**Gender Action Plan (GAP)**
Sindh Early Learning Enhancement through Classroom Transformation (SELECT)
Reform Support Unit (RSU)
School Education and Literacy Department (SELD)
Govt. of Sindh (GoS)

## Abbreviations

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| BBCM | Broad Based Community Meetings |
| CBO | Community-based Organizations |
| CPD | Continuous Professional Development |
| DEO | District Education Officers |
| DCAR | Directorate of Curriculum, Assessment and Research |
| D&S | Design and Supervision |
| EGRA | Early Grade Reading Assessment |
| EHS | Environment Health & Safety |
| GT | Guide Teachers |
| IAVI | Interactive Audio Video Instructions |
| MT | Master Trainers |
| NGO | Non-governmental Organizations |
| PITE | Provincial Institute of Teacher Education |
| RSU | Reform Support Unit |
| SC | Subject Coordinator |
| SEA/SH | Sexual Exploitation & Abuse/ Sexual Harassment |
| SELD | School Education and Literacy Department |
| SES | Social Emotional Support |
| ST | Subject Teachers |
| STEDA | Sindh Teacher Education Development Authority |
| TTI | Teacher Training Institutes |
| VAC | Violence Against Children |

| PDO: To improve reading skills of early grade primary students and increase student retention in primary schools, in select districts. | | | | | |
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| **Component** | **Sub-Component** | **Activities** | **Actions** | **Output** | **Responsibility** |
| Component 1: Transforming teaching practices in the early grades | Sub-component 1.1. Implementation of a Continuous Professional Development (CPD) model for improved literacy skills in the early grades. | Design and implementation of the CPD Training for teachers | The-selection and training of Master Trainers (MTs), Subject Coordinators (SCs), and selection of Guide Teachers (GTs) and with favour towards hiring females.<br>○ Review Notification of Selection Committee<br>○ Selection target of 10% for females<br><br>CPD firm, PITE and PMIU, to conduct face to face trainings of MTs, GTs, SCs, and STs. During training:<br>○ Creation of EHS checklist for training venues which ensures venue location is safe, accessible and there are separate washrooms for women, men and specially abled persons.<br>○ Higher mobility allowance for female for travelling, as notified by the Secretary Education.<br><br>PMIU to review existing and develop training content to include:<br>○ Sessions on gender mainstreaming and gender stereotypes in education.<br>○ Pedagogical good practice guidelines for teachers in addressing gender stereotypes, girl child protection and abuse laws. | Number of females selected as MTs, SCs and GTs<br><br>Number of females who received trainings<br><br>Number of females receiving mobility allowance<br><br>Number of gender training session conducted<br>Number of teachers trained on inclusive pedagogical practices | Gender Specialist, C1 team, PITE, CPD firm |
| | | The development of literacy teaching and learning materials for primary education, these includes for examples, scripted lesson plans, levelled-reading books for students, etc. | PMIU and Material Review Committee to review grade 1 & 2 teaching and learning materials. Material Development Committee & PMIU to develop grades 3, 4 & 5 teaching and learning materials.<br><br>Student and teachers' teaching and learning material to include sessions on gender mainstreaming and gender stereotypes in education.<br>○ Provide a gender checklist to ensure specific gender considerations are contextualised in the materials, such as equal representation of male/female characters, socially inclusive illustrations, gender inclusive language, gender equitable and transformational roles. | Checklist and QAC Report<br><br>Number of gender and inclusive teaching and learning material developed and reviewed | Gender Specialist, C1 team |
| | | Implementation of interactive audio and video instruction (IAVI) for teachers | ITA firm to digitise teaching materials through:<br>○ Development of 14 instructional videos for teachers on improving students reading skills. | Number of gender inclusive teaching materials developed | Gender Specialist, C1 team, ITA |

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| | | Implementation of the upgraded comprehensive CPD Program and monitoring students learning outcomes. | CPD firm to ensure:<br>o Subject Coordinators (SCs) to visit schools in the first week of every month, and log observations using the TEACH tool.<br>o Use monthly data from the TEACH tool to set up performance indicators to assess teachers' trainings and gender responsive practices uptake, assess effectiveness of CPD content in addressing girl school dropout, and overall achieving improvements in pedagogical practices.<br>o Ensure the classroom observation tool is gender sensitive.<br><br>PMIU conduct Gender Analysis of TEACH and TANGERINE Data. | Gender wise breakdown of monthly data from TEACH tool to see the gender differences of male and female teachers' teaching practices<br><br><br>Gender Analysis Report produced by PMIU | Gender Specialist, C1 team, CPD firm |
| | | Introduction of formative assessment, EGRA | EGRA firm to conduct baseline EGRA assessment.<br>o Firm to investigate gendered differences in reading skills.<br>o Firm will also have a classroom observation module that will look into teaching practices.<br>o Ensure that all stages of EGRA such as tool designing, analysis and report writing are conducted through gender lens.<br>o Use learnings from baseline survey to course correct during project implementation.<br>o Ensure participation of all key stakeholders in EGRA results dissemination workshop such as SELD, DEOs and allied agencies' staff (STEDA, PITE, DCAR, TTIS etc.)<br>o PMIU to prepare an analysis on gender-wise differences across both Sindhi and Urdu languages.<br><br>CPD firm to develop formative assessment tools to monitor improvements in student learning outcomes.<br>o Ensure equal representation of male/female characters, gender equitable illustrations and inclusive language in the tool.<br><br><br><br>o PMIU to prepare an analysis on gender-wise differences in formative assessment | Gender disaggregated Report *(showing differences in girls and boys)* reading skills both in Sindhi and Urdu<br><br><br><br>Report on gender-wise differences in both languages<br><br><br><br>Checklist used to ensure gender inclusivity into formative assessment tool<br><br><br>Report on gender-wise differences in formative assessment | Gender Specialist, EGRA firm, CPD firm, C1 team |
| | Sub-Component 1.2. Carrying out of behavioural nudges for | Designing and implementation of teacher, parents, and student behavioural intervention for literacy | Socio Emotional Support (SES) school-based interventions.<br>Gender will be incorporated in four themes of SES in the following ways:<br><br>1. Reinforcing Growth Mindset and Goal setting.<br>o Ensure teacher encourage growth mind set equally among boys and girls | No. of male and female teachers and school leaders undergone SES training<br><br>SES indicators added in the CO tool | Gender Specialist, CPD firm, C1 team |

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| | improved learning. | | o Ensure that teachers encourage both girls and boys students to set their goals without any preconceived gender notions<br>2. Discouraging corporal punishment.<br> o Ensure there is no gender wise discrimination in the discouragement of corporal punishment in the classroom and schools<br>3. Celebration of students' growth, achievement and transition<br> o Ensure celebration of both girls' and boys' achievement<br>4. *Role of parents and communities on value of children education specially girls' education*<br> o Covered under Social Mobilization section under Component 3 | Percentage of teachers applying SES strategies in classroom through CO tool | |
| Component 2: Developing an effective and safe learning environment | | Upgrade 314 primary schools (grade 1–5) to elementary schools (grade 1–8) in 12 Project districts as part of a holistic upgradation of learning environments. | During screening of schools for upgradation, prioritisation of girls' school using the school selection criteria.<br><br>Design and Supervision Firm to conduct E&S screening of schools to capture status of gender specific infrastructure such as separate washroom for girl students/female staff, separate common room for girls, separate staffrooms.<br><br>Design and Supervision Firm (D&S) to design schools such that all safety measures are incorporated, using a Gender Inclusion Checklist for School Construction, including:<br> o Construction of separate safe toilets for girls, with clean running water, proper sewerage system, lighting, ventilation and disposal facilities. These washrooms should be in safe areas, readily accessible to girls, and should not share a boundary wall with the boys toilets.<br> o Female staffrooms should be separate, to ensure privacy and safety for teachers.<br> o Provision of separate stalls for specially abled students, for boys and girls.<br> o Ensure overall school safety with boundary walls, lighting systems, proper ventilation, play area with outdoor play equipment.<br> o Incorporate measures to promote accessibility for specially abled students/staff within schools, such as ramps, wide corridors.<br><br>PMIU to ensure E&S screening includes gender and SEA/SH considerations.<br><br>Contractors to hire gender and social inclusion officers who will ensure close engagement with the community for solving any issues that arise during construction.<br> o During construction work, contractors to ensure separate, well-maintained and secure WASH facilities for female labourers. These must be in a place with adequate lighting and security to ensure safety for female labourers. | Number of girls' schools screened<br><br>No of school screened with gender lens<br><br><br>Number of schools designed and constructed with gender and inclusive infrastructure<br><br><br>Updated E&S Checklists | Gender Specialist, C2 team, D&S firm |

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| | | | o Contractors to ensure safe resting space for females.<br>o Provision to ensure female labourers will only work during daytime, with flexibility provided when needed.<br><br>Ensure inclusion of women, female teachers, girl students and vulnerable groups within stakeholder consultations when designing ESMPs for each district.<br>o Incorporate their feedback on gender inclusive provisions in school designs.<br><br>PMIU to conduct a workshop for SELD and Education Work divisions for screening of schools through gender lens and construction of gender and inclusive school infrastructure.<br><br>Conduct regular safety audits in schools through DGM&E staff monitoring & recording findings in the integrated dashboard related to the state and needs of girls' washrooms, boundary walls, privacy, and all other safety features in schools, and disability access. | Number of females consulted during stakeholder consultations<br><br><br><br>No of official trained in gender and inclusive school infrastructure<br><br>No of schools in which safety audit conducted | |
| Component 3: Improving system capacity for effective school leadership and management support | Subcomponent 3.1. Establishment of a technology-based student attendance monitoring system. | Implement an app-based system of individual student attendance monitoring through the introduction of tablets or smartphones. | Within the student attendance monitoring system:<br>o Conduct analysis on the data to identify factors related to girls' attendance patterns and dropout.<br>o Strategies targeted to mitigate female dropout developed<br>Use this data to inform SAMR redress procedures and devise strategies to mitigate dropout.<br><br>Ensure lessons learnt on ensuring enrolment and reducing dropout, from SAMR procedures, monitoring and SMC bodies will be incorporated into the Student Attendance Redress Policy that will be developed. | Analyse gender disaggregated data of SAMR Report<br><br>Gender wise breakdown of students drop out<br><br><br>Develop a criteria to ensure policy alignment from the gender related lesson learnt | Gender Specialist, Leadership firm, C3 team |
| | | Social Mobilisation | Social Mobilisation firm will work to:<br>o Conduct Broad Based Community Meetings (BBCM) with all relevant stakeholders (SMC members, community leaders and members, teachers, parents, school leadership, local NGOs/CBOs in community) to address girls' drop out, increase girls' enrolment, project GRM, SEA/SH and VAC complaint handling mechanism, and SAMR Policy.<br>o Prepare awareness-raising (IEC) material for increasing girl students' enrolment, reducing girls' dropout, and on gender mainstreaming in schools.<br>o Display of positive messaging (behavioural nudges, SES) in schools that promote enrolment, reduce students' dropout specially girl' and overall foster an environment of equality and safety.<br>- Design radio and other mass media awareness messages and programs (such as puppet shows) that use entertainment to raise | Number of stakeholder sessions conducted<br><br>Gender wise breakdown of stakeholders engaged across all categories in Percentage.<br><br>Number of IEC materials created<br><br><br>Number of messages related to decrease girls' drop out & promoting girls' enrolment | Gender Specialist, SM firm, C1 and C3 team |

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| | | | awareness for teachers, caregivers, and parents on needs of young learners, child protection related laws & policies, and service/ accountability mechanisms.<br>o Ensure meaningful participation of vulnerable groups, including women, in awareness raising sessions, mobilisation campaigns, and SMC meetings by having separate sessions that accommodate their schedules.<br>o Organize co-curricular activities, events, festivals, and competitions that promote socio-emotional well-being. | Number of gender related themes focus during organizing co-curricular activities | |
| | | | Further monitoring of 600 schools to be done through school management committees (SMCs) by:<br>o Increasing female membership in the SMCs, and nominating mothers as SMC members in the parent category.<br>o Encouraging active participation of women in SMC meetings by accounting for their work schedules and ensuring flexibility in timing of the meetings. | Number of female members in each SMC<br><br>Number of female members attended SMC Meetings | |
| | Subcomponent 3.2. Technical assistance and capacity building for school leadership and local education office management to mitigate student dropout. | • Implementing unique student ID creation and student attendance monitoring system<br>• Managing basic administration and instructional improvement in the new school clusters.<br>• Implementing and facilitating the CPD model and new student assessment practices, and managing student transfers from satellite to upgraded elementary schools and successful transition from Class 5 to 6. | Leadership firm to conduct a training needs assessment (gap analysis) on the responsibilities of school leadership (HTs, DEOs, TEOs), their familiarity with gender biases in classrooms, knowledge of gender mainstreaming in schools and factors affecting girls' dropout.<br><br>The leadership firm will develop training modules and conduct trainings for RSU, SELD, and Allied institutions (STEDA, PITE, DCAR, TTIS, DSE), HTs, DEOs and TEOs. The training for capacity building will include:<br>o Gender mainstreaming and leadership in inclusive education, girls' right to education and ways to prevent student dropout.<br>o Corporal punishment and other forms of child abuse laws, child protection and GBV laws.<br>o Student attendance redress monitoring systems and how to receive, handle and escalate information related to a potential drop-out.<br>o Also includes identifying risk thresholds for student dropout and strategies for mitigating dropout specially for girls.<br>o Leadership firm will incorporate lessons learnt from trainings being conducted for school leadership in the revised JDs of Education leaders with special focus on gender. | Number of school leaders familiar with the concept gender mainstreaming in schools and classrooms<br><br>Number of gender training session conducted<br><br>Number of teachers trained with gender wise breakdown | |