

Annexure 02: Details of work Streams -Program Design

Workstream I: Mobilization for access and learning for OOSC

Aiming to service at least 105,000 OOSC children over 3 years of SD implementation, this workstream will focus on increasing access and delivering accelerated learning (AL) for girls and other marginalised OOSC in MDs and South Punjab. Focusing on strengthening FL (mother tongue, Maths and science, and English^[1]) and, following AL programmes, OOSCs will be supported to (re)enter regular public and low-cost private schools (via PPP), 'army schools' (in MDs) and/or madrassas registered with provincial education authorities, depending on schools' availability.

Working with consortium and community-based downstream partners, we will provide direct support to communities and community-based stakeholders.

The steps will include:

- i.** Community mobilisation targeting parents and communities with large numbers of OOSC, to secure engagement of parents and influential community members (community elders and other influential individuals, such as prominent female educators and activists) and inform them about the availability of AL opportunities. These efforts will support the process of identification of OOSC as well;
- ii.** Downstream partners will work on mapping of OOS girls and boys, while cross checking data in selected districts with: provincial Annual OOSC surveys, SCs/PTCs for recent dropouts; with wider community/Mohalla community committees to identify children who dropped out a long time ago or have never attended school; and with local registration offices and Social Welfare Services for CwD;
- iii.** Mapping of alternative learning environments and schools for placement of OOSC. In the first step, there will be a need to identify facilities/locations for delivery of AL programmes, and in the second step, to identify existing schools, for (re)integration of students into regular schools upon completion of AL programmes;
- iv.** Review and adjustments of existing assessment tools and development of new ones, and teaching and learning material mapped against the National Curriculum for the targeted levels of learning; adjustments of those resources for CwD;
- v.** Review of existing teacher training packages and design of new packages^[2];
- vi.** Training of master trainers/teacher educators and delivery of teacher trainings;
- vii.** Preparation of a Schedule and a Referral Protocol for placement of students in accelerated learning/catch up programmes (short/medium/long) based on assessment results, geographical location of children and learning environments' availability;
- viii.** Carry out entry level assessments, including use of the assessment tools adjusted for CwD to cover a range of disabilities.
- ix.** Delivery of support to students in alternative learning environments by teachers/educators to be supported by coaches/mentors (usually master trainers/teacher educators);
- x.** Delivery of AL;
- xi.** Exit programme assessments, including with assessment tools adjusted for CwD to cover a range of disabilities—to establish readiness to re-enter schools;
- xii.** Establish and implement the Referral procedure for placement of OOSCs in schools upon completion of AL;
- xiii.** Support to placement of OOSCs in the identified regular schools;
- xiv.** Provision of continued support via RL, per need.

^[1] Strengthening English language skills in primary education facilitates transition to higher grades when mother tongue is no longer used as the language of instruction.

^[2] Ensuring alignment with contextualised TaRL assessment tools, teaching and training materials for the work on RL in school settings; and using the existing government-approved AL packages developed by UNICEF and other donors.

N.B. Initial months of implementation will require swift action to ensure time is not lost for the enrolment of OOSC in the first upcoming school year (starting in April 2025). This is critical for those children who can be supported by short/medium AL programmes. Namely, the time between the end of inception and the implementation start will be short (December 2024 to April 2025), assuming GOAL SD AG Agreement is signed in August/early September 2024.

Modality of delivery: in-house TA for delivery¹³; training; and grant mechanism (Mobilisation Grants Fund – Access and learning of OOSC), the latter via the following grant lines:

- Community mobilisation and Accelerated Learning Grant line; and
- Girls Voices Grant line (description of activities under this grant line is provided in Workstream IV).

Grants will be implemented by community-based downstream partners with technical backstopping of consortium partners.

Division of labour: The British Council will manage the Fund, provide technical backstopping and training for English and ITA will provide technical backstopping and training for Urdu and Maths. PAMS will provide content for math; ITA for Urdu; and the British Council for English (both for English as a subject and EMI). Sightsavers will provide TA, ensuring all tools, materials and procedures are reviewed and adjusted to CwD applying UDL principle for 6–11 functionalities (short/long CFM).

All learning, teaching and teacher training materials produced for AL will be open source.

Workstream II: Safe, welcoming and inclusive school eco-systems enabling RL

Aiming to support at least 152,000 girls to read by the age of 10 over 3 years of SD implementation, sub-interventions will include a varied package of support to schools – depending on the schools’ characteristics (student profile, type of school, resources the school possesses), to include support across the following areas: (a) delivery of remedial learning (leading to improvements of classroom-based learning/RL for Urdu, Maths and English, as well as improved opportunities for SEL); (b) improved ‘enabling environment’, i.e. school eco-systems by making schools safer and more tolerant/inclusive by working with school level stakeholders, and (c) strengthening the role of female school leaders in support of gender-sensitive and inclusive pedagogy—in MDs of KP and in South Punjab. Also, (d) schools will also be able to access small facility improvement grants while the areas not covered by the school network would benefit from setting up community-based schools.

Delivery of support for RL will combine support to acquisition of both academic and non-academic skills, the former in classrooms and the latter as extra-curricular activities (sports activities and LSBE, including SEL).

a. RL support to foundational academic skills acquisition. RL support for the acquisition of FL at the grade-appropriate level for children already in formal education will cover children underperforming in mother tongue/Urdu, math and English. The process will entail:

- Existing contextualised TaRL teaching and learning materials, mapped against the National Curriculum, will be reviewed, adjustments will be made and new materials developed for targeted subjects (Urdu, Maths and English), and targeted grades (3rd-6th grades; 7th-8th grades; and 9th grade). For details on targeted grades, see table on page 13;
- Development of distance-learning/home-based learning solutions for children unable to access physical spaces for different reasons (lack of school ramps for CwD; mobile populations; refugee children), with parental support services.
- Existing assessment tools will be reviewed and new ones developed to be used by teachers across targeted grades and subjects; with assessment tools adjusted for CwDs;
- Review of the existing teacher training packages and design of new packages;
- Training of master trainers/teacher educators and delivery of teacher training;

¹³ In-house TA refers to technical backstopping provided by consortium partners for the purpose of producing resources and supporting community-based downstream partners.

vi. Identification of underperforming girls in targeted schools and grades in two provinces/entry assessments carried out;

vii. Delivery of RL during the school year to targeted students across targeted subjects and grades by teachers with support of coaches/mentors;

viii. Administration of the exit programme assessments, for assessing students' progression; In recognition of the fact that EMI can present a specific barrier to knowledge acquisition—and English is an official language of instruction after grade 5—lower grade students will be supported by teacher training for teaching English as a subject, and higher-grade students via teacher training for English as EMI. STEAM clubs will be set up.

N.B. Subject to agreement with SED and ESED, initial engagement on RL might involve support of NGOs to accelerate RL delivery during Year 1 because the time to deliver teacher training will be short before the start of the new school year (April 2025). Due to high fluctuation of teachers in both provinces, this approach might be needed in Years 2 and 3 as well.

Support to non-academic and life skills, including SEL. Both AL and RL are more effective if combined with LSBE, which is evidenced in literature and represents one of the lessons from recent interventions in Pakistan^[4]. LSBE/non-academic skills acquisition will include the use of proven models, such as Dosti (developed by the British Council under TaCS, implemented across Pakistan; and Siyani Sahelian, PESP II component, implemented by ITA in South Punjab).

b. Safe, welcoming and inclusive schools. Development of the safe school culture, promotion of the values of tolerance and communal harmony, teaching empathy – these elements will be included in the **sensitisation and safeguarding training** to be delivered to teachers and school leaders, as well as to members of SCs/PTCs – leading to development of a **school safeguarding policy framework with Guidelines for school-self assessment**, to institute procedures and promote behaviours that will make schools safe and welcoming for girls of different backgrounds and personal characteristics.

c. Female school leaders will be empowered through training on gender-sensitive and inclusive school and classroom practice. School leaders set the 'tone' of the school climate and can significantly contribute to enhancing values of inclusion and tolerance. Also, we will deliver a fine-tuned package of **instructional leadership training** with focus on support to learning for the most vulnerable girls (the poor, religious minorities, and girls with disabilities).

d. Additional support is envisioned for: (i) **Small school infrastructural improvements** (such as ramps for children who use wheelchairs; washroom facilities with adjustments for CwD), with matching funds provided by communities (cash or in-kind contribution); and (ii) **Setting up community-based schools** in areas with no available schooling facilities.

Modality of Delivery: in-house TA for delivery; training; and grant mechanism.

Grants will be delivered by community-based downstream partners with technical backstopping from consortium partners within several Grant Lines:

- RL *Grant Line*, to cover both academic and LBS support, including STEAM Clubs;
- Safe, Welcoming and Inclusive Schools *Grant Line*;
- Community to School *Grant line*, for small school facility improvements; and
- Setting up Community-based schools *Grant line*.

Division of roles: The British Council will manage RL and Schools' Support Grants Fund. Sightsavers will deliver training (school safeguarding) and provide TA (assessment of tools and materials adjusted for CwD applying UDL principle for 6–11 functionalities (short/long CFM); school facility audits; medical screening for sight and hearing); British Council will provide training (English; instructional leadership; and gender sensitive and inclusive schools); PAMS will support STEAM clubs. For TaRL materials, PAMS will provide content for math, ITA for Urdu; and the British Council for English as a subject and EMI training, and all will train teacher educators/master trainers.

^[4] PESP II Final Evaluation Report.

All learning and teaching materials, as well as all training materials for teacher, school leader and teacher educator training produced for RL will be open source.

Workstream III: Personal agency/Student leadership

This workstream's focus is on empowering girls and will be key to increasing personal awareness about education options and choices, strengthening self-confidence, amplifying voices, and promoting agency – enabling female students to make demands for their and their peers' education. Attending to both OOS girls and girls in formal education, through this work we will provide inspirational and practical support through setting up **girls' clubs in safe learning spaces** (in community-owned facilities or in existing schools, and acceptable to parents) and **peer support /peer mentoring schemes to facilitate learning, retention and transition** between primary and elementary, elementary and secondary education that have been proven effective, as we have found from our EDGE programme in South Asia.

We will create opportunities to listen to current and prospective female students when designing, delivering, and assessing such interventions to ensure their needs and views are reflected. This engagement will help bridge the gap between 'what works' and 'what matters' for girls' education by considering girls' rights as well as technical solutions to look at 'what connects' interventions aimed at the same objectives¹.

We will also **promote female role models/champions**, including global champions of women and girls' education. Similarly, telling stories about local champions and role models will also help institute a sense of possible learning and life pathways that may not be otherwise part of the experience of girls and marginalised children. As gender is only one dimension of identity that influences the effectiveness of a role model, we will also pay attention to including other dimensions, such as socioeconomic status, minority identity, and other intersectional identities that send powerful messages in role-modelling.

Modality of delivery: The Girls Voices *Grant Line* under Workstream I. Grants will be delivered by community-level downstream partners to both (i) OOS girls and (ii) school-going girls.

Division of roles: The British Council will manage the Fund/Grant line; technical backstopping by the British Council, ITA and Sights avers. Downstream partners will ensure the delivery by developing and follow up with girls' clubs

Workstream IV: Prevention and awareness raising campaigns

This workstream is founded on a premise that communications and outreach activities at school and community levels focused on dropout prevention, as well as public education more broadly will **support, facilitate and validate school-level activities carried out in workstreams I and II. Changing attitudes and behaviours** will be possible only if negative perceptions and stereotypes are addressed in parallel in schools and in the wider community.

This workstream will be delivered via a set of campaigns targeting different audiences in Pashto and Punjabi, in addition to Urdu and English.

a. Awareness raising campaign on benefits of education focusing on timely enrolments, transition to higher grades/dropout prevention will be delivered nine times in the course of SD: before the start of school year (from January to April of the ongoing year) in both provinces, as well as during summers of the ongoing year in support of the second enrolment round (every August in Punjab), reflecting different enrolment schedules in KP and Punjab. These campaigns will complement community mobilisation efforts for enrolment of OOSCs in ALP, and will work under the premise that consistent messages from different sources will challenge entrenched norms, attitudes and behaviours more effectively. Audiences: students, parents, teachers, influential community members.

¹ Unterhalter, E., Howell, C. & Parkes, J. (2019). [Achieving gender equality in and through education](#). A knowledge and innovation exchange (KIX) discussion paper. GPE.

b. Wider societal campaigns focusing on changing perceptions about children from marginalised groups, including girls, religious minorities, khwaja sera/transgender communities, and CwD. Large scale campaigns will be delivered once a year, resulting in a total of three thematic campaigns. Operating under the same assumption, school level efforts to promote diversity, tolerance, inclusion and communal harmony will be more effective if complemented by campaigns targeting a general audience – aimed at creating a tipping point leading to change of perceptions towards marginalised groups.

Audiences: students, parents, teachers, influential community members, general population.

Modality of delivery: In-house Comms team; strategic comms partner for digital delivery; community-based downstream partners; two retainer contractors (for rapid deployment) for social media pages and the production of TV and radio programming.

Division of roles: Design of the campaigns, including identification of audiences, content and appropriate channels of delivery, will be developed by an in-house Comms team; consortium partners will provide input to messaging. Delivery will go through downstream partners and contractors. Digital delivery to use IVR calls, SMS and Facebook Chat.

Workstream V: Innovations and learning from Service Delivery

Our overall approach to innovations and learning is aimed at capturing lessons from testing new service delivery approaches and generating evidence of both their effectiveness and cost-efficiency. Innovative pilots for scale will use a test-learn-adapt approach and rigorous pilot evaluations to generate knowledge on what is most effective in the context of MDs in KP and in South Punjab. Credibility of the proposed pilots will be secured through analysis of their (i) effectiveness, and (ii) affordability of their rollout within the available financial envelope of provincial education authorities, and/or prospective donor funding (cost-benefit and VfM analysis). Knowledge dissemination products and events will be used to share lessons and influence future policy and programme design.

An Innovative Pilots Registry, presented below, consist of an indicative list of topics. Following the consultations with SED and ESED at inception, a decision will be made about: (i) the selection of topics for piloting in each province, and (ii) the selection of districts and schools/clusters of schools where pilots will be delivered.