Project Information Document (PID)
### BASIC INFORMATION

#### A. Basic Project Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Project Name</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>P172834</td>
<td>Sindh Early Learning Enhancement through Classroom Transformation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Estimated Appraisal Date</th>
<th>Estimated Board Date</th>
<th>Practice Area (Lead)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUTH ASIA</td>
<td>12-Mar-2020</td>
<td>31-Aug-2020</td>
<td>Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Project Financing</td>
<td>ISLAMIC REPUBLIC OF PAKISTAN</td>
<td>SCHOOL EDUCATION AND LITERACY DEPARTMENT</td>
</tr>
</tbody>
</table>

**Proposed Development Objective(s)**

To improve reading skills of early grade primary students and increase student retention in primary schools, in select districts.

**Components**

- Transforming teaching practices in the early grades
- Developing an effective learning environment
- Improving system capacity for effective school leadership and management support
- Technical assistance and project management

### PROJECT FINANCING DATA (US$, Millions)

#### SUMMARY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Project Cost</td>
<td>129.99</td>
</tr>
<tr>
<td>Total Financing</td>
<td>129.99</td>
</tr>
<tr>
<td>of which IBRD/IDA</td>
<td>100.00</td>
</tr>
<tr>
<td>Financing Gap</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### DETAILS

**World Bank Group Financing**
The review did authorize the team to appraise and negotiate

B. Introduction and Context

Country Context

1. **Pakistan, the sixth most populous country in the world, is at a crossroads.** The economy accelerated with GDP growth of 5.5 percent in Fiscal Year (FY) 18 but is projected to slow to 3.3 percent in FY 19/20 and, further, to 2.4 percent in FY 2020. Poverty declined from 64.3 percent in 2001 to 24.3 percent in 2015, but inequality persists—and is widening. Pakistan ranks low on the 2018 Human Capital Index—at 134 out of 157 countries. Gender disparity continues, and female labor force participation was only 26.3 percent in 2017. Natural disasters and unreliable water and power supply constrain progress.

2. **Pakistan has had significant challenges with human capital formation.** Pakistan has the world’s second highest out-of-school population (22 million), and it is estimated that 75 percent of Pakistani children in later primary ages are not proficient in reading.¹ This means that the Learning Poverty rate for Pakistan is 15.6 percentage points worse than the average for the South Asia region and 14.3 percentage points worse than the average for lower-middle income countries. And though the needle on critical human development indicators such as stunting (38 percent in 2018) has moved positively, Pakistan still lags behind other countries in the region. Large disparities remain in development outcomes between provinces and between urban and rural areas.

3. **Sindh is a province with a population of more than 47 million inhabitants² with diverse economic and...**

---


² Pakistan Population Census 2017 [http://www.pbs.gov.pk/content/population-census](http://www.pbs.gov.pk/content/population-census)
human development challenges. The population growth is high with an average annual growth rate of 2.40 between 1998 and 2017\(^3\). Sindh is a major center of economic activity in Pakistan and has a highly diversified economy ranging from heavy industrial and financial sectors, based in Karachi, to a substantial agricultural base along the Indus River. However, the incidence of poverty is much higher in rural areas (75.5 percent) than in urban areas (10.6 percent), and Sindh’s overall human development outcomes are negatively impacted by its severely disadvantaged rural—and often drought-stricken—population. The female literacy rate in rural Sindh is 24 percent, compared with 70 percent in urban Sindh and 38 percent in rural areas nationwide.\(^4\)

4. **Pakistan and Sindh have adopted a holistic approach to accelerate human capital accumulation.** This entails a set of reforms and interventions, including: (a) the launch of a national poverty alleviation program: Ehsaas\(^5\); (b) expansion of quality primary healthcare for improved health, nutrition and population outcomes through a ‘life cycle’ approach; (c) focusing on learning in primary education to decrease learning poverty by half in a decade; and (d) revision of legislation for women empowerment and increased participation in the labor force. Pakistan is also an Early Adopter of the World Bank (WB) Human Capital Project. This reform agenda is an intrinsic part of the national dialogue, supported by the WB through the Moving the Needle in Human Capital initiative and Human Capital summits. This proposed Sindh Early Learning Enhancement through Classroom Transformation-SELECT Project (the Project) is one in a set of WB-supported federal and provincial engagements\(^6\), which bring together core interventions aligned with the policy reform of the Government of Pakistan.

### Sectoral and Institutional Context

5. **The School Education and Literacy Department (SELD) of Sindh is responsible for providing education up to secondary school level (Grade 10) and has recently developed the Sindh Education Sector Plan and Roadmap (SESP&R) 2019-24 which sets its strategic direction.** Provincial governments are responsible for providing free and compulsory education to all children aged 5-16 years in their respective provinces. The Government of Sindh (GoS) decided that the focus of the SESP&R 2019-24 will be on the school education subsector (from early childhood education and care to secondary education) based on the Education Sector Analysis (ESA) which showed that the main binding constraints to achievement of the education portion of the Sustainable Development Goals (SDGs) rest with school education.\(^7\) The SESP&R 2019-24 was discussed and endorsed by the Local Education Group (LEG)\(^8\) in November 2019. This proposed Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project supports prioritized areas in the SESP&R 2019-24 and will be financed by the World Bank and the GPE’s

---

\(^3\) [http://www.pbs.gov.pk/sites/default/files/Population_Census_2017_Results_0.pdf](http://www.pbs.gov.pk/sites/default/files/Population_Census_2017_Results_0.pdf)

\(^4\) Pakistan Social & Living Standards Measurement Survey PSLM 2014-15

\(^5\) In 2019, the Prime Minister launched a new poverty alleviation program, Ehsaas (Compassion, in Urdu), consolidating the role of safety nets in protecting the most vulnerable. It also includes investments in human capital with a focus on improving health care, nutrition, supporting women and youth employment, and entrepreneurship.

\(^6\) The set of operations includes a federal Development Policy Operation (Securing Human Capital Investments to Foster Transformation, SHIFT), Human Capital Investment operations in Balochistan, Khyber Pakhtunkhwa, Punjab, and Sindh, and a federal program in Universal Health Coverage, in addition to this one.

\(^7\) The Government of Sindh (GoS) conducted an Education Sector Assessment (ESA, 2019) and prepared the SESP&R 2019-24 with support provided by the Global Partnership for Education (GPE).

\(^8\) LEG comprises of GoS, semi-autonomous agencies for education, civil society, international NGOs, and development partners.
Education Sector Program Implementation Grant (ESPIG). The World Bank has been selected as the Grant Agent (GA) for processing and supervising the proposed grant through the consensus of the GoS and the LEG.

6. **Provision of quality education remains a key challenge for education development and the Learning Poverty in Sindh is significant as evidenced by poor learning assessment outcomes leading to low Human Capital formation.** The Sindh education system lacks key school-level ingredients for learning: effective teaching, learning focused inputs, and skilled management that pulls them all together. As a result, students enrolled in government schools are not reaping the benefits of schooling resulting in low human capital formation. The Human Capital Index for Sindh is 0.35, placing it below the national average of 0.40. Two factors contribute to the Learning Poverty in Sindh: (a) the poor quality of teaching and (b) the large number of out-of-school children. On the poor quality of teaching, students in Sindh on average spend 8.0 years in school, though the estimated amount of learning students can expect to obtain in those years is equal to only 4.2 years. These learning gaps are highlighted by student assessment evidence which indicates only 23.5 percent of 3rd grade students could read a simple Urdu or Sindhi sentence and only 21.7 percent could perform two-digit subtraction. The large number of out-of-school children reflects both the large share of never enrolled children and a high rate of children dropping out from schools, especially among students from lower socioeconomic backgrounds, rural locations, and especially girls. This suggests there are critical shortcomings in education access, quality, equity, and sector management that must be addressed if Sindh is to develop its full potential future human capital. The key factors related to the low quality of education have been identified in the recent ESA and are explained below.

7. **Teachers’ pedagogical practices in Sindh are based on outdated, teacher-centered and passive student learning approaches with teachers covering significant amounts of content, irrespective of the comprehension and learning needs of students in their classrooms.** Despite the presence of children of different ages and different learning abilities in the same classroom, teachers do not have the instructional skills to adapt learning content and teaching methods for students with different abilities and across multiple ages. More fundamentally, it is estimated only 18 percent of teachers have received training on student assessment practices, meaning a large majority of teachers are unlikely to even be aware of how to use the most current methods to adequately measure learning progress of students in their classrooms. Moreover, across Sindh, classroom observation results indicate that teachers demonstrate poor socioemotional skills, meaning that they were not able to build positive relationships and help students to take responsibility for their learning. And finally, teachers receive almost no support from head teachers/masters or district and taluka (sub-district) level supervisors as they too lack the capacity to provide needed instructional guidance and ongoing professional development support.

---

9 Previously, SELD developed the Sindh Education Sector Plan (SESP) 2014-18 in partnership with the Local Education Group (LEG) and implemented a US$66 million grant received from the Global Partnership for Education (GPE) to support its implementation between 2015-17. The Project (SGPE 1) accomplished major reforms including improving teacher accountability with the introduction of a teacher and school monitoring system; however, despite these achievements, serious education challenges still exist today.

10 As stipulated in the World Development Report (WDR) 2018 conceptual framework there are four key ingredients: prepared learners, effective teaching, learning focused inputs, and skilled management and governance.

11 TEACH 2018


13 TEACH 2018, Sindh Province results. The overall score for the socioemotional skills was 1.40. The low score is illustrative of ‘teacher centered’ pedagogy, lack of critical thinking in the classrooms.
8. **Absence of a conducive learning environment in schools is also a binding constraint for initial access, learning and retention in schools.** There are 44,296 primary schools in Sindh, of which only 32,421 primary schools are classified as “functional” (73 percent). Insufficient basic facilities, such as electricity, water, sanitation and hygiene (WASH), are also a widespread issue across more than 34 percent of schools, which shows most of the schools in Sindh do not provide conducive learning space to the students.

9. **Almost 50 percent of children leave school by grade 5 of primary education, and another 27 percent leave the education system during the transition from primary to middle school.** In Sindh, the ratio of government primary schools to government elementary schools or middle schools (grades 6-8) are 16 to 1, meaning in Sindh, there is currently very limited space in government schools for students in grades 6 and onwards. This is likely affecting the retention rates in primary schools and transition to grade 6.

10. **There are also considerable gender disparities in education outcomes in Sindh.** Primary gross enrollment ratios (GER) for children aged 5-9 in Sindh are 87 percent for boys and 70 percent for girls (17 percentage point gap). The gap is even larger in rural areas. Whereas the GER for rural boys is 80 percent, it is 51 percent for girls in the same age group. For middle school age group (10-12), GER for rural boys and rural girls drop to 39 percent and 18 percent respectively. Primary education completion rates are 40 percent for boys and 27 percent for girls in the province.

11. **SELECT support a comprehensive but strategically selective subset of interventions identified by SESP&R 2019-24 to improve a selected number of focused schools and districts.** SELECT will support SELD in implementing SESP&R 2019-24. Based on the iterative consultations with LEG and key stakeholders of education in Sindh to discuss the project concept, activities, and targeting, it prioritizes the areas of activities that are critical to make schools function and enable students to learn while it closely coordinate with interventions supported by other development partners and government programs.

**Relevance to Higher Level Objectives**

12. **The proposed project is fully aligned with the World Bank Group’s Country Partnership Strategy (CPS) for FY2015–FY2019.** The CPS aims to help Pakistan tackle the most difficult—but potentially transformational—areas to reach the twin goals of poverty reduction and shared prosperity. The project contributes directly to two of the four Strategic Pillars (also known as “Results Areas”, or RAs) of the CPS, RA III – Inclusion: Reaching Out to the Underserved, Neglected and Poor, and its sub-outcome 3.2 of reducing vulnerability for groups at risk by increasing girls’ gross primary education enrollment; and RA IV – Service Delivery: Accelerating Improvements in Services, and its sub-outcome 4.3 of increased school enrollment and adoption of education quality assessment through increased overall gross primary enrollment and improved assessment practices and tracking of learning outcomes, and sub-outcome 4.4

---

14 SEMIS 2018-19
15 PSLM 2014-15 & Education Sector Analysis 2018
16 SEMIS 2018-19
17 PSLM 2014 -15
18 This includes private sector stakeholders such as EdTech firms, architects and civil engineers, and non-profit education providers, and district, taluka, and schools level administrators and beneficiaries. Stakeholder engagement plans describes more details.
of adoption of performance and transparency mechanisms in selected institutions through improved performance management systems at selected service delivery units such as schools, and taluka and district education offices. The project also contributes to the CPF’s third cross-cutting theme — “climate change adaptation and mitigation in public and private sectors”. The Project is also more broadly aligned with the World Bank’s Human Capital Investment approach and directly addresses the global priority of reducing Learning Poverty in Sindh and Pakistan.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)
To improve reading skills of early grade primary students and increase student retention in primary schools, in select districts.

Key Results
- Improved reading skills at grade 3 measured by Early Grade Reading Assessment (EGRA) test in supported schools (by gender)
- Increase in the grade promotion rate from grade 1 to 2 in supported districts (by gender)
- Increase in the transition rate from grade 5 to 6 in supported districts (by gender)
- Percentage of project schools with the student attendance monitoring system applying student attendance redress procedures

D. Project Description

13. The SELECT project uses a multipronged approach to align school level factors that will lead to improvement in the quality of teaching and learning practices in primary education, with particular attention to grades 1 through 3. The Project will utilize focused and flexible implementation approaches that will concentrate support at the school- and meso-level (the personnel and systems at the taluka and district levels)—which are most directly connected to the schools and classrooms where students reside. The project will focus on improvement of learning outcomes and students’ retention, which are expected to contribute to a reduction in learning poverty and a reduction of out-of-school children by attracting children to schools and preventing future dropout from schools.

The SELECT project has the following four components.

- Component 1: Transforming teaching practices in the early grades
- Component 2: Developing an effective learning environment
- Component 3: Improving system capacity for better school leadership and management support
- Component 4: Project management
Component 1: Transforming teaching practices in the early grades (RBF and IPF: GPE ESPiG US$12.9865 million)\(^{19}\)

14. **This component will shift the Sindh primary school learning culture to one focused on students’ varied learning needs, specifically related to literacy and socioemotional wellbeing.** This will be achieved by enhancing differentiated teaching practices in primary education, focusing especially on literacy in grades 1-5, incorporating socioemotional support for students, and improving student assessment practices. Implementation of the continuous professional development (CPD) program will be focused on the project schools within selected districts; however, any developments on the policies and procedures for CPD will be applicable for the whole province.

15. **Subcomponent 1.1. Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades:** The aim of this subcomponent is to improve literacy (specifically Sindhi, and in some cases Urdu) skills of students in primary education with specific emphasis on grades 1-5. Through the implementation of the CPD model, teachers in primary schools will receive continuous, school-based training and coaching support on differentiated teaching strategies for literacy; thus, equipping them to identify students’ learning needs and to place them in appropriate ability-based learning groupings.\(^{20}\) The focus will be on supporting literacy skills in Sindhi as a priority (or Urdu, in some cases) given the growing evidence on the importance of mother-tongue mastery and since most rural schools use Sindhi as the language of instruction.\(^{21}\) Activities will be leveraged by using education technology where possible, including potential introduction of online app-based content for CPD and coaching, teacher’s peer-to-peer learning and communications, and teaching and learning materials that help them direct learning efforts to individual students’ needs. Main activities within this component include:

   a. **Design of the CPD Training for Teachers:** Sindh Teacher Education Development Authority (STEDA) has developed a CPD model and implemented pilot programs under DP-financed activities. This subcomponent aims to further develop the program to institutionalize it within the government system.

   b. **Capacity Development for the Teacher Training Institutes (TTIs) through third-party providers:** The training for teachers will be delivered through the TTIs, or Teacher Training Resource Centers (TTRCs) at a UC-level, using the course content developed within the project. To support quality delivery of the training courses, TTIs will partner with private entities operating in the education sector to support capacity development of the TTIs and ensure a higher level of quality delivery through a phased approach, which will decrease incrementally over the life-span of the project. The project will support the creation of a pathway for future teacher licensing/professional recognition, thus, creating an incentive that links training with professional careers.

   c. **Interactive audio instruction (IAI) and teaching and learning materials:** The project also supports the development of literacy teaching and learning materials for primary education, with a focus on grades 1-5.

---

\(^{19}\) RBF = Results-Based Financing; IPF = Investment Project Financing.

\(^{20}\) While the direct beneficiaries of the project are larger primary schools which will be upgraded to elementary schools, this new teaching approach with differentiated ability-based learning will indirectly benefit single teacher schools and small schools where multi-grade teaching is commonly practiced as the same guide teachers and subject coordinators support those small schools.

\(^{21}\) Collier and Thomas (2017). Validating the Power of Bilingual Schooling: Thirty-two years of large scale, longitudinal research
d. **Implementation of the upgraded comprehensive CPD program and monitoring student learning outcomes:** A key point of differentiation for this CPD model is that the bulk of teacher training and coaching support will be delivered at the school level. The TTIs will train 2 guide teachers (Sindhi and Urdu) per union council (total of 200 guide teachers) in their respective locations (usually at a TTRC); and the subsequent trainings for 2 subject coordinators per cell schools (total of about 1,000 subject coordinators in 500 schools supported by Component 2) will occur at the cell hub schools. Guide Teachers and Subject Coordinators will provide grade 1-5 teachers with a short training program at the school level along with continued support at schools. The training for teachers will focus on instructional practices for literacy, along with formative assessment practices and positive teaching support practices. Subject Coordinators will continue providing coaching support, some of which will be face-to-face and others utilizing remote support. A large sample-based, pre-, mid-term, and-post assessment of individual student learning outcomes in the selected districts will be measured (EGRA) in order to assess student learning gains throughout the intervention period.

**Subcomponent 1.2. Behavioral Nudges for Improved Learning:** To support improved student well-being and mitigate future potential risks related to students dropping-out, the Project will utilize behavioral nudges that can positively influence how teachers, students, headmasters and parents interact. These behavioral interventions for this project will tackle stereotype biases on how children learn, and will encourage improved relations between teachers, students, headmasters, and parents. The initial phase the project will introduce an intervention that targets the negative attitudes and beliefs of both teachers and students in a select number of project schools. The main activities within this component would include: (a) Design and implementation of teacher, parents, and student behavioral intervention for literacy and (b) Design and implementation of a popular media-based community awareness program.

16. **Subcomponent 1.3. Technical Assistance for transforming teaching practices:** This subcomponent provides technical assistance and institutional capacity development support to SELD and its specialized agencies to effectively carry out activities under Component 1. Key TA activities would include *inter alia* the following: (a) Review of CPD materials and establishing grade-level learning targets and performance benchmarks for literacy; (b) Third-party providers for the TTIs; (c) Script for media-based awareness program; (d) IAI content and pilot implementation; (e) Training for SELD officials on the use of the EGRA; and (f) Support to Provincial Assessment Strategies.

**Component 2: Developing an Effective Learning Environment (IPF: IDA US$ 100 million)**

17. **This component aims to improve the physical learning environment in selected upgraded primary schools and to support the improved teaching and learning aims set out in Component 1.** The importance of the physical learning space in schools and classrooms is receiving renewed attention for effective delivery of more active pedagogies and curriculum which are necessary to develop students’ capacities for the 21st century. Positive associations between school improvement, spatial redesign and student learning have been highlighted as students on average spend more than 7,500 hours before completing compulsory education in OECD countries.
control, visual and color stimulation, and flexible physical layouts for varying learning styles. Upgrades will also include the provision of new learning spaces such as mini-libraries that will entice and motivate students and teachers towards improved literacy. The improved learning environment is especially important for girls’ enrollment for two reasons: (a) water, sanitation and hygiene (WASH) facilities have been demonstrated to be critical for girls’ attendance and retention, and (b) availability of elementary grades in the same community is important for girls for social and security reasons and it also helps to prevent their dropout in early grades. This component will support about 500 primary schools in the selected districts.

18. **School Upgradation to Elementary Schools:** This component will upgrade about 500 primary schools (grade 1-5) to elementary schools (grade 1-8) in selected districts as part of a holistic upgradation of learning environments. Upgrading to elementary schools will enable (a) increased retention rates from grades 5 to 6, (b) increased retention rates in lower grades by demonstrating the potential for future study opportunities, and, (c) creation of a dedicated headmaster position with the Drawing and Disbursing Officer’s (DDO) power in upgraded schools, which will enable more effective implementation of Component 1 and 3 activities.

19. **Activities will include school rehabilitation through refurbishing of existing classrooms and adding new classrooms to existing schools, provision of furniture, and adequate WASH facilities.** Where possible, the project will pursue eco-friendly classroom design with natural lighting and temperature control, and will utilize cost-effective carbon efficient technology such as solar panels to generate electricity in schools, water-harvesting system, and heat resistant buildings and will ensure the rehabilitation activities are easy to maintain at low-cost. In the flood-prone areas, disaster-resilient school design and construction will be ensured. Provision of age appropriate and child-friendly furniture and facilities for co- and extra-curricular activities are also supported, including modular desks and chairs, mini classroom libraries with age- and grade-appropriate reading materials, an art and craft room and a safe playground with provision of sporting goods and attractive gardening and landscaping. TA support will be provided for development of new designs for schools and classrooms in collaboration with architects, civil engineers and interior/furniture designers in the country, including a possibility of organizing innovative learning space design competitions for different geographical locations. The TA will also support a study for understanding how students and teacher use the space and also for measuring user satisfaction from the learning environment. The GoS will ensure operations and maintenance beyond the project period.

Component 3: Improving system capacity for effective school leadership and management support (RBF and IPF: GPE ESPIG US$ 13 million)

20. **This component aims to align the role of, and relationships between, local education management (district and taluka education officers) and school leaders towards school-level support for improved teaching and learning, especially for girls.** This component will seek to improve girls’ retention in schools by aligning local education management and school leaders’ efforts towards school-level performance management, student experience improvement, and dropout mitigation. The expected change will occur

---

23 The current policy does not allow creating a post for a dedicated headmaster in primary schools with less than grade 5.
24 OECD has implemented OECD School User Survey in multiple OECD countries in published a report in 2018. While the context of schools in Sindh may be different, the source is open and subsets of such a survey can be considered for measuring the user experience in Sindh. This can be considered as part of Citizen Engagement.
by shifting managers’ and school leaders’ current focus on teacher compliance and administrative controls toward assisting teachers and parents to proactively identify and address the non-monetary factors that limit students’ in-school performance and keep at risk students, particularly girls, out of school. Building on the earlier successes achieved and lessons learned from the introduction of the teacher attendance monitoring system under the last GPE grant, the project will develop and utilize an automated system to create unique student identification numbers and then monitor and track student attendance—and in the long-term student performance. Using data from both the existing teacher attendance system and the new student tracking system, district and taluka education officers can work with headmasters, Guide Teachers and Subject Coordinators to identify and then focus instructional support and financial resources on the students, teachers, and schools with the highest needs.

21. **Subcomponent 3.1. Establishing a technology-based student attendance monitoring system**: To more effectively track and support students’ academic performance and reduce potential dropout, students will be given a unique student identification (ID) number and an app-based system of individual student attendance monitoring will be developed and implemented in supported schools through the introduction of tablets or smartphones, with the possibility of scaling up across the district.\(^{25}\) The combination of a unique and electronically-registered student ID with the new student tracking system application will allow for real time and systematic long-term identification of problematic student attendance and enrollment patterns and generation of reports identifying students at various (increased) levels of risk of dropping out. A student attendance “escalation matrix” will be developed to guide teachers and headmasters in their efforts to use the available reports to take proactive mitigation measures.\(^{26}\) Specific attention will be given to monitoring girls’ attendance patterns in order to proactively identify and mitigate girls at risk of drop-out at an early stage. This will be accompanied with a gendered analysis on the underlying drivers for poor student attendance and drop-out.

22. **Subcomponent 3.2. TA and capacity building for school leadership and local education office management to mitigate student dropout**: This subcomponent aims to provide TA and capacity building to school leadership and local education management for the implementation of the new student attendance monitoring system, facilitation of CPD, managing new clusters and student transfers from satellite to upgraded elementary schools to ensure successful transition from Class 5 to 6, which will help reduce student drop-out, especially for girls. TA will include inter alia: (a) Development of a technology-enabled student attendance monitoring system and development of unique student IDs, and procurement of tablets for schools, (b) Study analyzing the patterns and causes for female student drop-out, including an analysis using student attendance data; and (c) Functional review of District Education Officer (DEO)/Taluka Education Officer (TEO)/School leadership and establishing revamped school management guidelines.

**Component 4: Project management (IPF: GPE ESPIG US$ 4 million)**

\(^{25}\) First ESPIG project in Sindh 2015-17 supported development of a teacher attendance monitoring system to increase accountability of teachers and decrease chronic teacher absenteeism. This project support for a student attendance monitoring system will be a tool for school headmasters to support students’ academic participation. DG M&E’s accountability monitoring system will be connected to this program as a checks and balance of the reported information and as a basis for improved human and financial resource planning.

\(^{26}\) A likely student attendance “escalation matrix” would establish a protocol to guide headmasters in working with absent students’ parents through text messages, phone calls, official letters, and home visits.
23. This component is mainly related to project M&E, safeguard monitoring, procurement and financial management (FM) implementation, and overall project management provided by the Reform Support Unit (RSU).

<table>
<thead>
<tr>
<th>Legal Operational Policies</th>
<th>Triggered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects on International Waterways OP 7.50</td>
<td>No</td>
</tr>
<tr>
<td>Projects in Disputed Areas OP 7.60</td>
<td>No</td>
</tr>
</tbody>
</table>

Summary of Assessment of Environmental and Social Risks and Impacts

24. **The Environmental risk rating of the Project is moderate.** The Component 2 of the project involves civil works having temporary environmental impacts due to generation of dust, noise, solid waste and wastewater during construction activities. Other critical occupational health and safety issues particularly in connection to interaction of school children, teachers and staff at construction sites and with contractor’s staff are also anticipated. The Project will also provide drinking water facilities in schools. As the underground water available in most of the areas in Sindh is not adequate for drinking, risk of pollution poisoning, and related impacts is possible. The environmental impacts during construction and operation activities are reversible, localized in nature within the premises of school and can easily mitigated through implementation of adequate safeguards instruments. The selected districts for the project activities are prone to floods, therefore school building designs need to include adequate safety measures in consultation with Provincial Disaster Management Authority (PDMA) to provide technical assistance for disaster proof school buildings.

**E. Implementation**

Institutional and Implementation Arrangements

25. **Proposed Implementation Arrangements:** The Project aims to work closely with SELD and the RSU under the leadership of Secretary SELD to ensure project sustainability. The Project expects the SELD directorates to be the technical leads of the activities, and the RSU to lead the fiduciary and safeguard administration based on its extensive institutional experience in implementing various donor projects.

26. Implementation of Component 1 will, overall, be coordinated by the STEDA. PITE and TTIs in the selected districts will be responsible for implementing teacher training related activities and formative assessments. DCAR will be responsible for overall development and coordination of the learning materials and behavioral activities and providing technical support to the component. Component 2 will be implemented by the Education Works Department (EWD) within Planning, Development and Finance (PD&F) directorate of the SELD, and a third-party civil works agency, contracted through RSU, to provide technical support for civil works, will be engaged. Component 3 will be mainly led by Directorate of School
Education (DSE) at SELD, which deals with management capacity building at the district and taluka levels. The RSU will engage necessary technical assistance and consultants and assign them to the relevant directorates for supporting implementation. The RSU will engage necessary technical assistance, as shown in the figure below, and consultants and assign them to the relevant directorates for supporting implementation.

CONTACT POINT

World Bank
Shinsaku Nomura
Senior Economist

Manal Bakur N Quota
Education Spec.

Shahram Paksima
Senior Education Specialist

Borrower/Client/Recipient
ISLAMIC REPUBLIC OF PAKISTAN

Implementing Agencies

SCHOOL EDUCATION AND LITERACY DEPARTMENT
Khalid Hyder Shah
Secretary
khsdmg@yahoo.com

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: http://www.worldbank.org/projects

APPROVAL

Task Team Leader(s): Shinsaku Nomura
Manal Bakur N Quota
Shahram Paksima

Approved By

Environmental and Social Standards Advisor:

Practice Manager/Manager:

Country Director: Melinda Good 06-Apr-2020