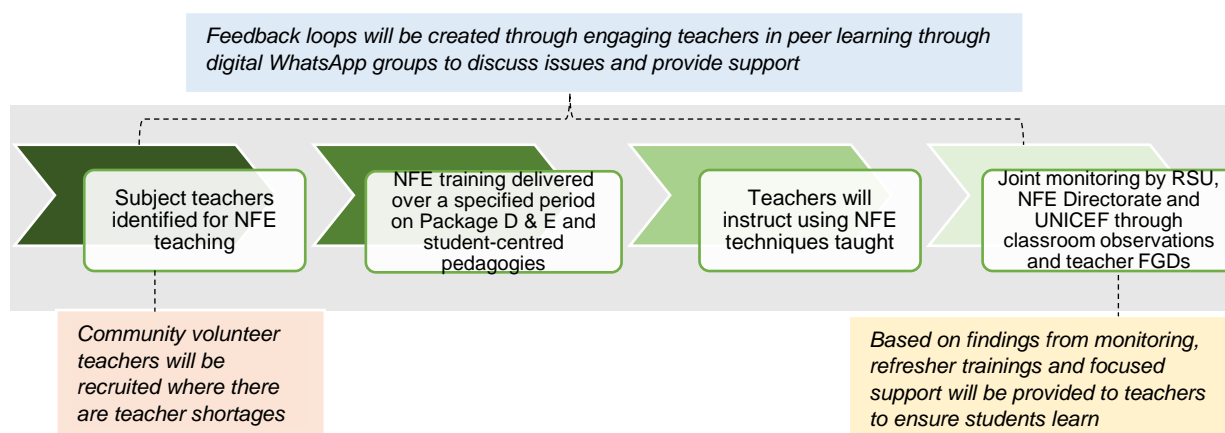
Formative assessment: Training facilitators in formative assessment techniques to measure student learning progress.

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[45] NFE curriculum for Package A, B, C and D is available at the website of the Directorate of NFE, Government of Sindh: DLNFE (lnfesindh.gos.pk)

NFE facilitators will be paid using GPE STG funds, ensuring that they receive fair compensation for their contributions to the programme.

Under this Output, joint monitoring activities including classroom observations and mentoring sessions will be carried out. NFE Facilitators will be provided with refresher trainings and more focused mentoring support. The model below illustrates the process for teachers' recruitment, development, and support:
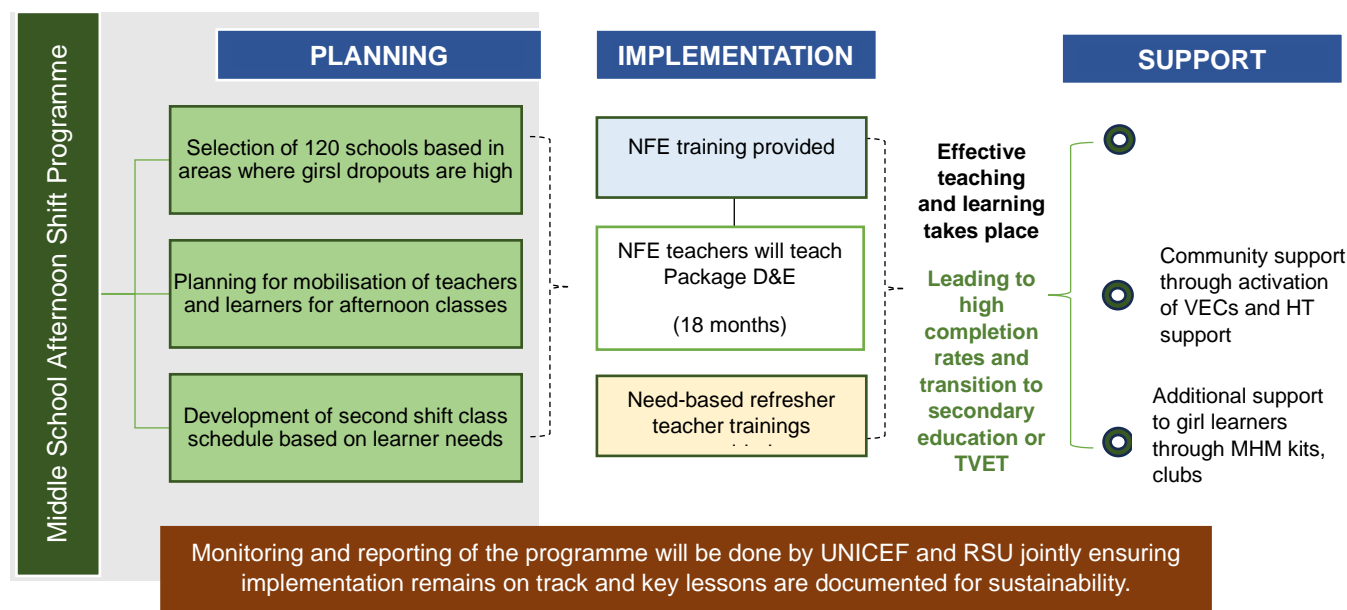
Figure 11: Process for NFE teacher recruitment, development, and support

Feedback loops will be created through engaging teachers in peer learning through digital WhatsApp groups to discuss issues and provide support

| Subject teachers identified for NFE teaching | NFE training delivered over a specified period on Package D & E and student-centred pedagogies | Teachers will instruct using NFE techniques taught | Joint monitoring by RSU, NFE Directorate and UNICEF through classroom observations and teacher FGDs |

Community volunteer teachers will be recruited where there are teacher shortages

Based on findings from monitoring, refresher trainings and focused support will be provided to teachers to ensure students learn

Activity 3: *Rollout of Middle-level ALP/NFE through a second shift programme*

The middle school ALP/NFE will run for **18 months** in 120 public schools as **second shift**. Existing primary school buildings will be used as NFE centres in the second shift without incurring additional implementation cost[46]. Directorate of Literacy & NFE and other related SELD wings will be engaged through joint monitoring at each step to ensure enrolled students' complete middle school. The middle school second shift programme is illustrated below.

Figure 12: Components of the Middle school second shift programme

PLANNING

Selection of 120 schools based in areas where girsl dropouts are high

Planning for mobilisation of teachers and learners for afternoon classes

Development of second shift class schedule based on learner needs

IMPLEMENTATION

NFE training provided

NFE teachers will teach Package D&E

(18 months)

Need-based refresher teacher trainings

Effective teaching and learning takes place

Leading to high completion rates and transition to secondary education or TVET

SUPPORT

Community support through activation of VECs and HT support

Additional support to girl learners through MHM kits, clubs

Middle School Afternoon Shift Programme

Monitoring and reporting of the programme will be done by UNICEF and RSU jointly ensuring implementation remains on track and key lessons are documented for sustainability.

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[46] As per the NFE curriculum, Package A-C is targeted at children aged 9-16 years. Package A is for Katchi/ECE till Grade 1, Package B is for Grades 2 and 3 and Package C for Grades 4 and 5.

In the planning phase, the needs assessment survey under Result 1.1 will be carried out to select 120 primary level schools in District Dadu, Tando Allahyar, Tharpakar and Umerkot. Data will be collected from the targeted schools and from the school catchment area to ascertain the number of primary school dropout girls. Community mobilisation strategies including door to door campaign and parental focus group discussions (FGDs) will be organized to mobilize opinion of parents (mothers and father) so they send their girls to NFE/ALPs including girls with the special needs. Once enrolled, the girls will be assessed to gauge their learning needs to provide them compatible remedial learning followed by Package D and E of the ALP curriculum.

Time schedule of the NFE Centre will be developed with the support of the Village Education Councils (VECs) and with input of communities/parents. Community and parental engagement will be carried out on a regular basis to ensure retention and learning of NFE Learners. Directorate of Literacy & NFE, other related SELD wings and UNICEF will be carrying out monitoring visits to support smooth functioning of NFEs/ALPs and overall quality assurance. To support the retention of girls, supplementary learning materials will also be provided to NFE students including school bags, health & hygiene kits, school in a box, recreational kits & MHM Kits to adolescent girls. etc.

Following a life-cycle approach, girls in the NFE/ALPs will be engaged in adolescent development initiatives through knowledge building, enhancing life-skills and livelihoods skills for personal growth and self-empowerment so they make informed decisions about their own future. Adolescent Development Clubs will be established, and girls will be developed as Young Champions through providing specialised training on critical thinking, leadership skills, exposure to sustainable green skills, developing their mindset for igniting entrepreneurial ventures for innovation and economic growth and how they can champion climate action for a sustainable future. Girls in Adolescents Club will co-create and develop their own action plan comprised of knowledge and skillsets they wish to acquire that will lead them towards being an empowered citizen.

Following key steps will be undertaken for the establishment of Adolescent Clubs, their capacity building, development of the work-plans and support for the implementation of their work-plans.

- Formation of the Oversight committee including teachers, Village Education Committee (VEC) members in the area
- Formation of adolescent clubs with a central council comprised of adolescent thematic leads and a captain. Terms of reference for each role will be prepared.
- Life skills development around critical thinking, interpersonal communication, community engagement & social mobilization, advocacy, design thinking for co creation, sectors-based information (WASH, Climate change, Child protection, Health, Nutrition and Education)
- Action plan and target setting for each of the adolescent clubs will be made pertaining to social impact through community outreach to promote the right to education for every child especially girls.
- Implementation of action plans and co creation for social impact.

Lessons learnt from the JICA AQAL project

The AQAL project faced the challenge of motivating children to enroll in Packages D and E. To help address this challenge, UNICEF will:
1. Introduce incentive programmes such as certificates, or small prizes for attendance and performance.
2. Engage parents and guardians in the learning process. Hold informational sessions to explain the benefits of the accelerated learning program and how it can positively impact their children's future.
3. Conduct community outreach programmes to raise awareness about the accelerated learning opportunities. Use local leaders, community events, and media to spread the word and encourage enrollment.

4. Offer flexible scheduling options to accommodate the needs of children who may have other responsibilities or commitments. This can make it easier for them to attend and participate in the programme.
5. Share success stories of former students who have benefited from the accelerated learning programme. Invite these individuals to speak to current students and parents to inspire and motivate them.

Component 2: Improving foundational literacy and numeracy competencies of teachers and children at primary levels.
This Component will focus on strengthening foundational literacy and numeracy skills covering Grades 1 to 3.

At the **system level**, high quality, student-centred and age-appropriate teaching and learning materials (TLMs) and assessment frameworks will be developed. At the **district, taluka, cluster and school level**, capacities will be strengthened on FLN techniques with operationalisation of the CPD model under the School Cluster Policy 2021.

In Pakistan, foundational learning has been highlighted as an education priority. The Ministry of Federal Education and Professional Training (MoFEPT) has developed a Pakistan Foundational Learning (PFL) Hub in its headquarters to accelerate progress on the priority and ensure relevant research, engagement for concerted joint actions across the country[47]. Foundational Learning is characterised as the *attainment of basic literacy and numeracy skills at a minimum Grade 3-level proficiency, applicable to all children regardless of age or schooling status[48]*. Research by the Hub shows that foundational learning in the country is hampered due to factors **beyond the education system**, **within the education system** and **within the classroom**, contributing strongly to the weak foundational learning levels in Sindh. The analysis for Sindh is given in the table below.

Figure 13: Key Factors affecting Foundational Learning in Sindh

Beyond the Education System
▪ Rapidly growing population with a predominantly young population of children aged 5-16 years
▪ Extreme vulnerability to climate impact; coastal belt of Sindh floods each year impacting thousands
▪ Poor maternal and child health; 3.5 million children under age 5 are stunted in Sindh highlighting poor brain development
▪ 25% of all men, women and children of all ages in Sindh are living in poverty in all its dimensions. Concentration of the poor is largely in rural areas.
Within the Education System
▪ Historically, political commitment has been low to address the FLN need. Provincial FLN policy has been designed but requires approval
▪ Financial allocations for education are low. ADP prioritises access gaps and 60% of the budget is used for payment of teacher salaries
▪ Parental and community engagement is low in education programming; poor perceptions over the value education can bring
Within the Classroom
▪ Teaching and learning materials on FLN are not enough. Reading materials are present but Maths remains a weak subject
▪ Teachers are not trained on FLN; rote learning is practiced over activity-based learning
▪ Limited to zero understanding on use of summative and formative assessments to measure FLN
▪ Reading and Maths get little attention in the school timetable;
▪ Multi-grade teaching is pervasive; 44% of schools in Sindh have two classrooms or less

Source: Sindh data taken from MICS, ASC data using the FL indicators given by PFL

While 60% of the Sindh education budget is spent on teacher salaries, learning levels are still low. In the National Achievement Test (NAT) 2023, Grade 4 students on average scored 58% in English reading and critical thinking highlighting a 4% drop from the NAT 2019 score of 62%. In Urdu/Sindhi grammar,

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[47] MoFEPT (2023). Policy Brief: Improving Foundational Learning in Pakistan. Pakistan Foundational Learning Hub, Ministry of Federal Education and Professional Training. Foundational Learning Policy Brief..pdf

[48] MoFEPT (2023). Policy Brief: Improving Foundational Learning in Pakistan. Pakistan Foundational Learning Hub, Ministry of Federal Education and Professional Training. Foundational Learning Policy Brief..pdf

Grade 4 scores are comparatively better at 62%. Maths performance is the weakest with average Grade 4 student scores at 43%. The overall performance indicates a need for improvement. Gender gaps in learning scores are evident. Annual Status of Education Report (ASER) 2023 scores for Grade 5 students show that boys outperform girls in literacy and numeracy; 38% of boys and 33% of girls can read sentences in Urdu/Sindhi while 41% of boys can read English words than 36% of girls. Similarly in Maths, 40% of boys have subtraction skills which is higher than the 35% of girls that can do the same.

The low student scores underpin the weaknesses in classroom teaching. Outcome 2 will address this gap through strengthening: (i) ECE rooms (ii) material development, (iii) teacher continuous professional development and (iv) improved teaching classroom FLN instruction and assessment in schools. This is illustrated in the model below.

Figure 14: Model for Improving FLN under the SLP
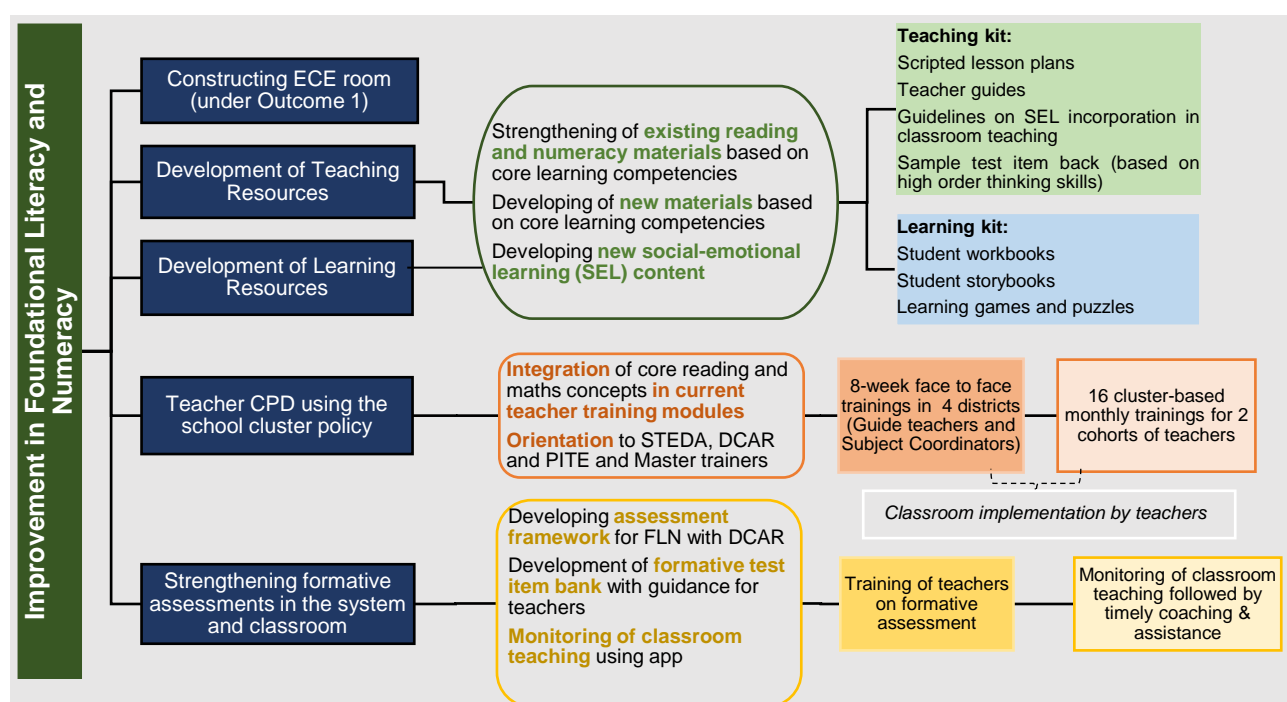
The SLP will improve FLN through a holistic package of interventions (illustrated above). The programme will construct fully resourced ECE rooms (under Outcome 1), develop TLMs, strengthen teacher capacities through a cluster based CPD approach and support implementation.

The details of each step in the model are outlined in the intermediate outputs below.

Implementation of activities and timelines:

Subcomponent 2.1: Developing Teaching and Learning Material and Assessment tools for improving Foundational Literacy and Numeracy skills.

Sindh has a Curriculum Implementation Framework to guide the development of TLMs under the School Education and Standards Curriculum Act 2014. However, a review of existing TLMs shows major gaps. Current TLMs lack clarity on needed student learning outcomes (SLOs) and do not address foundational competencies raised in the national Foundational Learning Policy Framework [49] or Sindh FLN policy 2023. A particular concern is that existing textbooks do not function as good learning material, particularly for early grades making it difficult for teachers to transfer literacy and numeracy skills to students [50]. Research from large-scale assessments (LSA) confirms this highlighting that teachers lack

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[49] MoFEPT (2024). Foundational Learning Policy Framework, 2024. Pakistan Foundational Learning Hub, Ministry of Federal Education and Professional Training. Foundational Learning Policy Framework (30012024).pdf
[50] SELD (2019).

knowledge of the foundational competencies they need to teach. Majority of teachers in rural Sindh rely on teaching from the available textbook in a linear manner[51].

To address this gap, the Subcomponent will start by doing a review of the existing ECE and Grade 1-3 TLMs and resources being used in the province. This will involve a mapping exercise to understand: (i) to what extent foundational literacy and numeracy SLOs are addressed and (ii) what the key gaps and deficiencies are that need to be added and strengthened. Before development, the SLP will also undertake stock of existing work done by development partners under strategic programmes.

Activity 1: *Early Grade Reading review*

The 2019 USAID Sindh Reading Project (SRP) and Pakistan Reading Programme (PRP) have done quality work in developing a reading framework for policy strategies: (i) revision of the scheme of studies to incorporate reading in Urdu and Sindhi textbooks (ii) setting provincial reading fluency standards and Urdu and Sindhi benchmarks, (iii) setting standards for Numeracy and English (iv) revisions of the Sindhi/Urdu curricula to include reading SLOs[52]. The World Bank SELECT programme has adopted this framework approach and the SLP will follow suit ensuring coherence with completed and ongoing material development work. For Urdu/Sindhi, the revised curricula of SRP and PRP will be used in the STG programme. For English, the programme will work with SELD and conduct revisions for foundational learning (reading). As per the federal policy framework, the revisions will be based on three key pillars:

1. Demonstrate an understanding of spoken words, syllables and sounds (phonemes) and associate sounds with common spellings
2. Read common high-frequency words by sight at an appropriate grade-level
3. Read simple books from a range e.g., story, poetry, information books.

Under the 3 pillars, competency benchmarks given in the provincial FLN policy will be further analysed and built on. For pre-primary to Grades 3, these include: (i) oral and communication skills (listening and reading), (ii) reading and critical thinking skills, (iii) formal and lexical aspects of language and (iv) writing skills. These benchmarks will provide clarity to teachers on foundational learning targets.

Activity 2: *Early Grade Maths review*

Maths remains a neglected area under foundational learning in Sindh. NAT 2023 indicates that from early grades to middle level, student scores remain below 50% (Grade 4 scores drop from 49% to 41% in Grade 8). The provincial FLN policy lacks any information on numeracy benchmarks. UNICEF and JICA with the support of SELD are in the process of establishing a technical sub-committee on foundational numeracy under the Foundational Literacy and Numeracy Working Group to address this gap. The Foundational Literacy and Numeracy Working Groups has been constituted by FLN Unit of SELD and is taking a stock of what best approaches and strategies can be implemented in Sindh[53]. The STG will use this foundational work to review and revise the existing Maths materials. The data from Maths learning assessments and the student progression framework for Maths under the Pakistan Alliance of Maths and Science (PAMS) will be used for development of competency benchmarks. This includes assessing what students need to know in key numeracy areas to progress to future grades and develop Maths skills. Main areas include: (i) Number and Operations, (ii) Algebra, (iii) Geometry and (iv) Data and Probability[54]. As per the federal policy framework, the following key pillars will be taken into account:

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[51] Ahmed, M and Shamsi, M. (2022). Assessment in Public Schools of Sindh: Practices, Trends and Implications. Global Journal for Management and Administrative Sciences. (PDF) ASSESSMENT IN PUBLIC SCHOOL OF SINDH: PRACTICES, TRENDS AND IMPLICATIONS (researchgate.net)
[52] USAID (2019). Sindh Reading Project Final Report. https://chemonics.com/wp-content/uploads/2019/08/Pakistan-SRP_FinalReport_2019.pdf
[53] SELD (2024). Notification for the Development of the Provincial Foundational Learning Unit for Literacy and Numeracy. 92173 Notification for established with formation of Technical Working Committee for Foundational Leaning Unit to run the activities of the unit as per the work plan.
[54] PAMS (2021). Progression Framework for Maths and Science. Pakistan Alliance for Maths ciand Sence (PAMS). Progression - Science + Maths

1. Add and subtract numbers including 4-digit numbers with 1,2,3 and 4-digit numbers.
2. Estimate the answer to an addition and subtraction question (using various approaches)
3. Multiply 2-digit numbers by a 1-digit number and 3-digit numbers by a 1-digit number
4. Divide 2-digit numbers, a 1-digit number and a 3-digit numbers with a 1-number digit number (with and without remainder).

The reading and numeracy review will be done in conjunction with curriculum and material development experts in the Curriculum Wing of SELD, Directorate of Curriculum, Assessment and Research and teacher development specialists in STEDA and PITE. District and school level expertise (Guide teachers and subject specialists in English and Maths) will also be taken to ensure realistic implementation. This will ensure that all TLM development follows a structured reading framework, and teachers are provided clear guidance on needed foundational competencies.

Activity 3: *Socio-emotional Learning (SEL) integration*

The Sindh School Education and Standards Curriculum Act 2014 covers teaching of cognitive, social and emotional skills to students in school settings. Despite inclusion, there is a lack of understanding over the concept and its value. International best practice frameworks for SEL learning indicate that when socio-emotional learning is practiced, student-teacher relationships thrive, and teacher burnout diminishes [55]. UNICEF defines foundational learning globally as, *basic literacy, numeracy and transferable skills such as socio-emotional skills[56].* Literature shows that the cognitive and emotional development of a child is critical in the early years for their overall growth and well-being in adulthood. The Collaborative for Academic Social and Emotional Learning (CASEL) framework for SEL focuses on five core competencies: (i) self-awareness, (ii) self-management, (iii) social awareness, (iv) relationship skills and (v) responsible decision-making. The framework has been endorsed in the provincial FLN Policy as well. The study on SEL measurement and assessment tools in education in emergency [57] shows that the GPE Result framework and the World Bank Early Childhood (ECD) Framework focuses mainly on cognitive, emotion and social domains of SEL whereas the SDG includes three SEL domains including values, social, and identity. The SLP will use SEL six domains (Cognitive, Emotion, Social, Values, Perspective, and Identity) implemented by UNICEF MENA region and supported by CASEL framework for their measurement and development of both teacher and learner-based resources.

Activity 4: *Pedagogies that target multi-grade teaching*

Across rural Sindh, multi-grade teaching is a common phenomenon. This is especially true in schools that have 1-2 classrooms for each grade and teacher unavailability. ASER 2023 highlights that in 48% of government schools, have more than 2 classes sitting together (Grade 2 merged with other primary grades). This is also the case for middle level; 9% of government schools have Grade 8 sitting with other classes. The merger of Grades together creates considerable issues for classroom instruction.

The SLP will look at the possibility to assess to what extent teachers are able to appropriately teach to student's levels and with activities that enhance the learning process during the implementation. The international best practice Teaching at the Right Level (TaRL) approach will be considered for adoption and adaptation. This approach groups children by ability levels (rather than by grade) to help them achieve the needed skills for advancing to each succeeding level. Grouping by ability levels can be done through use of formative assessment routines. International assessment routines such as the Group Administered Learning Assessment (GALA) is an easy-to-use tool for measuring literacy and numeracy skills in a group setting. Application in Tanzania and Afghanistan classroom settings both show favourable results [58]. The tool will be referred too in the SLP programme as well. The approach

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[55] Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2023). Social Emotional Learning in Schools: The Importance of Educator Competence. *Journal of Research on Leadership Education, 18*(1), 3-39. https://doi.org/10.1177/19427751211014920

[56] UNICEF. Commitment to Action on Foundational Learning. Commitment to Action on Foundational Learning | UNICEF

[57] INEE (2020). SEL and PSS Measurement and Assessment Tools in Education in Emergencies: Identifying, Analyzing and Mapping Tools to Global Guidance Documents. https://www.edu-links.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies

[58] GeSCI (2022). Formative study on the utilisation of learning assessment in Tanzania: research report. Formative study on the utilisation of learning assessment in Tanzania: research report | Unesco IIEP Learning Portal

provides flexibility for teachers and students as students can move to the next level whenever they are ready. Relevant support will be provided through resource material and training to ensure effective applicability of TaRL in the programme.

Activity 5: *Development of early grade TLMs*

Following approval and adoption of the foundational learning competencies and benchmarks, supplementary teaching and learning materials will be developed. This will include resources for ECE, and Grades 1 to 3. To avoid duplication and share resources and expertise, TLMs developed by SELECT and GRACE will be used where possible. To ensure teacher buy-in, the TLMs will be piloted, and feedback will be undertaken and incorporated prior to finalization. The types of TLMs that will be produced are given below.

Table 9: TLMs to be produced under SLP

Teacher materials	Student materials
Scripted lesson plans	Student workbooks
Teacher guidebooks *(including foundational competencies)*	Student storybooks
Guidelines on SEL incorporation in teaching	Learning games and puzzles
Sample test item bank for formative assessment with assessment guidelines	Levelled readers

The TLMs will provide valuable support to the teacher. A breakdown of these include:

- Scripted lesson plans will provide a standardised and structured framework for teachers offering them a guide for daily lecture delivery.
- Teacher guidebooks will provide all teachers with the necessary guidance on key FLN benchmarks and competencies all children need to achieve for grade-wise progression with strategies and examples for activity-based learning.
- SEL guide will provide foundational knowledge on the value of transferable skills and guidelines for easy classroom instruction.
- Sample test item bank will provide formative test items of different thinking-order skills with guidance on use in weekly/monthly/quarterly assessments.

To ensure quality in development, a two-step process will be followed for development and finalisation of TLMs:

1. Step 1: Quality assurance

Relevant and evidence based TLMs will be created by SLP in collaboration with DCAR, STEDA and PITE. This will ensure utilisation and capacity-building of all relevant provincial stakeholders.

2. Step 2: Quality control

All TLMs will be piloted after development in the four targeted districts. This will ensure all teacher and learner feedback is incorporated before finalisation.

The TLMs will be printed and distributed widely across Dadu, Tando Allahyar, Tharparkar and Umerkot. The SLP will work with SELD district and taluka governments to ensure the most cost-effective and efficient delivery mechanism is used for distribution of TLMs. Supervisory oversight will be done by the Curriculum Wing with assurance of distribution to each school.

Subcomponent 2.2: Implementing FLN initiative through Continuous Professional Development of Teachers and academic supervisors/mentors (using cluster policy)

The revised School Clustering Policy of 2021 strengthens decentralized education service delivery through school clusters, focusing on governance, resource sharing, pedagogic quality, administrative efficiency, financial management, and social engagement[59].

The first iteration of the School Clustering Policy was done in 2016. The policy was implemented in 6 districts in 62 clusters. The Policy was revised to strengthen the alignment of the cluster model with existing administrative arrangements and the unavailability of post primary school infrastructure. The revised School Clustering Policy Model will be used for the implementation of the FLN curricula.

The schools upgraded to post primary level will be utilized for the FLN teacher training in. The Policy is under the SESP&R and will help create alignment with existing government policies specifically linked to the delivery of CPD, NFE classes, teacher transfers, financial management and overall monitoring by RSU. Figure below illustrates the cluster school model.

Figure 15: School cluster model under the 2021 Revised Policy
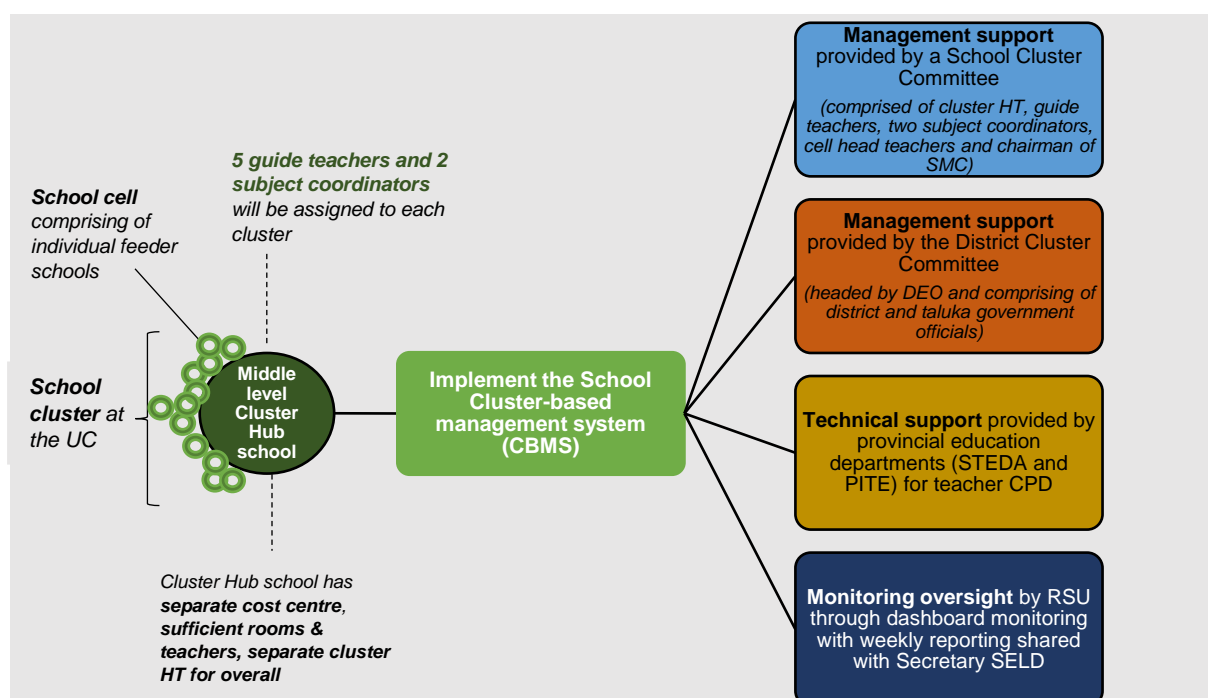
Under subcomponent the alignment of FLN with the CPD model will be made taking into consideration an assessment of the CPD clustering model which will be done as part of the existing EU-funded Sindh Technical Assistance – Development through Enhanced Education Programme (STA-DEEP) to understand key implementation gaps being faced in its operationalisation.

Activity 1: Conduct of Feasibility Study

The Study will cover key elements such as:

1. Review of current capacities and teacher shortages at the cluster, taluka, district, and provincial level to implement training activities.
2. Assessment of activities currently implemented under the cluster model; and
3. Identification of pain points in the model with recommended areas for improved governance and delivery.

The assessment review will be conducted in collaboration with STEDA, DCAR, PITE and TTIs to ascertain all necessary system gaps. This will ensure that the FLN CPD model is implemented efficiently

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[59] SELD (2021). School Clustering Policy (Revised), 2021. rsu-sindh.gov.pk/contents/Notifications/59882 Notification of Schools Clustering Policy (Revised) 2021.pdf

and effectively without delays. A report of the assessment will also be shared with RSU, SELD for further improvement of the cluster model. As a result, an improved version of the cluster model will be developed under output 2.3(a).

Under the subcomponent the FLN TLMs will be implemented under the existing CPD structure using the updated cluster model explained above.

There are around 119,087 teachers (32% are female) in Sindh's education system. Of the total, only 7,500 are trained for the middle level. In this figure, only 2,530 are female, highlighting a significant resource shortage. In terms of qualifications, around 66% of female teachers are B.Ed. or M.Ed qualified, while around 20% have a primary teacher certification (PTC) qualification. Pre-primary qualifications are also low with only 0.7% of teachers having the required skillset in the province[60].

Stakeholder consultations with provincial teacher development departments highlights the technical assistance provided by strategic donor programmes in teacher CPD. Most of the technical support provided is short-term, specific, and targeted towards the same teachers through sporadic sessions. This delivery mechanism has not led to improvements in teaching quality. Guide teachers and subject specialist numbers are also scarce in number limiting reach of teacher trainings.

Activity 2: *Development of FLN training modules*

Based on the FLN TLMs developed, foundational competencies and key concepts will be integrated into existing training modules for Maths and English. For SEL, a new training module will be developed for use. Existing teachers guides on Sindhi and Urdu will be used. The activity will be carried out in collaboration with STEDA, PITE and TTIs.

To address these gaps, the CPD model will be delivered using the school cluster model to ensure scale and reach. Focus will be placed on engaging relevant cluster officials and educators in implementation so that FLN learning is trickled down in each classroom.

Activity 1: *Conduct of training needs assessment, training plan and learners' assessment*

In the preparatory phase, a teacher training needs assessment (TNA) will be done at the cluster hub school (CHS) level to identify weak performing schools in the hub cells. This will ensure that teachers with weak foundational learning skills are included in the CPD programme. A learner baseline assessment will also be conducted in the CHS and selected feeder/individual schools. This will help understand student capacities, learning levels and performance in key competency domains in English, Maths and SEL. Both teacher and learner assessments will inform key classroom teaching and learning gaps are identified and addressed.

Activity 2: *Rollout of FLN CPD*

FLN trainings will be imparted using a blended approach; face to face training workshops will be supplemented with online resources and flexible on-the job support. The STG will train teachers and educators in batches to ensure learnings are implemented in the classroom. UNICEF will do joint monitoring with RSU to ensure CPD programme runs on track. The training rollout process is illustrated below.

Figure 16: FLN CPD rollout process

Teachers will be provided with follow-up support as they implement the training in the classroom.

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[60] ASC. (2020). Annual School Census Data for Sindh, 2020-21.

| Guide teachers, subject coordinators, cluster managers are trained face to face | Trained guide teachers, subject coordinators train teacher cohort | Follow-up coaching support will be provided to teachers | Support initiatives will be provided in schools (FLN corners, tablets) |

Teacher training will rolled out according to a training schedule to ensure resource availability

Support initiatives such as development of FLN corners, TTRCs, and libraries will be developed to institutionalise

Joint monitoring by RSU and UNICEF will be done throughout the CPD programme to ensure effective delivery

Activity 3: *Strengthening FLN Assessment Frameworks including development of test item bank*

There is a considerable gap in implementing timely diagnostic assessments in Sindh. There is limited to no data on learning at the district and school level. Formative/classroom and summative assessments for measuring foundational literacy and numeracy in NFE is needed to facilitate transition and continuously improve teaching practices.

The SLP will address this gap by focusing on strengthening learning assessments at the system (province, cluster), school and classroom level.

The programme will focus on strengthening existing assessment frameworks for Maths and English based on the foundational learning competencies identified under the subcomponent. This will ensure that proper assessment of foundational skills takes place at the classroom level. The Assessment Frameworks will be strengthened with DCAR subject specialists and assessment experts. Following approval, the framework will be used to make a sample test item bank.

Development and sending of a test item bank by the Punjab Examination Commission (PEC), Government of Punjab for teachers to use and practice in the classroom is a concrete success under the School-based Assessment System in Punjab. Annual evaluation reports from the World Bank Third Punjab Education Sector Project (PESP III) show marked improvements in teachers understanding of test construction and test questions [61]. The SLP will replicate this intervention and develop a similar test item bank. The test item bank will comprise of questions in both multiple-choice questions (MCQ) and comprehensive response questions (CRQs) of varying thinking-order skills. Rubrics and answer keys will be included in the bank. The test item banks will provide a standardised set of questions that teachers will be able to use to test students in the classroom. Similar to Punjab, the test item bank will be sent to each school via its unique EMIS code electronically.

Activity 4: *Learning data observation at the cluster level*

The cluster management team led by the district education officer (DEO) will ensure that classroom observations are conducted in hub cell schools every quarter. The formative assessment/observation tool used by SELECT programme will be utilised. Cluster technical team (STEDA, TTIs, DCAR, PITE) will also be engaged in the observations where possible. Feedback from the observations will be integral in making evidence-based changes in key policy decisions.

Activity 5: *Formative assessments at the classroom level*

Formative assessment is a critical tool for assessing learning consistently in the classroom. Teachers can benefit from:

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[61] PESP III. (2021). School-based Assessment Findings Report 2020-21. Third Punjab Education Sector Project implemented with the technical assistance of Cambridge Education, Mott MacDonald. Funded by World Bank. In collaboration with the Punjab Examination Commission (PEC), Government of Punjab.

- Determining student proficiency levels for evidence-based improvement
- Tracking performance of students over a period to assess progress (both teaching and learning)
- Deliver immediate feedback to learners for corrective actions
- Enrich TLMs ensuring these remain helpful and applicable in multiple settings
- Engage parents by sharing student results for support.

The test item bank as a part of formative assessment will be used to do formative classroom assessment by teachers while instruction is ongoing. The sample test items will be used to assess students learning through monthly tests, end of topic/chapter tests, consistent progress on a weak foundational competency area etc. The classroom observations done by the cluster management team will ensure that teacher's feedback on the test item bank and its use is captured. Any issues will be escalated to the SLP management and DCAR. Additional test items will be added as per need. Capacity-building on the test items and their consistent use will be provided to teachers in the CPD programme. For consistent observation, tablet-based checks on classroom practices will be done by FLN teachers, as well as masters trainers, guide teachers and subject coordinators. On a monthly basis and results will be shared with DCAR, Hub school leaderships and SMC members. The results of the formative assessment will be used to inform FLN instructions, support individualized remedial learning, track progress, identify professional development needs of teachers and celebrate students' success.

Activity 6: *Evaluations to measure students learning in FLN*

Endline summative assessments will be conducted at the end of the project to assess impact of intervention under Component 2. This will be done with a two-fold objective: (i) Assess students learning in FLN competencies and (ii) understand the extent to which teaching practices have institutionalised FLN approaches. Key factors including teachers' profile will be part of summative evaluations (EGRA) Endline assessment as these have interplay and relationship with students learning outcomes. The findings from the assessment will be shared with SELD and all provincial stakeholders in a lesson learnt workshop. Key findings of the workshop will be used to identify areas of improvement and scaling of FLN in further districts.

Activity 7: *Additional support to students to facilitate FLN Learning*

To ensure students learn and engage, SLP will focus on several supplementary activities:

- **Summer remedial/learning camps**

Using formative assessment results, remedial learning camps will be organized at Hub Cluster schools to support low-performing students in grades 1-3 across 100 formal public schools. The camps will provide targeted remedial education to help 'catch-up' and prioritise challenging learning areas. This will ensure that the necessary assistance is provided to all children for improvement of knowledge and skills.
During the summer holidays (three months) falling in the middle of the school year, summer camps/schools will be held to ensure foundational learning is continued. Literature shows that during long school holidays students are known to forget what they have learnt – the learning loss is higher for vulnerable and disadvantaged children as there is limited to no support available in poor income households[62].

- **Health and nutrition screening of students**

Health screenings are essential for identifying students with latent or undiagnosed learning disabilities, such as vision problems, nutritional deficiencies, and other health issues i.e. ENT/Dental etc. Within the SLP, UNICEF will ensure a comprehensive assessment of students' needs by adopting an integrated approach and coordinating with the Health and Nutrition Sections in the targeted districts.

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[62] Cooper, H., Charlton, K., Lindsay, J., and Greathouse, S. (1996) "The effects of summer vacation on achievement test scores: A narrative and meta-analytic review." *Review of Educational Research* 66(1), 227-268.

These screening checks will ensure student's holistic well-being and encourage attendance and retention. Schools will provide simple, safe, and effective health interventions, including essential health screening and vaccinations, eye checks and other basic health checks. Following the screening, students with health issues will be referred to appropriate health facilities and units for further services. This will ensure students recover quickly and continue to learn and succeed academically.

To ensure sustainability in work, teachers will also be provided support through:

- **Establishment of Cluster-based teacher resource centres**

Establishment of Teachers Training Resource Centres (TTRCs) is a key aspect of the CPD implementation support and institutionalization goals. To make CPD sustainable at cluster level, one TTRC will be developed in each cluster hub school, equipped with multimedia projectors, laptops, printers, internet access, and furniture. A feasibility study will assess the needs and resources required for establishing these centres, ensuring they are well-equipped to support professional development activities. The TTRCs will serve as venues for the continuity of CPD training sessions, workshops, and cluster committee meetings etc. after SLP ends.

These TTRCs will also be supplemented by well-resourced libraries accessible by both students and teachers:

- **Establishment of Class-based FLN Libraries**

The SLP will support the establishment of school-based corners and mobile libraries in all programme schools. These libraries will be designed to move from one classroom to another, maximizing use and impact. They will play a crucial role in supporting foundational learning by providing students with easy access to a diverse range of FLN materials.
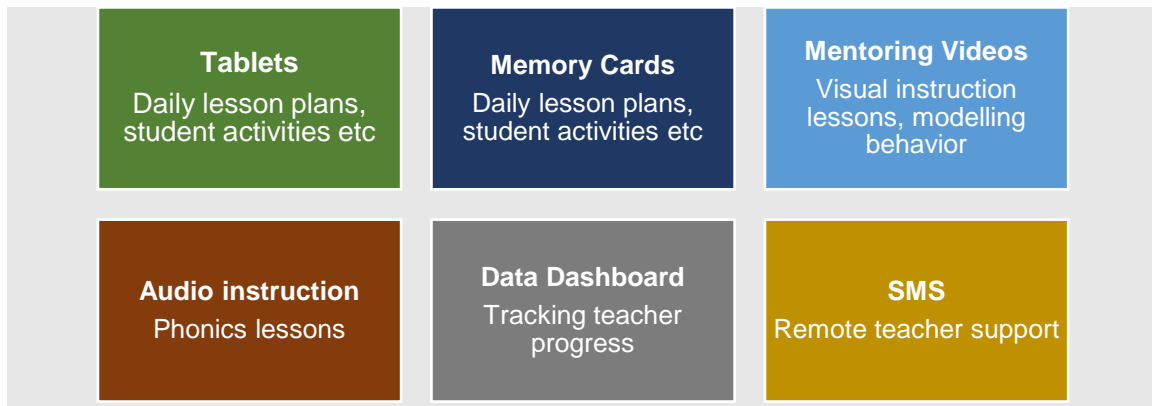
They will include books tailored to various reading levels and interests. This will help foster a positive reading culture and environment at the early years and boost literacy rates. Furthermore, the presence of a mobile library in schools will create an exciting and dynamic learning environment, encouraging students to explore new topics and themes, thereby broadening their horizons and supporting their overall academic growth. Initiatives such as the development of FLN corners and libraries will be instrumental in institutionalizing learning and ensuring long-term educational benefits.

Parents and Communities will be engaged in the FLN teaching and learning process through different activities.

Activity 8: *Incorporation of Digital Technology in CPD*

To support learning of teachers and students, Sindh Learning Program (SLP) will explore incorporation of technology where possible. A combination of technology tools and multimedia training materials will be utilised in the programme. This includes usage of tablets, memory cards, mentoring videos, audio instruction, as well as platforms through which content is updated and transmitted to participating teachers, and mobile phone SMS. Use of some key digital tools is illustrated in the Figure below:

Figure 17: Use of Digital tools in the SLP

| Tablets
Daily lesson plans, student activities etc | Memory Cards
Daily lesson plans, student activities etc | Mentoring Videos
Visual instruction lessons, modelling behavior |
|---|---|---|
| Audio instruction
Phonics lessons | Data Dashboard
Tracking teacher progress | SMS
Remote teacher support |

- **Tablets**

Each Hub Cluster School will be given a tablet, managed by the Cluster School Head. Tablets will be used in cluster based CPD sessions to view, listen to, and interact with teacher training materials for FLN instruction. Each tablet will be configured with an agreed upon package of applications and tools. These will cover FLN teacher training modules and accompanying videos, daily lesson plans with student activity books, reference documents, flash cards and stories, assessment tools, and data tracking forms.

To ensure ease of use, an interactive user manual will be created for users to ensure that even those unfamiliar with technology can learn to use it and will be integrated into cluster based CPD training sessions. A tailored content delivery system such as this will allow SLP to load new materials and data onto the tablets as they are developed or updated in real time. Being mindful that not all programme schools will have access to the internet, both an online and offline content updating system will be considered. District or provincial service and support centres will be identified, and a dedicated team will be available for technical support to the teachers and schools.

- **Memory Cards**

Each teacher will receive a Memory Card that will be loaded with similar content as tablets so that they can individually access materials at any time for ongoing practice and use on their own device (e.g. a smart phone).

- **Virtual mentoring Videos and Audio instruction**

All multimedia materials (phonics lessons, mentoring videos) will be linked to Hub cluster based CPD curriculum modules to reinforce, complement, and multiply the impact of trainings. Both training series a will guide teacher role-playing, technique practice, discussion, and exchange of ideas, and troubleshoot problems, as well as will be used equally well for self-study and serve as standalone in-service training materials for teachers in remote or small schools.

- **SMS**

SMS will be tested as a medium to connect with the most remote teachers. A group of 20 remote FLN teachers will be virtually convened to form a remote FLN Professional Learning Community of Practice Group and have a unique virtual SMS number assigned to their group. Using SMS, SLP will share short messages about how to teach reading and word of the day. This will also give them the opportunity to communicate with one another through the virtual number to share ideas, discuss lessons, and follow-up on assignments. Most remote teachers are expected to have network access to use SMS services.

- **Data Dashboard**

SLP will develop a comprehensive dashboard designed as a visual tool for tracking teacher progress, sharing educational materials, and sending reminders. This dashboard will present key information and metrics at a glance, enabling informed decision-making and efficient monitoring of performance. It will

streamline the management of educational activities, enhance communication, and provide actionable insights to support continuous improvement and effective oversight.

Activity 9: *FLN advocacy and support*

To ensure FLN remains a priority in Sindh's education system, the SLP will prioritise engagement at different tiers.

- **Learning Festivals**

At the school level, learning festivals will be held. These are vibrant and engaging events designed to celebrate and promote educational achievement and creativity among students. The festivals will create a festive atmosphere fostering enthusiasm for learning. They will prioritise 'activity-based learning' and incorporate interactive learning tasks, educational games and quizzes, storytelling sessions, math and language fairs, and cultural performances.

SLP will work closely with Hub School clusters teachers and school heads to engage parents in cluster-based learning festivals. Where possible, these will be held at the district level so that learning is not only celebrated but reinforced in a positive manner. Parents and caregivers will be given instruction on activities and games that can be done at home. This will help prioritise active participation in their children's lives and education. The home-based activity package will include verbal word games in Sindhi and Urdu, interactive storytelling and peer coaching.

The festivals will be an optimum way of bringing together multiple stakeholders ranging from students, parents, teachers and the community. They will further help develop a strong education ecosystem and promote love for knowledge and discovery.

- **Exposure visits of key education policymakers for FLN best practices**

SLP will lead the design and coordination of an observation study tour for 45 government officials over the life of the project to Islamabad/ provinces for knowledge exchange. Participants will be drawn from programme districts and Sindh provincial government staff. Study tours will focus on increasing knowledge of amongst education stakeholders (institutional heads, managers, educators and strategic policy officials) on FLN instruction and assessments. To ensure impact, an experiential learning approach will be used ensuring that participants have exposure to successful FLN models being implemented in both formal and NFE settings. The visit will include activities such as classroom observations, policy discussions, experimentation with innovative FLN and ALP curricular materials, and teacher/student focus groups. Consultations with private actors and their contributions to FLN promotion will also be included. The Sindh delegation will be provided with opportunities for guided analysis specifically reflections on learning practices seen, interpretations of experiences and recommendations for improvement of FLN practices in Sindh's context.

Lessons learnt from SELECT and GRACE programmes

The World Bank faced challenges in implementation arrangements due to friction between RSU, SELD, and allied departments due to the World Bank PMIU being based in the RSU. The programme design was tweaked, and additional CPD consultants were provided to other departments to accelerate implementation. UNICEF will utilise the CPD consultants on contract to ensure alignment with SELECT work. Additionally, UNICEF will schedule regular meetings between all stakeholders to discuss progress, address issues, and ensure everyone is on the same page and define clear roles and responsibilities for each department to avoid overlap and confusion. This can help streamline processes and improve collaboration.

The World Bank also faced difficulties in finding master trainers, particularly female. A small proportion of guide teachers are female, facing mobility challenges due to limited allowances. They recommended that UNICEF address these concerns in the STG program to ensure better gender balance and support. UNICEF will work with the government using the SCG to find solutions to mobility challenges, such as

providing transportation allowances or arranging group transportation for female teachers where local teachers from the community cannot be found.

Component 3: Improving enabling environment for girls for transition from primary to post-primary in selected schools

The Component focuses on creation of an enabling environment for education delivery.

At the **system level**, new interventions will be piloted addressing key reform priorities in the SESP&R. Outcome 3 provides a unique opportunity to pilot interventions in two priority areas: (i) strengthening of SMCs and (ii) improvements in community engagement and support. Lessons learned from testing both interventions will provide a valuable steer to SELD for future programming. At the **school level**, this involves provision of support activities to teachers and students especially through development of a supportive system that identifies, addresses, and reduces school dropouts. At the **individual level**, students will be empowered through increased community support and are able to progress in education by remaining in school.

The Component will focus on improving school attendance and reduction of dropouts (especially for girls).

Subcomponent 3.1: Reduced number of students dropping out at the primary level using the Student Attendance Management and Redress (SAMR) Mechanism and community engagement

Activity: Launching and strengthening SAMR mechanism

In early 2024, SELD notified SAMR to refine students' attendance tracking systems and address absenteeism and dropout risks. The SAMR is currently in the initial stages of development and being rolled out under the SELECT programme. The SLP will roll out the SAMR following the same methodology. As the SAMR will be rolled out as a pilot in both SELECT and SLP, key lessons from application will be documented and shared at the provincial level for informed decision making.

Key components of the SAMR:
1. Identifying and tracking of students at risk of dropping out (especially girls)
2. Doing redressal through parental and community engagement.

Implementation mechanism:
SAMR will operate through two distinct streams: a newly introduced technology-backed system and a manual system for schools without technology access. Module 1, for tech-enabled schools, will outline protocols for student admission, daily attendance monitoring, absence reporting, and redress procedures. Module 2, for manual schools, will detail similar procedures using manual tracking methods.

The project will be implemented with the support of school and community-based stakeholders:
- Headteachers will monitor the teaching-learning process, learning environment, and student attendance.
- District Education Officials from SELD will conduct periodic process, output, and outcome monitoring, while RSU will perform performance checks to improve teaching-learning processes and enhance learning outcomes.
- SMCs will be provided orientation on how SAMR works and especially on the factors related to student's dropout strategies and approaches for outreach to ensure retention of students in the schools.

- Communities especially parents will be engaged through SMCs to prevent students' dropout and successful transition of boys and especially girls from primary to post-primary education [63].

By addressing dropout risks, the SAMR ensures that students have the opportunity to continue their education and achieve their full potential. International research shows that such interventions that uses 'community as the driver of change' have proven successful in improving attendance and enhancing retention rates with a particular focus on girls and boys those at the risk of dropping out [64].

It is to be noted that SAMR system has been developed through SELECT and is under successful piloting phase. SAMR App Version 1 has been developed and deployed. Through SAMR App Version 1, Student Attendance Monitoring App was developed in April 2024 and deployed in 150 schools. SAMR App Version 2 in under development phase. Alerts, Redressal and Two-Factor Authentication features of the application is currently in the development phase and expected to be completed in August.

Activity: Engagement of Parents and Communities through SMCs

Active parent involvement in supporting a healthy, positive environment in schools is important to child wellness and learning. Research show that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement and greater social and emotional development [65]. All parents, regardless of their own education level or literacy, can play a crucial role in supporting their children's participation and continued learning. Students with physical disabilities may face challenges in accessing quality education, but these challenges should not be barriers to their participation. The SLP will collaborate with Hub Cluster Committees or School Management Committees (SMCs) to engage local NGOs and organizations with expertise in supporting students with physical disabilities, ensuring they can fully participate in school life.

Lessons learnt from the JICA programmes

There are both demand, and supply-side bottlenecks facing learners transitioning from primary to elementary level. A qualitative study is being done under the provincial curriculum wing of SELD to understand the dropout issues. Learners face enrolment issues in elementary schools due to problems in attaining completion certificates. There are incidences of teachers charging fees for obtaining these. Similarly, there is a lack of awareness over the availability of government elementary schools located nearby. In most cases, there is no relationship between the primary and elementary schools that creates hurdles in facilitating transition.

Under the GRACE project, the school management committees (SMCs) are being used to bridge the gap by fostering interactions between primary and secondary schools. Visits are made to nearby schools to see the learning environment and make students familiar with the available settings. Sustainability of schools after handover to government remains a key bottleneck – in many instances teacher shortages, management gaps and maintenance of facilities remains a challenge. Identification and enrolment of girls remains another key concern – in many elementary schools for girls, boys are enrolled which hampers enrolment of girls.

UNICEF will address transition issues from primary to middle-school level by:

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[63] Government of Sindh, School Education and Literacy Department (SELD): Student Attendance and Redress Procedures Notification, March 2024. NO.SO(G-III) SE&LD/4-50.11/2024.

[64] GEC (2023): Community-based education: informal and invaluable. gec_learning_brief_cbe_final.pdf (girlseducationchallenge.org)

[65] (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002), (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002)

1. Working with the government to simplify the process for obtaining completion certificates and eliminate any fees associated with it. Implement strict policies to prevent teachers from charging fees.
2. Launching awareness campaigns to inform parents and students about the availability of nearby government elementary schools. Use community meetings, local media, and school events to disseminate this information.
3. Working with the government to establish formal partnerships between primary and elementary schools to facilitate smoother transitions. This can include joint activities, shared resources, and regular communication between the schools.
4. Developing transition programmes that prepare students for the move to elementary school. This can include orientation sessions, visits to elementary schools, and mentorship programs where older students guide younger ones.

Gender Hardwiring

The SLP ensures gender hardwiring through mainstreaming Gender Transformative Education across its initiatives that seek to utilize all parts of an education system (including formal and non-formal education) from policies (such as gender-responsive Foundational Learning Policy) to community engagement and pedagogies (such as rollout of Schools Clustering Policy in gender-sensitive manner) so that male and female teachers learn and are skilled in using gender-sensitive pedagogical approaches.

The programme will focus on:

Gender hardwiring *to* education. Under Outcome 1, the SLP will scale up equitable access to alternative learning pathways as second chance education for girls who would otherwise not have an opportunity to access middle level education. In addition to accelerated education, these girls will acquire skills to support preventing and responding to gender-based violence and corporal punishment within their schools, homes, and communities in their social context through community outreach for a wider impact. To support access to education for girls, 50 primary schools will be upgraded to middle level. Girls' schools will be selected on priority considering the shortage of girls' schools in flood affected districts. Educational supplies, materials and resources will be provided to girls, so they are retained in schools including girls' MHM kits etc. With these interventions, 13,500 girls are expected to be benefitted. SLP aims to involve more women in education management roles at provincial and district levels enhancing representation at leadership levels. In addition, 240 NFE ALP centres for out of school girls will be established to cater for 6,000 girls. 120 NFE Facilitators (50% females) will be recruited to support teaching and learning for 6,000 girls on post-primary NFE curriculum. By the end of the programme period, it is expected that the programme contributes to 10% increase in enrolment of children, of which at least 60% are girls.

Gender hardwiring *within* education. FLN needs of both girls and female teachers are prioritized. Gender-transformative pedagogies are emphasized in teaching and learning materials to provide specific support for girls in the classroom. This will be done through incorporating topics in Teachers' Guide and Learning Materials related to FLN and NFE that support gender-responsiveness and gender transformation e.g., approaches to eradicate GBV and corporal punishment. Particular attention will be given that content of FLN materials uses gender-neutral language, ensures diverse representation, represents balanced perspectives, invokes critical thinking, appropriate gender equality topics and is written by diverse Authors and Experts. Also, that TLM related to FLN promotes classroom environment which encourage equal participation, create a classroom culture where all students feel encouraged to participate, regardless of gender and ensuring that ender-sensitive assessments are in place. Teachers are trained on gender sensitivity and use gender-sensitive pedagogy for inclusivity including all genders, ensuring that no group is marginalized. Gender benchmarking as baselines and progress indicators are integrated into assessments tools related to teachers' development and performance, and students' learning outcomes on FLN and NFE. Through these interventions, the programme expects that at least 7,480 teachers, head teachers and government officials (at least 50% females) will equip themselves

with enough competency to promote gender hardwiring *within* education which will provide positive impact from year 3 onward.

SLP will also prioritise women especially mothers during community dialogue processes with the aim to improve their knowledge on the gender norms; so, they raise their voices and ensure family decisions are made - favouring smooth access to education for their girls. This will be rigorously done during the establishment of NFEs for out-of-school girls. Once these girls are enrolled in NFEs and progress on their NFE curriculum, they will be provided with essential knowledge and skills to eradicate gender stereotypes - through social and behavioural change to impact attitudes, norms and practices; and rethinking gender norms and binaries, and by raising their critical consciousness about the root causes of gender inequality - so the gender transformational change takes place though education and outreach in the communities they live. The Gender Unit in SELD will play a crucial role in planning, execution and reviews of the overall interventions of SLP at every level to ensure that gender hardwiring and gender mainstreaming are ensured and are institutionalized in the education sector in Sindh.

Gender hardwiring *through* education. Under Outcome 3, community members, parents and caregivers will be engaged for positive social behavioural change. Gender-responsive SAMR has been incorporated into the programme, with a particular focus on identifying and supporting girls at risk of dropping out through engagement with communities, school management committees, and families, especially mothers. This mechanism will be introduced in 870 targeted schools in focused districts. The programme will also support 870 Hub Cluster Committees or 870 SMCs (with 60% female members) to improve the enabling environment for girls (and children with disabilities). Interventions will transform prevalent negative attitudes, norms and practices by challenging power relations and target rethinking of gender norms and binaries. This will be done through raising awareness about the root causes of inequality and systems of oppression in society and providing structured training on various themes (linked to safeguarding, GBV). As SBC is not easily achieved, it is expected that the beneficiary schools will start creating favourable environment gradually by the end of programme period.

Disability Inclusion

The programme will ensure that children with special needs/mild disabilities (linked to physical difficulties, hearing and learning disabilities) are included in the programme. In school upgradation as well as school rehabilitation, ramps, walkways and latrines are being developed to ensure relevant education support. As SLP will be implemented using UNICEF's integrated programming approach, specialised support will be provided through eye tests/screening and health checks.

5 Implementation Arrangements and Readiness

The STG Grant will be implemented by SELD, Government of Sindh with the technical support and close collaboration of UNICEF as the Grant Agent. The interventions of the program will be implemented through attached Directorates, Wings and Units of SELD through existing capacities as well as provision of need based technical expertise through individual consultants and firms.

At the departmental level, RSU at SELD will serve as a focal point for overall coordination, oversight, verification of results and regular reviews to address any bottlenecks in a timely manner and ensure implementation. The unit will generate consolidated progress reports in coordination with all implementing units. The data for monitoring will come from the Sindh Education Management Information System (SEMIS). UNICEF will provide technical assistance to the implementing units to strengthen their implementation capacities.

The attached Units of SELD including the Directorate of Literacy & NFE, PITE, STEDA, FLN Unit Dir; ECCE and DCAR as per their roles and mandates will be Technical Leads for implementation of the relevant strategies/activities, supplemented with the provision of technical assistance, where required. Specialized services will be hired on a short-term basis as TA to strengthen the implementation. This approach aims to use and further strengthen the institutional structure and capacity of SELD and its attached Units to ensure program sustainability.

Figure 18: Institutional arrangements of SELD
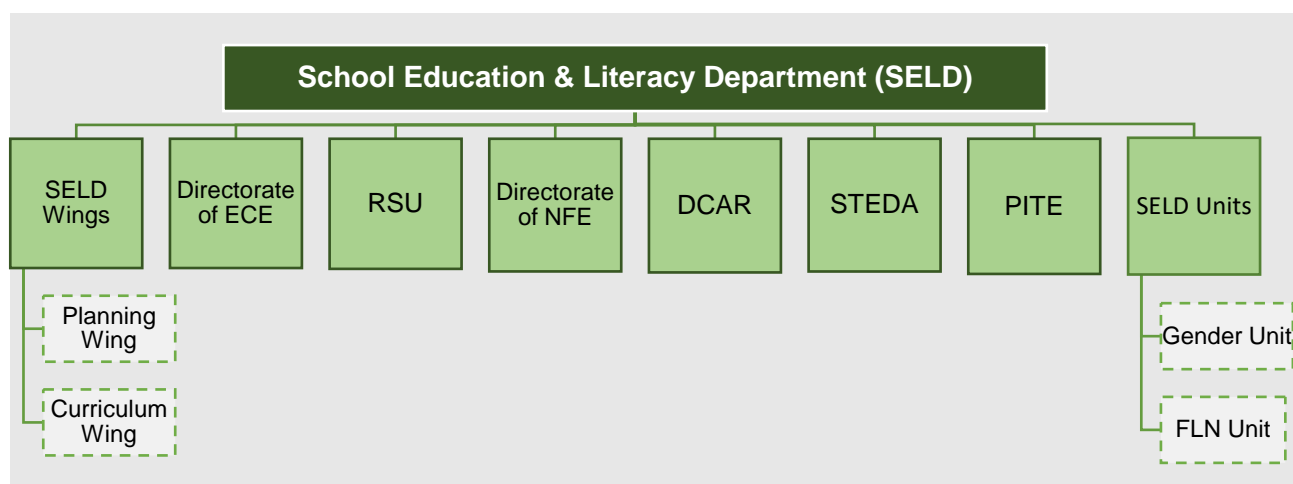
The responsibility of each entity is elaborated in the table below.

Table 10: Roles and Responsibilities of SELD and its entities in SLP

Department/Wing/Unit	Roles and Responsibilities in SLP
School Education and Literacy Department (SELD)	**Planning Wing:** • Oversee overall policy formulation, planning, and implementation of the SLP • Do resource allocation for needed teaching and management resources • Conduct joint monitoring, and evaluation with the Grant Agent. • Oversee inter-departmental coordination and stakeholder engagement to ensure evidence-based improvements in SLP. **Curriculum Wing:** • Oversee all FLN material development ensuring it is in line with provincial policies and systems. • Ensure printing and distribution of all TLMs to ensure effective use in the classroom. • Conduct joint monitoring and evaluation with the Grant Agent. **FLN Unit:** • Oversee all FLN development and implementation under the SLP. **Gender Unit:** • Ensure that the SLP design and implementation focuses on girls and disability inclusion and all interventions provide targeted support. • Undertake relevant research and document lessons learnt on gender from SLP for future programming.
Reform Support Unit (RSU) of the SELD	• Provide technical support for implementation of SLP. • Support UNICEF in developing and implementing innovative strategies under the SLP. • Support in capacity building of district education officers and schools under SLP programme interventions.
Directorate of Curriculum and Research (DCAR)	• Support in development of resources for NFE/ALP • Undertake collaborative review of existing resources for FLN • Develop TLMs with SLP Technical Team on FLN • Update existing assessment frameworks on language and numeracy • Develop test item bank with rubrics for formative assessment. • Support in implementation of FLN CPD.
Sindh Teacher Education and Development Authority (STEDA)	• Support in teacher recruitment in the upgraded schools under SLP. • Support in revisions in curriculum and development of FLN TLMs. • Support in implementation of FLN CPD.
Provincial Institute of Teacher Education (PITE)	• Support in revisions in curriculum and development of FLN TLMs. • Support in implementation of FLN CPD. • Undertake research in teacher progress in CPD after completion of FLN programme.
Directorate of Non-Formal Education (NFE)	• Support in finalization and rollout of Package E in the middle-level second shift programme. • Monitor implementation of the middle-level second shift programme with the Grant Agent.

Directorate of ECE	• Support in curriculum and development of all ECE resources under the SLP. • Support in implementation of FLN CPD.

Role of Grant Agent

UNICEF in its role as the grant agent will use its financial systems to disburse funds to beneficiaries and implementation partners along with technical assistance and programme implementation support. UNICEF's financial systems allow support to the funding modality for implementation of the STG through a project approach. The financial process guiding UNICEF's engagement with partner countries is the Harmonised Approach to Cash Transfer (HACT) modalities across the UN system [66]. This approach focuses on national system strengthening by building the capacity of state actors and partners in effectively managing sector programs including financial resources as per HACT guidelines.

UNICEF's financial support modalities are flexible and responsive to capacities of governments and the operating context (fragile or non-fragile, emergency relief and/or long-term development). These modalities include:

- *Direct Cash Transfers (DCT):* Under this modality, UNICEF advances cash funds on a quarterly basis to a partner for the implementation of agreed upon program activities. The partner in turn utilises the funds, incurs expenditure and reports the use of funds on a quarterly basis using prescribed financial and program progress reports.
- *Direct payments on behalf of the government:* This refers to the arrangement where payments are made directly to vendors and other third parties providing goods or services for agreed upon program activities on behalf of the partner upon request and following completion of the activities. Under this modality, the partner is responsible/accountable for the project expenses and carries out the procurement actions, but requests UNICEF to make the disbursements.
- *Reimbursement:* This is similar to the Direct Cash Transfer modality except that UNICEF reimburses the partner for expenditures incurred on implementing the program activities as agreed.

The fund flow mechanism under the HACT model is given below.

Figure 19: Fund Flow Diagram – Harmonised Approach to Cash Transfer (HACT)

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[66] HACT establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. It is a common operational framework for transferring cash to government and non-government implementing partners. The HACT framework document is accessible at the UNDG website (https://unsdg.un.org/resources/harmonized-approach-cash-transfers-framework)

1 Agreement between UNICEF and SELD

Annual/Rolling Work Plan

2 Micro Assessment of SELD and Attached Units
(Minimum cumulative annual disbursement >$100,000)

Assessing SELD and implementing Units' financial management capacity (i.e. accounting, reporting, procurement, internal control management, information system etc.

Determine the **overall risk rating**;
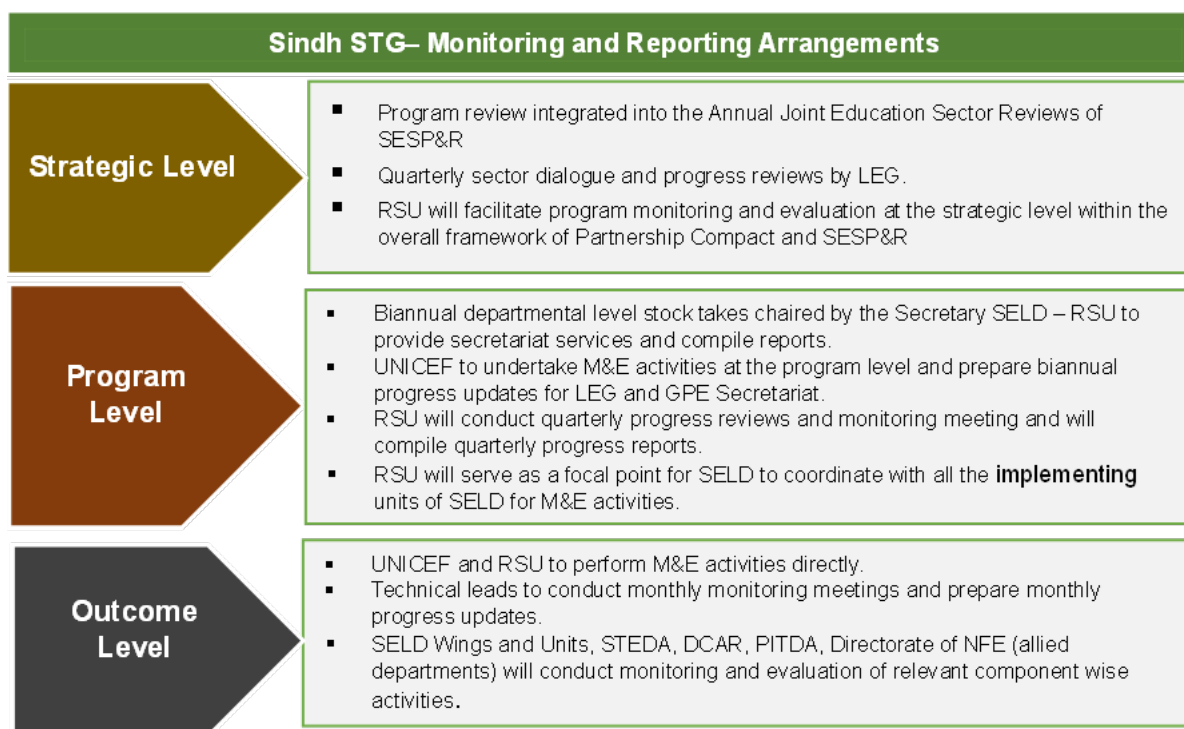Low Risk, Medium Risk, Significant Risk, High Risk

Decision on:
➢ Disbursement modality - Direct Cash Transfer (DCT)/ Direct Payment or Reimbursement
➢ Frequency and scope of assurance activities: programmatic visits and spot checks
➢ Financial management capacity building of SELD and attached units.

3 Funding request, disbursement, and reporting

SELD and attached units request funding as per activities and budget agreed in the AWP/RWP using FACE and itemized cost of expenditure form

UNICEF reviews and approves the funding and funding modality on FACE form

SELD and attached units report on utilisation of funds on FACE form along with narrative progress report at the end of quarter and request funding for new period quarterly using FACE form

UNICEF reviews and approves expenditure incurred and funding for new quarter on FACE form

Assurance and verification

Program Monitoring

Programmatic Visits:
▪ Monitor program implementation & achievement of results against RWP.
▪ Engaging Third Party Field monitoring where needed.
▪ Identify impediments & mitigating actions.
▪ Follow up & closure of action points jointly with

Financial

▪ Spot Checks
▪ Independent Scheduled Audits
▪ Independent Special Audits

Role of SELD and Attached Units
▪ Facilitate access to program sites
▪ Participate in the joint monitoring activities
▪ Agree on and implement mitigating actions
▪ Provide access to program documents & financial

6 Monitoring and Evaluation

The SLP will be monitored at three levels: (i) strategic by SELD and development partners at the provincial level, (ii) program by RSU, allied departments of SELD, UNICEF for oversight of interventions and (iii) outcome by RSU, UNICEF and all engaged stakeholders. The summary of the M&E arrangements is given below.

Figure 20: Monitoring and Reporting Arrangements under the programme

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Sindh STG– Monitoring and Reporting Arrangements

Strategic Level
- Program review integrated into the Annual Joint Education Sector Reviews of SESP&R
- Quarterly sector dialogue and progress reviews by LEG.
- RSU will facilitate program monitoring and evaluation at the strategic level within the overall framework of Partnership Compact and SESP&R

Program Level
- Biannual departmental level stock takes chaired by the Secretary SELD – RSU to provide secretariat services and compile reports.
- UNICEF to undertake M&E activities at the program level and prepare biannual progress updates for LEG and GPE Secretariat.
- RSU will conduct quarterly progress reviews and monitoring meeting and will compile quarterly progress reports.
- RSU will serve as a focal point for SELD to coordinate with all the **implementing** units of SELD for M&E activities.

Outcome Level
- UNICEF and RSU to perform M&E activities directly.
- Technical leads to conduct monthly monitoring meetings and prepare monthly progress updates.
- SELD Wings and Units, STEDA, DCAR, PITDA, Directorate of NFE (allied departments) will conduct monitoring and evaluation of relevant component wise activities.

The overall monitoring and evaluation responsibility will lie with UNICEF. RSU will serve as SELD's focal point. It will coordinate with all the implementing departments, wings and Units of SELD and UNICEF for monitoring and evaluation activities. The results matrix for the programme will provide the overall framework for monitoring and evaluation activities. Outcome level indicators of the program are derived from the Sindh Education Sector Plan & Roadmap 2019-2024 and the Partnership Compact. STG contributes to SESP&R 2019-20243 through strategically selective priority interventions under its three outcomes. The associated interventions address issues and challenges in the areas of access, quality and enabling environment. The SLP focuses on to enhance equitable access to foundational learning, elevate the quality of education, and foster an environment conducive to transitioning children—particularly girls—from primary to post-primary education. Under each Outcome, intermediate results, indicators, baselines and yearly targets are defined in the result matrix. At each level, the following will be achieved:

- **Strategic Level:**

At the strategic level, RSU will facilitate monitoring and review of the program within the overall sector review and through periodic sector reviews by the Local Education Group (LEG). This will be through quarterly and annual Joint Education Sector Reviews (JESRs). As envisaged in the Partnership Compact, JESR meetings will be conducted each year with representation from the SELD, development partners, civil society organizations and other stakeholders including PTCs and school level representatives. The purpose of the JESR meeting will be to assess and discuss achievements, highlight challenges and shortcomings, and agree on course corrections and improvements needed during the next year. Education statistics and analysis generated by SEMIS will augment monitoring and evaluation activities.

- **Programme Level:**

As a focal point, RSU will coordinate among all the implementing units of SELD to undertake M&E activities. Specific activities include (a) regular supervision of SLP implementation sites; (b) preparing biannual implementation progress reports by compiling implementation reports from various implementing units and specialised agencies, which would include the progress toward the overall programme learning outcomes and reporting on key performance indicators; and (c) organising assessment and impact evaluation studies as relevant. Necessary technical support will be provided by

UNICEF to build capacity of RSU in establishing M&E mechanisms, monitoring tools and reporting for carrying out M&E activities.

- **Outcome Level:**

The SLP will be implemented through support of implementing departments, wings and units of SELD as explained in the section on implementation arrangements. This includes using the administrative and monitoring systems of the Planning and Curriculum Wings, DCAR, PITDA, Directorate of NFE, Directorate of ECE and STEDA for day-to-day project implementation and monitoring. At the Outcome level, head (director) of the technical lead (main implementing units are designated as technical leads for outcomes) will conduct monthly progress reviews and monitoring meetings to review delivery and address issues in the implementation, if any. Technical leads will submit monthly progress updates to RSU and UNICEF against activities planned in the operational work plan.

At the program level, RSU will conduct quarterly progress review and monitoring meetings to review progress and address issues in the implementation. All the implementing entities will participate in the meetings to share status of progress and milestones under their respective components. The forum will be used to share experiences and lessons learned. In coordination with the implementing units, RSU will compile a comprehensive quarterly progress report of the program. RSU will include any recommendation for course correction in the implementation in the report to Secretary SELD.

The Secretary SELD will review progress of the SLP against indicators and targets at the departmental level stock take meetings twice a year. RSU will provide secretariat services for the review meetings chaired by the Secretary SELD. SEMIS will provide the sector and school statistics respectively, to support monitoring efforts, in addition to validation and evaluation studies conducted under the program through third parties. The forum will be used to review progress, discuss issues impeding progress and take important decisions to address issues. For any strategic level changes and course correction in the program implementation, LEG will be taken on board for endorsement.

Knowledge Management and Sharing:

Within the programme, knowledge will be shared through regular interaction and brainstorming session within programme outcomes, periodic management, and monitoring meetings at different levels to share progress, issues and achievements, preparation and dissemination of program reports covering best practices, success stories and lesson learned.

7 Risk Identification and Mitigation Measures

This section systematically identifies, assesses, and proposes mitigation strategies for a range of risks associated with political, governance, fiduciary, environmental, programme and operational aspects of the programme. The SLP will proactively address these risks and ensure that the educational reforms are robust and resilient, capable of achieving their intended impacts even in the face of unforeseen challenges.

The comprehensive approach to risk management is crucial for maintaining the integrity and effectiveness of the program, fostering sustainable educational improvements in Sindh.

The risk matrix below addresses the key risks and mitigation measures:

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
1.	Governance	Delays due to frequent postings and transfers	Delays in decision making by the government on funded projects due to frequent transfer/posting of policy makers and heads of Units/Wings of SELD.	Political factors lead to frequent transfers of key government officials	Engage regularly with highest level of government stakeholders for sharing progress and timely decision making to mitigate risks and maintain good working relationships with key strategic personnel that are not transferred at the second tier of decision-making in these departments and units. The LEG will also play a great role in oversight and advocacy to support timely decision making by the government.	Likely	High	High
2.	Programme	Climate change, disasters risk to programmes	Climate shocks, such as seasonal floods and droughts, pose significant threats to the sustainability and durability of education services in Sindh. These natural disasters can damage school infrastructure, disrupt teaching and learning processes, and erode the gains made in education sector investments. This can further exacerbate existing challenges in education access and quality, particularly in vulnerable regions.	Monsoon floods and drought	Climate-Resilient Infrastructure: Prioritize the construction of raised latrines and schools to withstand floods and other climate-related disasters. Sustainable Materials: Use durable and weather-resistant materials in school construction to minimize damage. Emergency Preparedness Plans: Develop comprehensive emergency plans for schools, including evacuation procedures, and communication protocols (done through NDMA and the UNICEF led ESWG). Strengthened Early Warning Systems: Invest in advanced early warning systems to provide timely alerts of impending climate events (support provided to NDMA).	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
					Community-Based Disaster Preparedness: Promote community-based disaster preparedness initiatives to enhance local resilience. Emergency Response Training: Train teachers, staff, and students on emergency response procedures.			
3.	Contextual	Threat to vulnerable populations	Increased frequency and intensity of natural disasters pose a significant threat to the educational infrastructure and learning continuity of vulnerable communities in Pakistan. This can result in loss of life, disruption of livelihoods, and decreased access to essential education services, hindering development gains.	Underlining vulnerability of communities and related infrastructure, lack of resilience within essential social services systems, low capacities for emergency preparedness and response, challenges in communication and coordination.	Develop and regularly update EPPs specifically tailored for the education sector, including evacuation procedures, communication protocols, and contingency plans for learning continuity. Establishment of Education-Related Contingency Stocks: Create stockpiles of essential educational supplies (school in a box etc.) to ensure a rapid response to disasters. Partnerships for Disaster Risk Reduction (DRR) and Emergency Preparedness (ER): Strengthen collaboration with the National Disaster Management Authority (NDMA) and other humanitarian partners to enhance preparedness and response capabilities.	Almost Certain	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
					Joint Contingency Planning: Develop joint contingency plans with NDMA and other partners to coordinate efforts during emergencies. Capacity Building for Education Staff and Partners: Provide training on disaster risk reduction, emergency response, and crisis management to education staff and partners. Improved Early Warning Systems: Invest in and enhance early warning systems specific to education sector vulnerabilities. Prepositioning of Educational Supplies: Strategically locate educational supplies in disaster-prone areas for quick deployment.			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
4.	Strategic/ Programmatic	Weak Institutional capacity effecting programme delivery	Insufficient capacity within government and implementing partner organizations to meet the high demand for education services has exacerbated existing inequalities, low coverage, and poor quality in the education sector. This is particularly evident in areas with multiple deprivations, such as poverty, and lack of infrastructure.	Inadequate public financing of social services, coupled by inadequate staffing of education facilities.	Capacity Building: Provide training and professional development opportunities for government officials and implementing partner staff to enhance their skills and knowledge. Organizational Development: Work with government to improve organizational structures, processes, and systems to enhance efficiency and effectiveness. Resource Allocation: Advocate with government for adequate allocation of resources to education departments and implementing partners. Joint Sector Review (JSR), involving and provincial counter parts with strong monitoring and accountability mechanism.	Likely	Major	High
5.	Strategic/ Programmatic	Inadequate Results Monitoring including monitoring of contracts, construction projects and	Insufficient resources and/or technical capacity in monitoring among UNICEF staff and/or partners to meet the required standards of coverage, quality and use of monitoring.	Poor use of collected data in support of effective decision-making by programme management teams, and/or poor follow-up to ensure	Presentation of monitoring analysis and the status of action points is included as a standing item for discussion by Programme Management Teams (PMT).	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
		Specialized interventions.		completion of action points.				
5.	Institutional	Fraud and misuse of resources by staff, implementing partners and vendors.	Fraud and misuse of resources (Funds, Supplies and Assets) by Staff, implementing partners and vendors including accepting bribes, kickbacks, conflict of Interest, misappropriation of funds and supplies causes loss of trust from UNICEF donors, reputational risk and non-delivery of intended results for children.	1. Single Signatory Bank Accounts 2. Partner/Vendor/Staff selection not fully on merit (possible UNICEF staff collusion) 3. Ineffective programmatic monitoring. 4. Low capacity of partners/vendors 5. Non-Complianc	1. Triggers for investigation and if needed, special audit based on any allegations of misuse of funds. 2. Close coordination with Economic affairs Division (EAD) and other government oversight bodies to strengthen accountability mechanisms of government partners. 3. Equipped UNICEF spot checkers with additional skills including basic forensic skills to enable them to identify and report red flags of fraud. 4. Due diligence/core value assessment for all CSO partners. 5. Annually, UNICEF Financial disclosure mechanism is implemented. 6. Anti-Fraud Awareness Training for UNICEF and Implementing Partners staff. 7. Systematic implementation of formal delegation of Roles and Responsibilities through the Table of Authorities.	Likely	Critical	Very High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				e with policies and procedures 6. No proper follow up and tracking of issues identified in the spot check. 7. Compromised accountabilities and Internal Controls. 8. Lack of capacity to detect, prevent and respond to fraud. 9. Compromised upholding of ethics;	8. Effective oversight committees/functions, clearly established and functional recruitment procedures, SOPs and strict undertaking of reference checks to prevent bad hires.			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				and-ineffective oversight committees/functions				
6.	Institutional – PSEA	Sexual Exploitation, Abuse and Harassment (SEAH) by Staff, implementing partners and vendors.	UNICEF staff, IPs and Vendors engaging in inappropriate behavior and sexual advances causes reputational damage to the organization and delays in program implementation	1. Low interest and limited capacity of staff/partners/vendors 2. Non-compliance with UNICEF PSEA/Safeguarding policies, procedures, and requirements 3. Inadequate follow-up and tracking of issues identified	1. Following UNICEF's global procedure, PSEA due diligence for all CSO partners is conducted through the UN Partner Portal (UNPP) and categorized as high, medium, or low risk based on the risk assessment results. These ratings are then updated to GSSC/Vision via NFR until the UNPP and Vision are linked. This process occurs during partner identification, before the PRC, and is documented in the UNPP and e-Tools. 2. The Assurance and PMD teams are dedicated to ensuring that PSEA-related HACT implementation is well integrated into the office's mainstream HACT procedures. 3. Comprehensive due diligence is carried out on all third parties and implementing partners. 4. Regular PSEA awareness planning is in place to equip authorized UNICEF staff with the necessary skills for conducting PSEA spot checks,	Likely	Critical	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				in the PSEA Capacity assessments and PSEA spot checks by all parties. 4. Staff not adhering to UNICEF notification alerts and internal reporting obligations. 5. Insufficient capacity to detect, prevent, and respond to PSEAH by all parties. 6. PSEA not integrated into office assurance systems	including monitoring PSEAH during spot checks to detect potential SEAH issues similar to identifying fraud. 5. Capacities for investigating third parties through contracting/LTAs are being enhanced, and contracts are being signed with selected audit agencies to conduct PSEA spot checks. 6. UNICEF ensures the implementation of a written commitment to combat sexual misconduct by all new and existing staff, contractors, and IPs. 7. Mandatory online Agora PSEA training is provided for all UNICEF staff, vendors, and Implementing Partners. 8. Systematic implementation of PSEA Accountabilities, Roles, and Responsibilities is being carried out by integrating PSEA deliverables and activities into all staff EPAS. 9. The inclusion and implementation of PSEA indicators and activities are reviewed by multiple layers of specialists/FPs. 10. Advocacy for the use of the Whistleblower policy and compliance with Child Safeguarding and PSEA			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				and treated separately. 7. Outdated understanding and weak capacities of managers and staff. 8. PSEA assessment ratings not fully aligned with office guidance. (Potential UNICEF staff collusion) 9. Ineffective PSEA programmatic monitoring and failure to include	Reporting obligations align with UNICEF's internal notification alert. 11. Development of PSEA/CSG IEC materials is ongoing, with sharing with IPs for display at UNICEF and Implementing Partner offices and Programme sites. 12. Establishment and enhancement of CMCFMs alongside SBC/AAP strategies. 13. Integration of PSEA into Ethics dialogues with staff members. 14. Vigilance for red flags during procurement, hiring, program implementation, and transaction processing. 15. Systematic capacity building and training for PSEA FPs, program officers, PMT/CMT, and all staff on implementing PSEA policy, internal controls, oversight, and reporting obligations.			

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				PSEA monitoring activities in PMV. 10. Lack of oversight of SEAH risks and implementation during spot checks. 11. Ineffective PSEA oversight committees/functions.				
7.	Operational-Human Resources	Delays in Recruitments of key positions impacting delivery of planned results and increases the workload of existing staff including	Delays in recruitment and a lack of qualified candidates, particularly female candidates, due to family obligations and the challenges of attracting international talent, could hinder the effective implementation of the Sindh Learning Programme (SLP). This may result in staffing	1. Cumbersome processes 2. Lengthy post concurrence	Work with the HR team to initiate the recruitment process well in advance to ensure that qualified staff are in place before the programme commences. Develop clear job descriptions, conduct assessments, and complete interviews to select the most suitable candidates. This proactive approach will help avoid delays and ensure a smooth start to the program.	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
		potentially leading to demotivation.	shortages and delays in achieving program objectives.	and Visa processes.	Introducing clear recruitment guidelines at each stage of process such as screening of candidates, testing/ assessments, interview, reference checks, feedback etc.			
8.	Operational – Supply	Poor supplies monitoring because of weak feedback from end user Monitoring process	Supplies not reaching intended user.	Delayed delivery resulting into delayed programme implementation.	Develop Systems for recording quality performance issues related to suppliers (issue, supplier, resolution). Feed into supplier performance discussions, and LTA extension processes.	Likely	Moderate	Medium
9.	Contextual	Business Continuity Risks	Program service delivery delays due to frequent demonstrations and road closures in the province. This can disrupt program activities, impact access to services, and hinder progress towards achieving program objectives.	Demonstrations, whether political or otherwise, can significantly disrupt the ability of staff to access office resources and perform their duties effectively. This can include limitations on access to buildings, network connectivity, vital records, and	Contingency Planning: Develop contingency plans to address potential disruptions caused by demonstrations and road closures. Flexible Scheduling: Implement flexible scheduling and alternative delivery methods to minimize the impact of disruptions. Community Engagement: Strengthen relationships with local communities and authorities to anticipate and mitigate potential disruptions.	Likely	Major	High

	Key Risk Category	Risk		Root Drivers and Root Causes/	Mitigations/controls in Place	Residual [Remaining Risk level after interventions/mitigations]		
		Risk Title	Risk Description			Likelihood	Impact	Rating
				databases. These disruptions can have a direct impact on service delivery, particularly in field offices and during monitoring visits.	Alternative Delivery Channels: Explore alternative delivery channels, such as mobile outreach or online platforms, to ensure continued access to services. Collaboration with Local Authorities: Work closely with local authorities to coordinate efforts and seek support during times of unrest. Risk Assessment and Monitoring: Conduct regular risk assessments to identify potential threats and adjust strategies accordingly.			

8 Sustainability and Scalability

The programme will be implemented using existing government systems. Capacity-building across each tier of the system is an integral cross-cutting theme across the programme interventions. The SLP is well aligned to provincial policies and frameworks and contributes to targets under the SESP&R. All outcomes address a critical gap in the existing system (upgrading of damaged school infrastructure, reducing material scarcity, expanding access to OOSC, building FLN skills and developing resilient school systems supported by community) and provide focused support.

Strong measures will be implemented to enhance government capacity in key areas to ensure institutional sustainability. This will involve organizing specialized capacity-building workshops for officials from the Wings and Directorate of SELD, enabling them to effectively incorporate foundational literacy (FL) in continuous professional development (CPD) and develop teaching and learning materials (TLM) related to FL. These trained officials will then lead cascade trainings on FL for target teachers.

Government officials from the Education Works Unit of SELD will be engaged and trained through joint reviews and assessments on the technical design of climate-resilient Temporary School Structures (TSS) models. Enhancing the capacities of these officials will enable them to integrate climate-resilient TSS models into SELD's planning and budgetary processes, ensuring readiness to respond to rehabilitation needs during future humanitarian emergencies.

The technical capacities of DCAR, STEDA, and PITE will be developed by involving material development experts in training sessions to meticulously review the existing remedial package for non-enrolled (NE) students. Upon finalization, specialized training on the improved remedial package will be provided to Master Trainers of the Directorate of Literacy and Non-Formal Education (NFE) in collaboration with JICA.

High-level technical sessions will be organized to strengthen the sustainable capacities of core government officials of SELD, including policymakers and heads of units, wings, and directorates. These sessions will focus on jointly assessing needs and updating existing policies, such as the ECCE Policy to incorporate FL and the 2017 NFE Policy to include second-shift education.

Developing the capacities of policymakers and officials is a unique feature of the SLP. The new knowledge and skills acquired will enable core officials of SELD to make critical decisions for the continued institutionalization of foundational literacy and numeracy (FLN) in Sindh's education sector.

l decisions for continued institutionalization especially FLN in the education sector in Sindh.

The SLP is also in strong alignment with strategic initiatives ongoing in the province. This includes:

- **Partnership Compact:** Programme interventions align with the policy reform areas outlined in the Partnership Compact, which focus on:
  - ✓ Equitable access to foundational learning for all children.
  - ✓ Improving the quality of foundational learning.
  - ✓ Fostering an enabling environment for the transition from primary to post-primary education, with a sustained focus on gender throughout.
  - ✓ Increasing demand for girls' education and strengthening gender-sensitive planning.

- **School Education Sector Plan & Roadmap 2019-2024 (SESP&R)**: SLP strategies are designed to complement and enhance the objectives set forth in the SESP&R, focusing on scalability and sustainability of educational improvements across the province.

- **Sindh Gender Equality and Women's Empowerment Policy**: The program is crafted to support and advance the goals of this policy, promoting gender equality and empowerment through targeted educational initiatives.

Additionally, programme interventions related to other development programmes are in full complementarity with other significant projects funded by both local and international entities:

- **Sindh Early Learning Enhancement through Classroom Transformation (SELECT):**

Funded by the Education Sector Plan Implementation Grant (ESPIG) provided by GPE and co-funded by The World Bank, SELECT focuses on improving reading and language skills in Sindhi and Urdu at the primary level, along with socio-emotional learning to support behavioural interventions. STG is replicating the SAMR initiative under SELECT and builds on its work where possible.

- **USAID Sindh Reading Project (SRP) and Pakistan Reading Programme (PRP):**

These projects emphasise enhancing reading skills in Urdu, Sindhi. These projects also developed TLMs for grades one and two in Urdu, Sindhi and other three regional languages including Balochi, Brahui and Pashto. The STG is utilising the project's approach in developing foundational competencies for literacy and numeracy through material development and CPD implementation.

- **JICA Support in Non-formal Education:**

JICA has made significant contributions in NFE through development of condensed curriculum for primary and middle grades and additional remedial learning. The STG programme is using these available resources in its intervention with supplementary need-based materials of the same quality and standard. Additionally, also JICA supported GRACE program material on numeracy will be used in SLP.

The SLP has a strong M&E framework that will ensure that lessons learnt are documented and provide a valuable contribution to long-term programming.

9 Preparatory Phase – Plan of Action

During the programme preparatory phase from September 2024 to March 2025, the programme will undertake following activities to kick start the programme as per planned timelines.

S.No	Preparatory Phase Activities	Planned Timeframe
1-	Preparation of HR plan and mobilisation of programme team	September 2024
2-	Preparation of work breakdown structure for implementation of the programme activities in collaboration with School Education Department and implementing directorates 　1- Four year Programme Implementation Plan 　2- Annual Operational Plan for Year 1 including implementation modalities, M&E	October-November 2024
3-	Preparation of Advocacy and Communication Plan	December 2024
4-	Preparation of supply plan including material and services for programme implementation	December 2024
5-	Preparation of Terms of Reference for provision of TA for technical areas of the programme implementation (more specific details included under S.No. 9)	December 2024
6-	Conceptualisation of programme steering and coordination mechanism and TORs	January 2025
7-	Establishing Direct Cash Transfer Mechanism with Implementing partners under HACT (Harmonised Approach for Cash Transfer) including orientation on the HACT framework	January-March 2025
8-	Advertising TORs for provision of TA, evaluation of EOIs and proposal(s) to engage the required services by programme start date	January – March 2025
9-	**Component wise preparatory actions:**	September 2024 - March 2025

	1- Construction of climate-resilient prefabricated structures: • Engaging UNICEF construction team during the preparatory phase to work with SELD on the design, drawing, specification and BoQs of the prefabricated structures. **2- Establishing NFE centres:** • Drafting of EOIs for the selection of NGO/CBO partners to support the implementation of the NFE program. • Development of ToRs for printing of NFE textbooks, ensuring they meet program requirements and quality standards. • Preparation for procurement of supplies and materials needed for NFE centres to ensure smooth operation and readiness. **3- Implementing FLN initiative:** • Collection of existing FLN/ECE materials from various development partners for internal review, aimed at identifying gaps and areas of improvement. • Drafting and finalization of ToRs to engage services for supporting material development, conducting consultations, and piloting new materials. • Preparation of ToRs for the readiness of material development and for material reviewers to ensure quality and relevance. • Drafting of ToRs for printing materials, outlining specifications and ensuring alignment with related TLM	

Annex A: Results Framework

Results	Indicators	Baseline	Targets			
			Year 1	Year 2	Year 3	Year 4
Programme Objective: To provide equitable access to quality gender responsive foundational learning for all children and foster an enabling environment for transition from primary to post-primary, especially for girls.	Percentage increase in enrolment of children particularly girls at ECE, primary level and transition to middle level in target schools.	To be established after selection of target schools	Enrolment of children, particularly girls, at ECE, primary and middle levels in target schools before programme intervention.	-	-	10% increase in enrolment of children, (at least 60% girls) atat ECE, primary and middle levels in target schools including those previously out of school, over the baseline
	Reduction in Out of School girls at middle level.	0.94 million girls are out of school for middle education in Sindh (PES 2020-21)	-	6,000 Out of School Girls enrolled middle level education	-	6,000 Out of School Girls enrolled middle level education
	Percentage improvement in foundational literacy and numeracy test scores in English, Sindhi Urdu, numeracy, SEL of grade 3 children in target schools.	To be established after selection of target schools	Baseline established for target schools	-	-	6% improvement in foundational literacy and numeracy test scores in English, Sindhi Urdu, numeracy, SEL of grade 3 children in target schools, over the baseline.
	Percentage improvement in teachers' FLN knowledge in target schools.	To be established after selection of target schools	Baseline established for target schools.	-	-	6% improvement in teachers' FLN knowledge in target schools, over the baseline.
Outcome 1: Improved access to pre-primary, primary and middle education for children, especially girls.						
Intermediate Result 1.1: Number of government schools at pre-primary, primary and middle level increased and strengthened; improving access to education, especially for girls.	1.1.1 Number of government primary schools upgraded to middle level through climate resilient structures.	628 middle and elementary schools (195 boys, 111 girls and 322 mixed) in 4 target districts (ASC 2021-22)	50 Primary schools selected for upgradation to middle level. 20 Primary Schools upgraded to middle level though climate resilient structures.	30 Primary Schools upgraded to middle level though climate resilient structures.	-	-

Results	Indicators	Baseline	Targets			
			Year 1	Year 2	Year 3	Year 4
	1.1.2 Number of government primary schools repaired / rehabilitated	2,677 government schools damaged in 4 target districts during flood 2022.	150 target schools are assessed for repair/rehabilitation work. 50 selected schools repaired/rehabilitated	100 selected schools repaired/rehabilitated.	-	-
	1.1.3 Number of government primary and middle schools received education supplies.	To be established after selection of target schools	20 upgraded middle schools (all girls) and 150 programme supported government primary schools (50% girls) received education supplies benefiting 22,200 enrolled children	-	50 upgraded middle schools (all girls) and 150 programme supported primary schools (50% girls) received education supplies benefiting 25,500 enrolled children.	-
	1.1.4 Number of girls children in upgraded middle schools received MHM kits .	0	6750 girls in upgraded middle schools received MHM Kits	-	6,750 girls in upgraded middle schools received MHM Kits	-
Intermediate Result 1.2 Number of middle NFE centres increased for out of school girls	1.2.1 Number of Post Primary NFE centres established.	50 Post Primary NFE Centre in Sindh supported by UNICEF.	Feasible sites selected for establishment of 120 post primary NFE Centres for girls. 120 post-primary NFE centre's established enrolling 6,000 OOSC girls	-	Feasible sites selected for establishment of 120 post primary NFE Centres for girls. 120 post- primary NFE centres established enrolling 6,000 OOSC girls	-
	1.2.2 Number of NFE centres received education supplies.	0	120 NFE centres received education supplies benefiting 6,000 girls).	-	120 NFE centres received education supplies benefiting 6,000 girls).	-
	1.2.3 Number of NFE Facilitators trained on middle NFE Packages	50 NFE facilitator trained in existing UNICEF supported NFE enters in Sindh	240 NFE Facilitators (At least 60% female) trained on package D	240 NFE Facilitators (At least 60% female) trained on package E	240 NFE Facilitators (50% female) trained on package D	240 NFE Facilitators (At least 60% female) trained on package E

Results	Indicators	Baseline	Targets			
			Year 1	Year 2	Year 3	Year 4
	1.2.4 Remedial Learning Component implemented in NFE centres	0	Gender-responsive Remedial Learning course implemented in 120 NFE centres	-	Gender-responsive Remedial Learning course implemented in 120 NFE centres	-
	1.2.5 Village Education Committee of NFE centres trained	50 VEC in existing UNICEF supported NFE centres in Sindh	Village Education Committee of 120 NFE centres trained (60% females)	-	Village Education Committee of 120 NFE centres trained (60% females)	-
	1.2.6 Adolescent clubs of NFE centres trained.	25 Adolescent clubs in existing UNICEF supported NFE centres in Sindh	Adolescent clubs of 120 NFE centres trained.	-	Adolescent clubs of 120 NFE centres trained.	-
	1.2.7 Percentage of students enrolled completed middle NFE	0	-	90% girls enrolled completed middle NFE	-	90% girls enrolled completed middle NFE
Outcome 2: Improved foundational literacy and numeracy competencies of teachers and children at primary levels.						
Intermediate Result 2.1 Teaching and Learning Material and Assessment tools for improving Foundational Literacy and Numeracy skills developed.	2.1.1 Teaching and learning material reviewed and developed for FLN at ECE and initial primary grades 1-3 for children.	ECE, Grade 01,02: Sindhi Urdu and numeracy Grade 03: Sindhi and Urdu	Teaching and Learning material for ECE & Grade 01 (English, Sindhi Urdu, numeracy, SEL) reviewed and developed for children.	Teaching and Learning material for Grade 02 (English, Sindhi Urdu, numeracy, SEL) reviewed and developed for children.	Teaching and Learning material for Grade 03 (Sindhi and Urdu, numeracy, SEL) reviewed and developed for children.	-
	2.1.2 Teaching and learning material and assessment tools developed for FLN at ECE and initial primary grades 1-3 for teachers.	ECE, Grade 01,02: Sindhi Urdu and numeracy Grade 03: Sindhi and Urdu	Teaching and Learning material and assessment tools for ECE & Grade 01 reviewed and developed for teachers.	Teaching and Learning material and assessment tools for Grade 02 reviewed and developed for teachers.	Teaching and Learning material and assessment tools for Grade 03 reviewed and developed for teachers.	-
	2.1.3 Number of FLN Corner Libraries established	0	FLN Corner Libraries established in 750 programme supported schools.	Grade wise TLM provided to FLN corner libraries.	Grade wise TLM provided to FLN corner libraries.	Grade wise TLM provided to FLN corner libraries.
Intermediate Result 2.2: FLN initiative implemented through trained teachers and academic	2.2.1 Number of Master Trainers, Guide Teachers, Subject Coordinators, Head Teacher, and Officials trained on academic	0 in target districts	100 Master Trainers, Guide Teachers, Subject Coordinators, Head Teacher, and	100 Master Trainers, Guide Teachers, Subject Coordinators, Head	100 Master Trainers, Guide Teachers, Subject Coordinators, Head	-

Results	Indicators	Baseline	Targets			
			Year 1	Year 2	Year 3	Year 4
supervisors/mentors through CPD using cluster policy.	supervision and mentoring of teachers in classrooms.		Officials trained on academic supervision and mentoring of teachers in classrooms.	Teacher, and Officials trained on academic supervision and mentoring of teachers in classrooms.	Teacher, and Officials trained on academic supervision and mentoring of teachers in classrooms.	
	2.2.2 Number of teachers trained and professionally supported continuously in the classroom. (550 ECE Teachers, 1,650 FLN Teachers (grade 1,2,3) and 580 Elementary Teachers)	0 in target districts	-	1680 (550 ECE, 550 Grade-1,580 Elementary) teachers trained on FLN	2780 (550 ECE, 1,650 FLN (grade 1,2,3), 580 Elementary) teachers trained on FLN.	2780 (550 ECE, 1,650 FLN (grade 1,2,3), 580 Elementary) teachers trained on FLN.
	2.2.3 Number of students screened for health and nutrition issues	0	112,500 students (50% girls) screened for health and nutrition issues in 750 target schools.	37,500 new students (50% girls) in pre-primary classes.	37,500 new students (50% girls) in pre-primary classes.	37,500 new students (50% girls) in pre-primary classes.
	2.2.4 Number of learning camps organised for low performing children.	0	Teaching and Learning Material developed for Learning Camps.	100 Learning Camps organised in schools for low performing students enrolling 5000 children (50% girls)	100 Learning Camps organised in schools for low performing students enrolling 5000 children (50% girls)	100 Learning Camps organised in schools for low performing students enrolling 5000 children (50% girls)
	2.2.5 Number of government officials participated in interprovincial knowledge sharing exposure visits focusing on FLN	0	-	15 government officials participated in interprovincial knowledge sharing exposure visits focusing on FLN	15 government officials participated in interprovincial knowledge sharing exposure visits focusing on FLN	15 government officials participated in interprovincial knowledge sharing exposure visits focusing on FLN
	2.2.6 Number of learning festival organised to celebrate learning in schools.	0	Learning festival conceptualised and designed.	8 learning festival organised to celebrate learning in schools	8 learning festival organised to celebrate learning in schools	8 learning festival organised to celebrate learning in schools
Outcome 3: Improved enabling environment for girls for transition from primary to post-primary						
Immediate Result 3.1: Reduced number of students dropping out	3.1.1 SAMR launched and fully functional.	SAMR developed under GPE SELECT Programme.	Assessment completed to assess dropout and transition	SAMR operational in target schools.	SAMR operational in target schools.	Endline assessment completed to assess impact of the SAMR

Results	Indicators	Baseline	Targets			
			Year 1	Year 2	Year 3	Year 4
at the primary level and improved transition.			rate/trends in the programme supported schools. SAMR lunched			on the dropout and transition rate/trends in the programme supported schools.
	3.1.2 Number of School Management committees (SMCs) trained.	To be determined.	120 SMCs trained in non-formal sector.	750 SMCs trained in formal schools and refresher for 120 SMCs from NFEs	Refresher for 870 SMCs (750 formal schools, 120 NFEs) nd non-formal sector.	Refresher for 870 SMCs (750 formal schools, 120 NFEs)

Annex B: Monitoring and Evaluation Matrix

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
Outcome 1: Improved access to pre-primary, primary and middle education for children, especially girls.					
1.1.1 Number of government primary schools upgraded to middle level through climate resilient structures.	This indicator will monitor upgradation in 50 primary schools to post-primary level in 4 selected districts. Feasibility assessment will be carried out with predefined selection criteria focused on targeting sites with flood affected schools, cluster hub schools/model schools. Preference will be given to talukas will highest concentration of OOSC particularly girls. Process monitor tools will be applied to assess progress of upgradation work through a third-party monitoring firm.	Year 1 & 2	Integrated Decision Support System	Annual Surveys and Information Collection from Schools	SEMIS (with support from SELD) and third party monitoring firm
1.1.2 Number of government primary schools repaired / rehabilitated	This indicator will monitor minor repair and rehabilitation of 150 damaged schools in 4 districts. Assessment studies conducted by SELD will be used along with further feasibility studies to determine school sites. Preference will be given to talukas with the highest concentration of OOSC. particularly girls. Process monitor tools will be applied to assess progress of rehabilitation work through a third-party monitoring firm.	Year 1 & 2	Integrated Decision Support System	Annual Surveys and Information Collection from Schools	SEMIS (with support from SELD)
1.1.3 Number of government primary and middle schools received education supplies.	This indicator will monitor provision of Kits (ECCE/ECD, SIB, RKs, Students Learning Kits/School Bags) to girls and boys in 200 targeted schools in 4 districts. Third-party monitoring firm supervised by UNICEF will carry spot check to assess extent to which distribution addresses learning needs of most vulnerable children.	Year 1 & 3	Spot Check Monitoring Reports	Spot checks and field visits	UNICEF and RSU with support of Third-party monitoring firm
1.1.4 Number of girls children in upgraded middle schools received MHM kits.	This indicator will monitor provision of MHM kits to 6,750 girls n 50 upgraded middle schools. Third-party monitoring firm supervised by UNICEF will carry spot check to assess extent to which distribution addresses learning needs of most vulnerable children.	Year 1 & 3	Spot Check and Monitoring Reports	Spot Check Monitoring Reports	UNICEF and RSU with support of Third-party monitoring firm
1.2.1 Number of Post Primary NFE centres established.	This indicator will monitor establishment of 240 post primary NFE Centres for girls. Third Party Monitoring Firm supervised by UNICEF will assess progress on selection of feasible sites, allotment of space for NFE centres in Government Buildings and will also check	Year 1 & 3	Spot Checks and Field Verification reports	Monitoring reports	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
	functionality of NFE centres on periodic basis. Attendance sheets, availability of teachers will be checked during monitoring and field visits				
1.2.2 Number of NFE centres received education supplies.	This indicator will monitor distribution of School in a box kit, adolescent kit and recreation kit in 240 NFE centres. Periodic visits will be conducted to NFE centres by Third Party Monitoring firm supervised by UNICEF to assess distribution of kits	Year 1 & 3	Field Monitoring reports and Spot checks Distribution sheets	Field Monitoring visits	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
1.2.3 Number of NFE Facilitators trained on middle NFE Packages	This indicator will monitor training of 480 NFE Facilitators (At least 50% female) on package D and E. Third Party Monitoring Firm supervised by UNICEF will review training certificates, attendance sheets and overall training reports prepared on periodic basis	Year 1-4	Training reports Field Monitoring reports Training Certificates	Review of Training reports Monitoring visits	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
1.2.4 Remedial Learning Component implemented in NFE centers	The indicator will assess implementation of Remedial Learning course in 240 NFE centres. Methodology for monitoring will employ classroom observation and visits to NFE centres to evaluate progress on remedial courses and their effectiveness	Year 1 & 3	Field monitoring reports	Classroom observations Monitoring visits	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
1.2.5 Village Education Committee of NFE centres trained.	This indicator will assess extent to which Village Education Committee of 240 NFE centres have been trained. Third Party Monitoring Firm supervised by UNICEF will review training modules and assess their effectiveness towards training sessions. Participant list and training reports will be reviewed as part of process monitoring methodology	Year 1 & 3	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
1.2.6 Adolescent clubs of NFE centres trained.	This indicator will assess extent to which Adolescent clubs of 120 NFE ALP centres have been trained as per plan. Third Party Monitoring Firm supervised by UNICEF will review training modules to assess their effectiveness in training sessions.	Year 1 & 3	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
1.2.7 Percentage of students enrolled completed middle NFE	The indicator will assess whether 90% children enrolled have completed middle ALP. Completion certificates will be reviewed as part of periodic field monitoring conducted by Third Party Monitoring firm	Year 2 & 4	ALP completion certificates Progress reports	Monitoring visits	UNICEF, RSU and Directorate NFE with support of Third-Party Monitoring Firm
Outcome 2: Improved foundational literacy and numeracy competencies of teachers and children at primary levels.					

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
2.1.1 Teaching and learning material developed for FLN at pre-primary and initial primary grades 1-3 for children.	This indicator will monitor if Teaching and Learning material for Pre-primary & Grade 01 (English, Sindhi Urdu, numeracy, SEL) have been reviewed and developed. Reports on consultations carried out and list of stakeholders involved will be reviewed	Year 1-3	Stakeholder consultation reports	Review of secondary data and project progress reports	UNICEF, RSU and FLN Unit of SELD
2.1.2 Teaching and learning material and assessment tools developed for FLN at pre-primary and initial primary grades 1-3 for teachers.	This indicator will monitor if teaching and Learning material and assessment tools for Pre-primary & Grade 01 have been reviewed and developed for teachers. Reports on consultations carried out and list of stakeholders involved will be reviewed	Year 1-3	Stakeholder consultation reports	Review of secondary data and project progress reports	UNICEF, RSU and FLN Unit of SELD
2.1.3 Number of FLN Corner Libraries established.	The indicator will monitor targets for establishment of FLN Corner Library in targets schools . UNICEF will liaison with SELD and district education officer towards verification of activity progress and completion.	Year 1-4	Verification reports from SELD	Spot checks Monitoring visits	UNICEF in collaboration with FLN Unit of SELD
2.2.1 Number of Master Trainers, Guide Teachers, Subject Coordinators, Head Teacher, and Officials trained on academic supervision and mentoring of teachers in classrooms.	This indicator will monitor targets for trainings of Master trainers, Guide Teachers, Subject Coordinators and Head Teachers. Training reports and list of trained teachers will be reviewed as part of third-party monitoring process	Year 1-3	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with SELD
2.2.2 Number of teachers trained and professionally supported in the classroom. (550 ECE Teachers, 1,650 FLN Teachers (grade 1,2,3) and 580 Elementary Teachers)	This Indicator will monitor training targets for 550 ECE Teachers, 1,650 FLN Teachers (grade 1,2,3) and 580 Elementary Teachers. Training reports and list of trained teachers will be reviewed as part of third-party monitoring process	Year 1-3	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with SELD
2.2.3 Number of students screened for health and nutrition issues	This indicator will monitor basic health screening of children. Children in need of further health assistance will be referred to local health facilities.	Year 1-4	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with SELD

Indicators / Results	Definition/ Description/ Targets	Frequency	Data Source	Methodology for Data Collection	Responsibility for Data Collection
2.2.4 Number of learning camps organised for low performing children	This indicator monitors of learning camps organised for low performing children during summer vacations.	2-4	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with SELD
2.2.5 Number of government officials participated in interprovincial knowledge sharing exposure visits focusing on FLN	This indicator monitor government officials participated in the learning and exposure visits.	2-4	Field Monitoring reports		Field Monitoring reports
2.2.6 Number of learning festival organised to celebrate learning in schools.	This indicator monitors organising learning festivals at district and hub level to celebrate learning.	1-4	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with SELD
Outcome 3: Improved enabling environment for girls for transition from primary to post-primary in the selected schools.					
3.1.1 SAMR is launched and fully functional.	The indicator will monitor SAMR system to track and identify students (male, female) at risk of dropping out in primary grades	Year 1-4	SAMR system generated reports	Trends of attendance in schools (low, medium, high) per child	UNICEF in collaboration with RSU, SELD
3.1.2 Number of School Management committees (SMCs) trained.	This indicator monitor number of SMCs trained for community mobilisation and school management activities specially focusing on children participation and continuation, in both formal and non formal sectors.	1-4	Field Monitoring reports Training reports Participant list	Process and Field Monitoring	UNICEF in collaboration with RSU, SELD Directorate NFE and with support of Third-Party Monitoring Firm.

Annex C: Pictures of Prefabricated School Structures