

Planning Commission of Pakistan

PROJECT CONCEPT CLEARANCE PROPOSAL FOR FOREIGN ASSISTANCE**PART-1****(To be filled in by Sponsoring Agency)****Sector:** Social**Sub Sector:** School Education

1	Name of the Project:	Sindh Early Learning Enhancement Through Classroom Transformation Phase 2 (SELECT 2.0)
2	Sponsoring Agency:	School Education & Literacy Department (SELD), Government of Sindh, World Bank / IDA
3	Executing Agency:	School Education & Literacy Department, Government of Sindh (through the Reform Support Unit)
4	Location:	Component 2: School Construction and Upgradation in 12 Target Districts of Sindh The component will be implemented across 12 target districts of Sindh, namely: 1. Kashmore, 2. Tando Muhammad Khan, 3. Ghotki, 4. Jacobabad, 5. Badin, 6. Sanghar, 7. Sujawal, 8. Shikarpur, 9. Thatta, 10. Matiari, 11. Mirpurkhas, and 12. Kambar-Shahdadkot. Components 1 and 3 will be implemented across all districts of Sindh.
5	Brief Description and Scope:	SELECT 2.0 is proposed as the successor to the ongoing SELECT project. Building on the achievements, lessons learned, and successful interventions under SELECT, the new operation will scale up and replicate proven approaches while introducing additional interventions informed by the recent Education Sector Analysis (ESA) and aligned with the World Bank's Education, Skills and Environmental & Social (E&S) Strategy. With a stronger emphasis on catalytic policy and institutional reforms, SELECT 2.0 aims to deepen systemic improvements across Sindh's education sector. While maintaining the SELECT project's Project Development Objective (PDO)—to improve reading skills of early-grade primary students and increase student retention in primary schools in Sindh—SELECT 2.0 significantly expands both its geographic coverage and strategic ambition. The project is structured around four mutually reinforcing investment areas: (i) scale-up of evidence-based foundational learning interventions, including structured pedagogy, teacher training and continuous professional development, and AI-based formative assessment tools; (ii) construction and upgradation of 220 primary schools into climate-resilient, gender-responsive elementary schools (Early Childhood Education (ECE)–Grade 8) elementary schools; (iii) institutional strengthening of teacher education, licensing, and school clustering reforms; and (iv) analytical and technical assistance to strengthen Cluster Hub School Leaders, assess the integration of the Student Attendance Monitoring and Redress System with other sectors to address dropouts and out-of-school children, and develop skills and Technical and Vocational Education and Training (TVET) pathways for upper primary graduates.

The proposed scale-up focuses on three strategic priorities: improving foundational literacy and numeracy, strengthening climate resilience through better school infrastructure, and enhancing education service delivery through improved governance systems and teacher quality. By combining expanded investments with policy and institutional reforms, SELECT 2.0 seeks to accelerate learning outcomes, improve student retention, build resilience to climate change, and establish a more equitable, sustainable, and high-performing education system across Sindh.

Project Development Objective and Components of SELECT 2.0

SELECT 2.0 aims to improve foundational literacy and numeracy among early-grade students, increase student retention and progression in schools, and strengthen education service delivery in Sindh. —Four components are proposed:

- **Component 1 – Quality Learning:** Inside the Classroom in Province-wide scale-up of structured pedagogy using scripted lesson plans for grades 1–5; continuous school-based coaching; integration of AI-assisted classroom observation and formative assessment tools; and early childhood education entry points (ECCE/Katchi). Institutional strengthening of teacher training, teacher licensing, and deployment reform, and analytical work on skills pathways for upper primary graduates. To address the issue of unemployment after formal education.
- **Component 2 – Access:** Inside the school construction and upgradation of 220 schools into climate-resilient, gender-responsive ECE-8 elementary and secondary school buildings; all civil works will incorporate environmental and social screening, climate-resilient and gender-responsive design features, and community engagement mechanisms in line with ESF requirements.
- **Component 3 – Governance Systems, Policy, and Institutions:** scale-up and strengthening of the Student Attendance Monitoring and Redress System (SAMRS), capacity building for quality and accountability, undertaking preparation work for the skills and TVET activities, Assessment and Rollout of Cluster Policy for Strengthening Cluster Hub School Leadership, and out-of-school children (OOSC) identification and enrollment drives.
- **Component 4 – Project Management (5% of allocation):** PMIU operations, National and International study tour, M&E, financial management, procurement oversight, and third-party verification.

Project Beneficiaries SELECT 2.0

SELECT 2.0 will directly and indirectly benefit a wide range of stakeholders across Sindh's education sector by expanding access to quality education, strengthening foundational learning, improving school infrastructure, and enhancing tech-supported education governance. The project's primary beneficiaries will be children enrolled in public schools, particularly those in Early Childhood Education (ECE/Kachi) through Grade 8, who will benefit from improved foundational literacy and numeracy, child-centered teaching practices, enhanced learning environments, and increased opportunities to complete elementary education. Special emphasis will be placed on girls, children from disadvantaged, transgender, and climate-vulnerable communities, children with disabilities, and out-of-school children to promote equitable access and reduce learning poverty across the province.

The project will also strengthen the capacity of teachers, head teachers, Cluster Heads, and education managers through structured pedagogy, continuous

professional development, school-based coaching, teacher licensing reforms, and improved instructional leadership. The enhanced capacity of the Field Monitoring team will strengthen the Quality and Accountability mechanisms. School Management Committees (SMCs), parents, and local communities will benefit from enhanced participation in school governance and community engagement, digital student tracking, monitoring and evaluation, and institutional capacity. Through these interventions, SELECT 2.0 will contribute to improving learning outcomes, increasing student retention, strengthening education system resilience, identifying and enrolling OOSC, and building a more inclusive, accountable, equitable, and sustainable education system across Sindh.

Indirect Beneficiaries

The project will also generate significant indirect benefits for:

- Parents and local communities through improved access to quality education and increased student retention.
- School Management Committees (SMCs) aim to strengthen school governance and community participation.
- District Education Offices, Taluka Education Offices, PITE, DCAR, DG M&E, HRMIS and the Reform Support Unit through strengthened institutional capacity, digital monitoring systems, and evidence-based planning.
- The School Education & Literacy Department (SELD), through institutionalization of Continuous Professional Development (CPD), the Student Attendance Monitoring and Redress System (SAMRS), Provincial Assessment Strategy, and strengthened education management systems.
- Future cohorts of students will benefit from sustainable improvements in teaching quality, infrastructure, assessment systems, and school leadership beyond the project period.

Special Focus on Equity and Inclusion

Consistent with the objectives of the Government of Sindh, the World Bank, and the Global Partnership for Education, the project prioritizes children living in educationally disadvantaged districts, girls, children from low-income households, and children with disabilities. The upgraded schools incorporate inclusive infrastructure features, including ramps, accessible washrooms, gender-responsive facilities, climate-resilient classrooms, and safe learning environments designed to improve access, participation, and retention for all learners.

Expected Beneficiary Groups and Anticipated Benefits

Beneficiary Category	Expected Benefits
Students (ECE/Katchi to Grade 8)	Improved foundational literacy, numeracy, and socio-emotional skills; enhanced learning outcomes; reduced learning poverty; improved transition and retention from primary to elementary education; and access to safe, inclusive, climate-resilient learning environments.
Out-of-School Children (OOSC)	Identification, mapping, enrollment, reintegration into formal education, and sustained retention through community outreach and attendance monitoring mechanisms.
Girls and Vulnerable Children	Increased equitable access to quality education through upgraded K–8 schools, gender-responsive facilities, inclusive learning environments, and targeted interventions to

		reduce educational disparities.
	Teachers	Improved pedagogical practices through structured pedagogy, continuous professional development (CPD), school-based coaching, AI-assisted formative assessment, classroom observation, and strengthened professional competencies.
	Head Teachers and Cluster Hub Schools	Enhanced instructional leadership, school management, data-driven decision-making, teacher mentoring, and effective implementation of cluster-based professional support systems.
	School Management Committees (SMCs)	Strengthened school governance, community participation, oversight of school improvement initiatives, accountability, and support for student enrollment and retention.
	, District Education Officers (DEOs), and Taluka Education Officers (TEOs), Field Monitoring Team (CMOs, MOs and MAs)	Enhanced planning, monitoring, resource allocation, data utilization, supervision, and evidence-based decision-making for improved education service delivery.
	Reform Support Unit (RSU), Project Management and Implementation Unit (PMIU), and School Education & Literacy Department (SELD)	Strengthened institutional capacity for policy implementation, project coordination, procurement, financial management, monitoring and evaluation (M&E), digital education systems, and sector governance.
	Parents and Local Communities	Greater engagement in children's education, increased awareness of school participation, stronger accountability, improved school-community partnerships, and enhanced access to quality public education services.
	Education System of Sindh	Improved system efficiency, strengthened education management information and accountability systems, better allocation of resources, enhanced resilience to climate and disaster risks, and sustainable improvements in learning outcomes across the province.
	Criteria For the Selection of District Same as SELECT 1 Districts. Environmental and Social Risk Management The SELECT Project / SELECT 2 will build on the environmental and social systems established under the SELECT project while strengthening institutional capacity to support province-wide implementation in accordance with the World Bank Environmental and Social Framework (ESF). The project will update and implement key E&S instruments, including the Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), Stakeholder Engagement Plan (SEP), Labor Management Procedures (LMP), Environmental and Social Management Plans (ESMPs), Environmental Codes of Practice (ECOPs), and the SEA/SH Prevention and Response Action Plan. Key E&S priorities under the Project Will include: ● School Selection and Site Readiness: Conduct E&S screening, land verification, stakeholder consultations, and transparent, criteria-based	

school selection to ensure equitable access, prioritize underserved areas, and minimize risks of elite capture and community conflict.

- **Stakeholder Engagement and Social Inclusion:** Strengthen engagement with communities, School Management Committees (SMCs), parents, teachers, district authorities, and vulnerable groups to promote inclusive planning, support girls' education, and improve access for underserved populations.
- **Student shifting and Community Safety:** Identify and assess safe temporary learning arrangements during construction, ensuring adequate structural safety, accessibility, WASH facilities, and minimal disruption to learning, particularly for girls and vulnerable students.
- **Environmental Sustainability:** Strengthen climate-resilient and resource-efficient school designs, improve WASH facilities and safe drinking water, promote green infrastructure, and manage construction-related environmental impacts through good environmental practices.
- **Labor, Health and Safety:** Strengthen labor management, Occupational Health and Safety (OHS), Community Health and Safety (CHS), contractor performance, worker welfare, and Codes of Conduct across all civil works.
- **Gender, SEA/SH and Child Protection:** Enhance measures to prevent and respond to SEA/SH risks through survivor-centered approaches, confidential reporting mechanisms, awareness activities, and strengthened child protection measures.
- **Data Privacy and Digital Systems:** Strengthen data privacy, informed consent, and protection of student information as SAMRS expands to province-wide implementation and new digital applications.
- **Institutional Capacity and Accountability:** Strengthen RSU/SELD environmental and social capacity through additional E&S resources, training, digital grievance management, monitoring systems, and regular implementation support to ensure effective ESF compliance.

The Project will apply a proactive risk management approach, integrating environmental and social considerations throughout project preparation and implementation to strengthen institutional systems, improve community confidence, and support safe, inclusive, climate-resilient, and sustainable education outcomes.

Implementation Mechanism and Project Readiness

The **SELECT Project** has been successfully implemented and has substantially achieved its results indicators, implementation targets, and performance-based conditions. Building on these achievements, **SELECT 2.0** will leverage the SELECT project's proven implementation model as a tested blueprint for replication and scale-up across Sindh.

The project is at an advanced stage of readiness. Procurement-ready bidding documents have already been developed for key intervention areas, enabling early procurement and accelerated project implementation. The existing **Project Management Implementation Unit (PMIU)** comprises experienced government officials supported by a qualified team of technical consultants with extensive implementation experience. The PMIU is fully operational, adequately equipped, and possesses established systems for procurement, financial management, monitoring and evaluation, environmental and social safeguards,

		and contract management. To ensure a seamless transition and avoid implementation delays, the existing PMIU can continue supporting project implementation through retroactive financing, allowing critical preparatory activities and early procurement to commence before project effectiveness. This readiness will facilitate timely project start-up, efficient execution, and achievement of development objectives while minimizing implementation risks. Project Monitoring SELECT 2.0 will establish a dedicated Monitoring and Evaluation (M&E) Unit with clearly defined roles and responsibilities, supported by continuous capacity building to strengthen institutional M&E systems. An independent Third-Party Verification (TPV) agency will verify the achievement of Performance-Based Conditions (PBCs) and validate project results, ensuring credibility, transparency, and accountability. A comprehensive M&E framework, aligned with the World Bank Country Partnership Framework (CPF), will support performance tracking, evidence-based decision-making, and results-oriented implementation. It will include a scalable Results Framework, standardized data collection and reporting protocols, clearly defined PBC verification arrangements, and robust Data Quality Assurance (DQA) mechanisms, including periodic data quality assessments, validation protocols, and field-level monitoring. Baseline data will be collected across all project districts to establish credible benchmarks for measuring progress and results over the project period. The framework will also monitor Environmental and Social (E&S) commitments, including grievance redress, stakeholder engagement, and inclusion, with results disaggregated by gender, disability, and other relevant vulnerability characteristics. Overall, the M&E system will provide timely, reliable, and actionable evidence for adaptive project management, accountability, and assessment of progress toward the Project Development Objective (PDO). Financial Management Financial Management: The project is an IPF with DLIs, which includes both RBF and investment financing inputs. The RSU will be overall responsible for the fiduciary responsibilities of the project. Investment project financing will be implemented through the RSU and managed through separately opened for loan. The annual financial statements of the program will be audited by the Auditor General of Pakistan (AGP). The audited financial statements will be shared with the donor, within six months after the close of the financial year.
6	Period of Implementation:	January 2027 - January 2032 (5 Years)
	Planned Commencement Date:	January 2027
	Expected Completion Date:	January 2032
7	Cost (In Million Rupees)	
	i) Local	i) US\$ 22.5 Million (expected 15% of Loan)
	ii) Foreign Total	ii) US\$ 150 million IDA
8	Financial Plan	Financial Plan To be financed through an IDA Credit of US\$150 million from the World Bank, with counterpart support from the Government of Sindh, subject to the approval of the Economic Affairs Division (EAD) and the World Bank. The proposed SELECT 2.0 project will be financed through an IDA Credit of US\$150 million from the World Bank, with counterpart financing from the Government of Sindh, subject to the approval of the Economic Affairs Division (EAD) and the World Bank. The

		proposed financing is also anticipates leveraging a Global Partnership for Education (GPE) Multiplier Grant & Qatari Grants, which would complement the IDA investment by mobilizing additional resources to support the project's scale-up and reform agenda. Together, these financing instruments are expected to strengthen the project's impact and enable the implementation of transformative education reforms across Sindh.
	i) Government Contribution	US\$ 22.5 Million (expected 15% of Loan)
7.	a) Through Budgetary Resources: i) Federal PSDP ii) Provincial PSDP iii) SDP	i) NO ii) YES iii) NO
	b) Through Non-budgetary Resources (i.e. Self-Funding Bank Borrowing, equity etc.)	N/A
	ii) Foreign Contribution: a) Amount of Technical Assistance b) Amount of Capital Assistance, Specify whether grant or loan)	a) US\$ 45 million IDA Loan (30%) b) US\$ 105 million IDA Loan (70%)
	Total (a + b) % age of Total Cost	US\$ 150 million IDA 87% IDA Loan
	i) Equipment (Indicate major items and estimated value) ii) Material (special items) iii) Training(Indicator) a) Field b) Duration c) Local/Foreign iv) Foreign/Local experts (in man-months) v) Book & Journals	i) IT Equipment, Software Licenses, SMS, Integrations, Machinery Equipment, Vehicles, Solar System, RO/Water filtration Plant , Play Ground Equipment ii) Science Lab Material, Furniture's iii) Training a) 12 Districts b) 3 to 21 Days c) Local iv) 33 Personnel, Total Man-months (5 Years) is 2,000 v) Teaching Learning Material (Books, Software, Stationary Items etc)
10.	Whether included in the Ninth Plan and allocation is made:	N/A
11.	Whether Feasibility Study carried out/ proposed to be carried out:	Education Sector analysis 2026
12.	Status of PC-I / PC-II	Under preparation

EXECUTIVE SUMMARY

The Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project has, over the course of its five-year implementation period (August 2021 to April 2026), established itself as one of the most consequential and well-governed education reform interventions undertaken by the Government of Sindh. Jointly financed by the Global Partnership for Education (GPE) and the World Bank through the International Development Association (IDA), SELECT was designed to address the twin crises of learning poverty and low retention that have historically constrained human capital formation among the province's most disadvantaged children. Compared to the original SELECT project, SELECT 2.0 significantly expands both its scope and strategic focus. While the original project was implemented in selected geographic areas, SELECT 2.0 extends its coverage across a much larger portion of Sindh, with particular emphasis on underserved and educationally disadvantaged districts. It builds on the proven interventions and successful implementation approaches established under the SELECT project by scaling up evidence-based strategies and adapting them to a broader context. In addition, SELECT 2.0 introduces several new initiatives that were not part of the original project, including AI-enabled formative assessment, climate-resilient and gender-responsive school infrastructure, strengthened teacher licensing and professional development systems, school clustering reforms, and analytical work on student attendance monitoring, skills development, and Technical and Vocational Education and Training (TVET) pathways. This combination of scaling proven interventions and introducing targeted innovations positions SELECT 2.0 to more effectively address learning poverty, strengthen education system resilience, and achieve sustainable improvements in learning outcomes across Sindh.

The rationale for Scale and replicate is not speculative. It rests on documented achievement: 2,501 master trainers, guide teachers and subject coordinators have been trained and deployed against a full target of 2,501; 19,037 Successfully subject teachers are receiving structured coaching support; Continuous Professional Development (CPD) is being delivered in 10,993 schools across 473 clusters in (SELECT) 12 District, teaching and learning materials have reached 741,591 students; and 93 percent of project schools are now reporting student attendance monthly and following redress procedures through a functioning, technology-based Student Attendance Monitoring and Redress System (SAMRS), formalized through the SAMRS Policy 2026 approved by the Sindh Cabinet in March 2026 to roll out in all schools of Sindh. Construction has been mobilized in all 295 schools, upgrading primary to elementary & secondary schools. These are not projections; they are verified facts reported to the Joint Implementation Support Mission of February 2026 and updated through subsequent progress reporting by the TPV firm.

At the same time, the project's Local Education Group (LEG) has already endorsed both the extension of GPE-financed activities to September 2026 and the re-appropriation of ESPIG funds toward Component 2 civil works, in recognition that infrastructure completion is the binding constraint on realizing the project's full development impact. Building on the investments and implementation experience of the original SELECT project, SELECT 2.0 is designed to scale up and sustain proven interventions while advancing catalytic policy and institutional reforms across Sindh's education sector. The project has already established strong foundations through improved teacher capacity, assessment systems, and education monitoring mechanisms. SELECT 2.0 will leverage these investments by expanding successful interventions province-wide, completing critical climate-resilient and gender-responsive school infrastructure, and introducing systemic reforms in teacher development, school governance, and service delivery. This approach will maximize the development impact of the more than US\$150 million already invested, ensure that foundational learning gains are sustained, and enable underserved and vulnerable districts to benefit from a more resilient, equitable, and high-performing education system. while leaving the most vulnerable districts of Sindh without the school-level infrastructure needed to convert improved teaching practice into improved learning outcomes.

This Concept Note is grounded in verifiable documentary evidence at every stage. Financing commitments from the World Bank are formally communicated and documented; the feasibility basis for the successful completion of SELECT project SESP & RM 2019-24 cost estimates are provided on a component and sub-component basis, disaggregated by foreign exchange and local currency financing; the loan repayment framework will be finalized

through the standard IDA credit negotiation process in line with Economic Affairs Division (EAD) and World Bank procedures; Government of Sindh's counterpart contribution is confirmed and reflected in the financing plan; and a no-duplication certification protocol involving District Education Officers is embedded in the implementation design for civil works. This Note is submitted on that fully substantiated basis.

The Government of Sindh accordingly requests that the Planning & Development Department,(GoS) Affairs Division, the Central Development Working Party (CPDWP) and, in due course, Executive Committee of the National Economic Council (ECNEC), extend concurrence to replicate successful interventions and achieve greater impact, scale up proven approaches, expand the project's geographic coverage and scope, and reduce learning poverty across Sindh, scalability and sustainability and additional achievement of the teaching-practice and system-strengthening reforms already achieved under Components 1 and 3.

ACRONYMS AND ABBREVIATIONS

Acronym	Description
CCP	Concept Clearance Proposal
CDWP	Central Development Working Party
CPD	Continuous Professional Development
DCAR	Directorate of Curriculum, Assessment and Research
DEO	District Education Officer
EAD	Economic Affairs Division
ECNEC	Executive Committee of the National Economic Council
EGRA	Early Grade Reading Assessment
ESA	Education Sector Analysis
ESPIG	Education Sector Program Implementation Grant
FEC / FEP	Foreign Exchange Cost / Foreign Exchange Portion
GER	Gross Enrolment Rate
GoS	Government of Sindh
GPE	Global Partnership for Education
GT	Guide Teacher
IDA	International Development Association
IPF	Investment Project Financing
ISM	Implementation Support Mission
LEG	Local Education Group
MG	Multiplier Grant
M&E	Monitoring & Evaluation
MT	Master Trainer
NADRA	National Database and Registration Authority
PAD	Project Appraisal Document
PC-1	Planning Commission Proforma-1
PDO	Project Development Objective

Acronym	Description
POM	Project Operations Manual
RBF / DLI	Results-Based Financing / Disbursement-Linked Indicator
RSU	Reform Support Unit
SAMRS	Student Attendance Monitoring and Redress System
SC	Subject Coordinator
SELD	School Education & Literacy Department
SELECT	Sindh Early Learning Enhancement through Classroom Transformation
SESP&R	Sindh Education Sector Plan and Roadmap
TEO	Taluka Education Officer
TLM	Teaching and Learning Materials
WASH	Water, Sanitation and Hygiene
WB	World Bank

SECTOR CONTEXT AND BACKGROUND

Sindh is home to more than 47 million people, of whom nearly half reside in rural areas where the incidence of poverty exceeds 75 percent. The province's human development indicators remain constrained by deep spatial and gender disparities: female literacy in rural Sindh stands at 24 percent against 70 percent in urban Sindh, and female labor force participation remains as low as 12 percent. These outcomes are compounded by recurrent climate shocks — alternating cycles of drought and catastrophic flooding — that repeatedly damage school infrastructure and interrupt learning, particularly in the coastal and riverine districts that form the core of the SELECT project area. ([Pakistan Bureau of Statistics](#)).

The 2019 Education Sector Analysis (ESA), conducted by the Government of Sindh in coordination with development partners, established the evidentiary foundation for the Sindh Education Sector Plan and Roadmap (SESP&R) 2019-24, which was endorsed by the Local Education Group in November 2019. The ESA identified three binding constraints to the achievement of the education-related Sustainable Development Goals in Sindh: inadequate access at the post-primary level, poor quality of classroom teaching anchored in outdated pedagogy, and weak governance and management capacity at the school and district level. SELECT was jointly designed by the Government of Sindh, GPE and the World Bank specifically to finance and close these three gaps, and its design and targeting are therefore traceable directly to an approved sector diagnostic rather than to an ad hoc set of interventions. ([School Education Sector Plan And Roadmap for Sindh \(2019 – 2024\)](#))

The structural constraints identified in the Sindh Education Sector Analysis (ESA) continue to impede equitable access, progression, and learning outcomes across the province. The ESA highlights that the education system remains heavily concentrated at the primary level, with a sharp decline in the availability of post-primary schools, creating a significant bottleneck for students transitioning to middle education, particularly girls. It also notes that 71 percent of primary schools operate with only one or two classrooms, limiting effective teaching and contributing to widespread multigrade instruction. These infrastructure and service delivery constraints, combined with persistent learning deficits, high numbers of out-of-school children, and weak progression through the education cycle, underscore the need to scale proven interventions while introducing catalytic reforms that strengthen foundational learning, expand climate-resilient elementary schools, improve teacher quality, and enhance governance across the education system. (ESA 2019-2026)

Key Challenges

Despite progress, Sindh continues to face significant education challenges that require a comprehensive and

coordinated response. With a literacy rate of 57.5%, the second highest in Pakistan, the province still has approximately 7.8 million out-of-school children (ages 5–16), according to the 2023 Census. Weak classroom practices, limited translation of teacher training into improved learning outcomes, inadequate school infrastructure, and high dropout rates—particularly during the transition from primary to secondary education—continue to hinder the quality and accessibility of education.

The SELECT 2.0 project is critical for leverage achievements under SELECT to drive greater systemic transformation by strengthening teaching quality, improving school infrastructure, enhancing governance, and promoting efficient use of education resources. The SELECT 2.0 project is critical for addressing these systemic challenges by strengthening teaching quality, improving school infrastructure, enhancing governance, and promoting efficient use of education resources. The project also responds to Sindh's climate vulnerability, recognizing the severe impact of the 2022 floods on schools and learning continuity. Furthermore, SELECT 2.0 prioritizes gender equity by reducing barriers that prevent girls from enrolling, remaining in school, and successfully transitioning to secondary education, thereby contributing to a more resilient, inclusive, and equitable education system across Sindh.

The Learning Crisis

Sindh's education sector is confronted with a deepening learning crisis characterized by high levels of learning poverty and persistent student attrition. Classroom instruction remains largely teacher-centered and curriculum-driven, with limited adaptation to students' individual learning needs, particularly in the acquisition of foundational literacy and numeracy during the early grades. These systemic challenges contribute to weak student engagement, poor learning outcomes, and high dropout rates. As a result, a substantial proportion of children in Sindh fail to acquire foundational reading skills by the end of primary school, while many leave school before completing basic education, perpetuating cycles of educational disadvantage and limiting future human capital development.

Retention out of school crisis

The retention of students in schools in Sindh faces numerous crises both within and outside the academic environment. Factors such as socio-economic instability, inadequate infrastructure, and a lack of access to quality education contribute to high dropout rates. Many families in rural areas prioritize immediate financial needs over education, often requiring children to work instead of attending school. Additionally, cultural barriers and a lack of awareness about the importance of education further hinder retention efforts. Outside the classroom, issues such as natural disasters, which are prevalent in the region, exacerbate these challenges, leading to decreased enrollment and increased absenteeism among students. Addressing these multifaceted crises requires concerted efforts from the government, community organizations, and educational institutions to create a supportive ecosystem that values and promotes continuous education.

Access Crisis

Sindh's education sector continues to face a severe school infrastructure and access crisis that constrains equitable participation in education. A significant proportion of schools operate without adequate classrooms, functional WASH facilities, electricity, boundary walls, safe drinking water, or sufficient furniture, while many existing buildings require rehabilitation or climate-resilient upgrading. These deficiencies disproportionately affect children from rural, remote, and marginalized communities, particularly girls and children with disabilities, by reducing school attendance, increasing safety concerns, and limiting retention. Geographic disparities, long travel distances to schools, and inadequate learning facilities further restrict access to quality education. Together, these challenges undermine enrolment, attendance, learning continuity, and the achievement of universal, inclusive, and equitable education across the province.

Sector analysis 2025

The Sindh Education Sector Analysis (ESA) 2025 provides a comprehensive assessment of the education sector and highlights significant challenges in access, equity, quality, and governance. Sindh's population has increased from 30.4 million in 1998 to 55.7 million in 2023 and is projected to reach 58.5 million by 2025. This rapid population growth, coupled with increasing urbanization, has placed substantial pressure on education

infrastructure and service delivery across the province.

Despite various reforms which have increase participation and access to education remains a critical concern. The report estimates that approximately 7.8 million children are out of school, with girls accounting for a larger share of this population. Educational participation declines significantly beyond the primary level due to limited availability of post-primary schools, poverty, early marriages, and other socio-economic barriers. Children with disabilities face severe exclusion, with only about 3% enrolled in educational institutions.

The analysis also identifies a persistent learning crisis. Learning outcomes remain weak, with many children unable to achieve foundational literacy and numeracy competencies this translates into a high level of learning poverty across the province. Beyond its immediate impact on educational attainment, learning poverty undermines the development of the knowledge and skills needed for productive employment, ultimately weakening the quality and competitiveness of Sindh's future labour force.. Child well-being further affects learning, as approximately 34% of children are stunted before the age of two, impacting cognitive development and school readiness. In addition, teacher shortages and inadequate infrastructure continue to undermine education quality; nearly 45,000 teaching positions remain vacant, while 77% of primary schools operate with only one or two teachers.

The ESA concludes that improving education outcomes in Sindh requires a child-centered and multi-sectorial approach. Strengthening teacher capacity, expanding access to secondary education, improving governance and accountability, scaling up inclusive and non-formal education, and investing in climate-resilient and technology-enabled education systems are identified as key priorities. The findings provide a strong evidence base for targeted interventions aimed at improving access, equity, learning outcomes, and overall system performance across the province.

SELECT Project impact and achievement

The Sindh Early Learning Enhancement through Classroom Transformation (SELECT) Project has made a significant contribution to improving the quality, equity, and resilience of the education system in Sindh. Implemented across 12 SELECT districts, the Project has strengthened early grade teaching and learning, upgraded school infrastructure, and enhanced institutional capacity to create a more enabling environment for improved student learning outcomes. To date, 2,501 Master Trainers, Guide Teachers and Subject Coordinators have been trained, while 19,037 teachers are receiving structured coaching support through the Continuous Professional Development (CPD) programme. CPD has been institutionalized across 473 clusters covering 10,993 schools, and 741,591 students have benefited from the provision of Teaching and Learning Materials (TLMs). The Project has also established a technology-enabled Student Attendance Monitoring and Reduction System (SAMRS), with 93 percent of project schools reporting student attendance monthly and implementing attendance redress procedures, thereby strengthening school governance and supporting evidence-based decision-making.

The Project has also transformed the physical learning environment through the construction and rehabilitation of schools equipped with climate-resilient infrastructure, functional WASH facilities, solar-powered drinking water systems, inclusive access for children with disabilities, and gender-responsive learning spaces. Out of the 295 targeted schools, civil works have been completed in 125 schools, of which 64 schools have been formally handed over to the relevant government departments. A further 61 completed schools are currently in the handover process. The remaining 170 schools are at varying stages of progress, ranging between 60% and 80% physical completion. These schools are currently under active construction and are targeted for completion by October 2026. Beyond infrastructure development, the Project has addressed key drivers of learning poverty by strengthening teacher professional development, introducing evidence-based classroom practices, enhancing learning assessment systems through EGRA, and expanding access to elementary education through school upgradation. These achievements have strengthened the foundation for improved learning outcomes by institutionalizing continuous professional development, enhancing classroom practices, improving access to safe and inclusive learning environments, and strengthening evidence-based education management through digital monitoring systems. While the full impact on student learning and retention will be measured through the Endline EGRA report and other project evaluations, implementation evidence indicates that the Project has significantly strengthened the quality, equity, and resilience of the education system in Sindh.

SELECT 2.0

SELECT 2.0 is designed as the successor to the original SELECT project, scaling up and institutionalizing its most successful interventions while introducing a new generation of reforms to address persistent systemic constraints identified in the Sindh Education Sector Analysis (ESA). Building on the proven results achieved in 12 districts, the project expands its geographic coverage in additional districts of Sindh and moves beyond implementation of discrete interventions towards strengthening education systems, governance, and institutional capacity. The project aligns with Pakistan's human capital priorities and the World Bank's education and skills agenda by combining investments in foundational learning with climate resilience, digital transformation, and catalytic policy reforms.

The theory of change underpinning SELECT 2.0 is that sustained improvements in learning outcomes and student retention require simultaneous action on learning quality, access, institutional capacity, and governance. Accordingly, the project scales evidence-based interventions that have demonstrated results under SELECT—including structured pedagogy, teacher professional development, classroom assessment, and improved school infrastructure—while introducing new investments in AI-enabled formative assessment, teacher licensing and continuous professional development, climate-resilient and gender-responsive ECE–Grade 8 schools, school clustering reforms, integrated student attendance monitoring, and pathways linking upper primary education with skills development and Technical and Vocational Education and Training (TVET).

The project is anchored around three mutually reinforcing strategic pillars. First, it strengthens foundational literacy and numeracy to address learning poverty and improve the quality of learning from the earliest grades. Second, it expands access to safe, climate-resilient, and gender-responsive elementary schools that improve student progression, retention, and resilience to climate-related shocks. Third, it strengthens education governance and service delivery through a child-centred, technology-enabled ecosystem that promotes vertical and horizontal integration across education and allied government departments, enabling better identification of at-risk children, reducing dropouts, improving enrolment and retention, strengthening teacher quality, and supporting evidence-based planning and decision-making.

By combining the scale-up of proven interventions with systemic reforms and institutional strengthening, SELECT 2.0 goes beyond the original project to create a more resilient, equitable, and efficient education system. The project is expected not only to improve foundational learning and reduce learning poverty but also to strengthen human capital by equipping children with the knowledge, skills, and competencies needed for lifelong learning and future employment while building the institutional capacity required to sustain these gains beyond the life of the project.

Alignment with World Bank Country Partnership Framework (CPF) for Pakistan (FY26–FY35)

SELECT 2.0 is closely aligned with the World Bank's Country Partnership Framework (CPF) for Pakistan (FY26–FY35), with its primary contribution to CPF Outcome 2: Reduced Learning Poverty. By scaling evidence-based interventions to improve foundational literacy and numeracy across Sindh, the project will contribute to reducing learning poverty and improving learning outcomes for millions of primary school children. Through strengthened teaching practices, enhanced formative assessment, digital learning tools, and improved school leadership, SELECT 2.0 supports the CPF objective of accelerating human capital development.

The project also contributes to several complementary CPF outcomes. Investments in safe schools, functional WASH facilities, and healthy learning environments support **Outcome 1: Reduced Child Stunting** by promoting improved hygiene, health, and student well-being. Climate-resilient school infrastructure, disaster-resistant design standards, and the integration of climate awareness into foundational learning contribute to **Outcome 3: Climate Resilience**. Strengthened education governance, enhanced monitoring, retention, and enrollment, and reducing dropout through the Student Attendance Monitoring and Redress System (SAMRS), and advance quality and accountability mechanisms **Outcome 5: Efficient Public Resource Management** by improving the effectiveness and efficiency of public investment in education.

SELECT 2.0 further supports the CPF's cross-cutting priorities by expanding the use of digital technologies, including student tracking systems, AI-assisted classroom observations, digital coaching, learning management systems, formative assessment tools and education governance to strengthen education service delivery. The project also promotes equity and inclusion through gender-responsive school infrastructure, strengthened monitoring of girls' education initiatives, disability-inclusive facilities, and targeted measures to improve the enrolment, retention, and learning outcomes of girls and other vulnerable groups.

The project is equally aligned with Pakistan's 5Es Framework, particularly the pillars of Equity and Empowerment and E-Pakistan, by expanding equitable access to quality education and strengthening digital transformation in the education sector. It also contributes directly to the achievement of Sustainable Development Goals (SDGs) 4 (Quality Education), 5 (Gender Equality), 10 (Reduced Inequalities), and 13 (Climate Action), while supporting the World Bank Group Gender Strategy (2024–2030) through investments that promote girls' education, increase the participation and professional development of female teachers, improve girls' retention, and ensure safe, inclusive, and gender-responsive learning environments.

Project Development Objective and Implementation Components of SELECT 2.0

SELECT 2.0 aims to improve foundational literacy and numeracy among early-grade students, increase student retention and progression in schools, and strengthen education service delivery in Sindh. —Four components are proposed:

- **Component 1 – Quality Learning: Inside the Classroom:** Province-wide scale-up of structured pedagogy and the CPD coaching cycle for Grades 1–5; strengthening of foundational literacy and numeracy (FLN); AI-assisted formative assessment; classroom-based remedial learning; appropriate multigrade teaching approaches; alignment with the National Achievement Test (NAT); development of an LMS for CPD and in-service professional development; integration of equity, inclusion, responsive teaching, and social and emotional learning (SEL); and strengthening of Early Childhood Care and Education (ECCE), school readiness, and community engagement.
- **Component 2 – Access: Inside the school** construction and upgradation of 220 schools into climate-resilient, gender-responsive ECE-8 elementary and secondary school buildings; all civil works will incorporate environmental and social screening, climate-resilient and gender-responsive design features, (such as safe, inclusive facilities for girls and boys; separate toilet blocks for girls and boys and male and female staff teachers; and accessible ramps for disabled person access in the classrooms, accessible infrastructure, and secure staff areas), and community engagement mechanisms in line with ESF requirements.
- **Component 3 – Governance Systems, Policy, and Institutions:** scale-up and strengthening of the Student Attendance Monitoring and Redress System (SAMRS), capacity building for quality and accountability, Institutional alignment and strengthening, teacher deployment reform, undertaking preparation work for the skills and TVET activities, Assessment and Rollout of Cluster Policy for Strengthening Cluster Hub School Leadership, and out-of-school children (OOSC) identification and sustained enrollment initiatives.
- **Component 4 – Project Management (5% of allocation):** PMIU operations, National and International study tour, M&E, financial management, procurement oversight, and third-party verification.

Component-Wise Cost Allocation.

Component	Share	US\$ Million	PKR Million (@ 279)
Component 1 – Quality Learning: Inside the Classroom	15%	25.875	7,219.13
Component 2 – Access: Inside the School	70%	120.75	33,689.25
Component 3 – Governance Systems, Policy & Institutions	10%	17.25	4,812.75
Component 4 – Project Management	5%	8.625	2,406.38
Total	100%	172.5	48127.5

SELECT 2.0 Component Framework, Key Interventions, and Financing Allocation

Component	Focus / Key Interventions	Share of Financing
Component 1: Inside the	● Province-wide scale-up of Structured Pedagogy and the CPD Coaching Cycle	15%

Component	Focus / Key Interventions	Share of Financing
Classroom – Learning	- Strengthening Foundational Literacy and Numeracy (FLN) - AI-Assisted Formative Assessment - Classroom-Based Remedial Learning - Multigrade Instruction through appropriate pedagogical approaches - Alignment with the National Achievement Test (NAT) - Learning Management System (LMS) for CPD and In-Service Professional Development - Equity, Inclusion, and Responsive Teaching - Social and Emotional Learning (SEL) - Early Childhood Education (ECE) and School Readiness and Community engagement.	
Component 2: Inside the School – Access	Construction and upgrading of 220 climate-resilient, gender-responsive ECE-8 & Grade X schools in the SELECT project's target districts; environmental and social safeguards; improved WASH facilities and school infrastructure; strengthened community engagement to improve access and retention. School Infrastructure Policy Framework (School Siting, Climate-Adaptive, Operations & Maintenance Procedures, alternate site arrangement)	70%
Component 3: Systems, Governance and Policy	- Scale-up and strengthening of the Student Attendance Monitoring and Redress System (SAMRS) through integration of all SELD's systems with SAMRS for one core education system (landing zone). - Capacity building of Cluster Head Teachers for Cluster-Based and Decentralized Service Models through strengthening cluster-based school support and supervision mechanisms (district workshops, financial/HR resourcing of clusters). - Development of dedicated GRM for SELD and SEA-SH handling protocols - Teacher deployment reform - Out-of-school children (OOSC) identification and sustained enrollment initiatives - Institutional alignment and capacity building. - Capacity building of DG M&E and field monitoring team to strengthen quality and accountability. - Preparation for skills development and TVET initiatives. - Evaluating challenges for implementation teaching license policy.	10%
Component 4: Project Management	Strengthening the Project Management & Implementation Unit (PMIU), including procurement, financial management, environmental and social safeguards, monitoring and evaluation (M&E), project coordination, third-party verification, and knowledge sharing.	5%

Theory of Change – SELECT 2.0

Addressing Three Binding Constraints to Reduce Learning Poverty in Sindh

Development Challenge

High learning poverty in Sindh is driven by three interrelated constraints:

1. Weak classroom instruction and limited teacher support
2. Limited access, poor retention, and weak transition from primary to elementary education
3. System inefficiencies in governance, teacher management, resource allocation, and use of education data

SELECT 2.0 addresses these constraints through integrated investments in quality learning, equitable access, governance reforms, and strengthened project implementation.

Inputs & Activities	Outputs	Intermediate Outcomes	Higher-Level Outcomes (PDO)	Contribution to World Bank CPF
Component 1 – Quality Learning (Inside the Classroom) • Develop structured pedagogy and scripted lesson plans. • Continuous Professional Development (CPD) through Guide Teachers (GTs), Subject Coordinators (SCs), and school-based coaching. • AI-assisted formative assessment and digital classroom observation. • Strengthen ECCE/Kachi classrooms. • Strengthen provincial assessment aligned with NAT/PIE	• Structured pedagogy implemented province-wide. • Teachers regularly coached using classroom observation tools. • Digital formative assessment system operational. • ECCE classrooms strengthened. • Teacher licensing framework operational. • Provincial assessment system strengthened and aligned with national standards. • Evidence generated for improving transition pathways.	• Improved quality of classroom instruction. • Increased teacher competency and instructional effectiveness. • More frequent use of assessment data to improve teaching. • Improved school readiness. • Better transition planning between primary and elementary education.	• Improved foundational literacy and numeracy (FLN). • Reduced learning poverty. • Improved student learning outcomes across Grades K–8. • Increased teaching quality and classroom effectiveness.	CPF Focus Area: Human Capital Development. Improved quality of education, foundational learning, teacher effectiveness, and learning outcomes.
Component 2 – Access (Inside the School) • Construct and upgrade 220 climate-resilient K–8 schools. • Develop classrooms, libraries, laboratories, computer labs, multipurpose halls, ECE classrooms, TRCs, WASH facilities, disability ramps, solar energy systems, and climate-resilient infrastructure. • Implement ESF safeguards and community engagement. • Improve school environment for girls and vulnerable children.	• 220 climate-resilient K–8 schools completed. • 2,030 classrooms constructed. • Libraries, science labs, computer labs, multipurpose halls and ECE classrooms operational. • Safe WASH facilities installed. • Accessible infrastructure for children with disabilities. • Solar-powered and climate-resilient schools operational. • Improved learning environment for over 91,000 students.	• Increased enrollment. • Improved attendance and retention. • Reduced dropout rates. • Increased transition from Grade 5 to Grade 6. • Improved gender equity in education. • Increased access to safe and resilient learning environments.	• Increased equitable access to quality education. • Improved completion of elementary education. • Enhanced resilience of education infrastructure. • Better educational opportunities for girls and marginalized children.	CPF Focus Area: Inclusive Human Capital and Climate Resilience. Expanded access to education, gender equality, resilient infrastructure, and social inclusion.
Component 3 – Governance Systems, Policy and Institutions • Strengthen integrated SAMRS–EMIS platform.	• Integrated SAMRS–EMIS operational. • OOSC tracking system functional.	• Better governance and accountability. • Improved data-driven decision-	• Stronger education system performance. • Reduced inefficiencies.	CPF Focus Area: Strengthening Institutions and Public Sector Governance. Improved service

Inputs & Activities	Outputs	Intermediate Outcomes	Higher-Level Outcomes (PDO)	Contribution to World Bank CPF
• Map and track Out-of-School Children (OOSC). • Improve teacher deployment and resource allocation. • Develop real-time education dashboards. • Strengthen decentralized monitoring and accountability. • Build institutional capacity of education departments. • Evaluating challenges for implementation teaching license policy. • Conduct analytical work on transition from Grade 5 to Grade 6.	• Teacher deployment supported through data. • Real-time dashboards established. • Monitoring teams trained. • Evidence-based planning systems operational.	- making. • Efficient resource allocation. • Improved teacher management. • Better identification and enrollment of OOSC. • Improved decentralized service delivery.	• Improved education governance. • Sustainable institutional reforms supporting improved learning outcomes.	delivery, digital governance, institutional capacity, and accountability.
Project Management• Strengthen procurement, financial management, contract management and safeguards. • Monitoring & Evaluation (M&E). • Third-party verification. • Capacity building of PMIU. • International technical assistance and knowledge exchange. • Coordination with development partners.	• Timely implementation of project activities. • Effective procurement and financial management. • Third-party verification reports. • High-quality monitoring and evaluation reports. • Enhanced PMIU institutional capacity. • Strong coordination mechanisms established.	• Improved implementation efficiency. • Better fiduciary compliance. • Strong project monitoring. • Improved transparency and accountability. • Better coordination among stakeholders.	• Successful delivery of SELECT 2.0 results. • Sustainable institutional implementation capacity. • Improved development effectiveness.	CPF Cross-Cutting Theme: Institutional Capacity, Governance, and Public Financial Management. Improved implementation effectiveness and sustainability.

These outcomes align directly with the **Project Development Objective (PDO)** of **SELECT 2.0** and provide measurable results for monitoring implementation and impact.

Project Beneficiaries SELECT 2.0

SELECT 2.0 will directly and indirectly benefit a wide range of stakeholders across Sindh's education sector by expanding access to quality education, strengthening foundational learning, improving school infrastructure, and enhancing tech-supported education governance. The project's primary beneficiaries will be children enrolled in public schools, particularly those in Early Childhood Care and Education (ECCE/Katchi) through Grade 8, who will benefit from improved foundational literacy and numeracy, child-centered teaching practices, enhanced learning environments, and increased opportunities to complete elementary education. Special emphasis will be placed on girls, children from disadvantaged, transgender, and climate-vulnerable communities, children with disabilities, and out-of-school children to promote equitable access and reduce learning poverty across the province.

The project will also strengthen the capacity of teachers, head teachers, Cluster Heads, and education managers through structured pedagogy, continuous professional development, school-based coaching, teacher licensing reforms, and improved instructional leadership. The enhanced capacity of the Field Monitoring team will strengthen the Quality and Accountability mechanisms. School Management Committees (SMCs), parents, and local communities will benefit from enhanced participation in school governance and community engagement,

digital student tracking, monitoring and evaluation, and institutional capacity. Through these interventions, SELECT 2.0 will contribute to improving learning outcomes, increasing student retention, strengthening education system resilience, identifying and enrolling OOSC, and building a more inclusive, accountable, equitable, and sustainable education system across Sindh.

Indirect Beneficiaries

The project will also generate significant indirect benefits for:

- Parents and local communities through improved access to quality education and increased student retention.
- School Management Committees (SMCs) aim to strengthen school governance and community participation.
- District Education Offices, Taluka Education Offices, PITE, DCAR, DG M&E, HRMIS and the Reform Support Unit through strengthened institutional capacity, digital monitoring systems, and evidence-based planning.
- The School Education & Literacy Department (SELD), through institutionalization of Continuous Professional Development (CPD), the Student Attendance Monitoring and Redress System (SAMRS), Provincial Assessment Strategy, and strengthened education management systems.
- Future cohorts of students will benefit from sustainable improvements in teaching quality, infrastructure, assessment systems, and school leadership beyond the project period.
- Gain confidence in safe, inclusive, climate-resilient schools; reduced dropout rates improve household stability.
- Benefit from TRC/multipurpose rooms, separate staff facilities, training centers, and improved working conditions
- Use multipurpose halls, libraries, and outdoor play areas for community events, meetings, and recreation.
- Achieve ESF compliance, improved monitoring, and stronger educational infrastructure aligned with GoS standards.
- Benefit from sustainable infrastructure (solar systems, water treatment, climate-resilient designs), ensuring long-term educational access.
- Employment opportunities during construction, improved literacy rates, leading to stronger workforce potential.

Special Focus on Gender Equality, Equity and Inclusion

Consistent with the objectives of the Government of Sindh, the World Bank, and the Global Partnership for Education, the project prioritizes children living in educationally disadvantaged districts, girls, children from low-income households, and children with disabilities. The upgraded schools incorporate inclusive infrastructure features, including ramps, accessible washrooms, gender-responsive facilities, climate-resilient classrooms, and safe learning environments designed to improve access, participation, and retention for all learners.

Expected Beneficiary Groups and Anticipated Benefits

Beneficiary Category	Expected Benefits
Students (ECE/Katchi to Grade 8)	Improved foundational literacy, numeracy, and socio-emotional skills; enhanced learning outcomes; reduced learning poverty; improved transition and retention from primary to elementary education; and access to safe, inclusive, climate-resilient learning environments.
Out-of-School Children (OOSC)	Identification, mapping, enrollment, reintegration into formal education, and sustained retention through community outreach and attendance monitoring mechanisms.
Girls and Vulnerable Children	Increased equitable access to quality education through upgraded K–8 schools, gender-responsive facilities, inclusive learning environments, and targeted interventions to reduce educational disparities.

Beneficiary Category	Expected Benefits
Teachers	Improved pedagogical practices through structured pedagogy, continuous professional development (CPD), school-based coaching, AI-assisted formative assessment, classroom observation, and strengthened professional competencies.
Head Teachers and Cluster Hub Schools	Enhanced instructional leadership, school management, data-driven decision-making, teacher mentoring, and effective implementation of cluster-based professional support systems.
School Management Committees (SMCs)	Strengthened school governance, community participation, oversight of school improvement initiatives, accountability, and support for student enrollment and retention.
, District Education Officers (DEOs), and Taluka Education Officers (TEOs), Field Monitoring Team (CMOs, MOs and MAs)	Enhanced planning, monitoring, resource allocation, data utilization, supervision, and evidence-based decision-making for improved education service delivery.
Reform Support Unit (RSU), Project Management and Implementation Unit (PMIU), and School Education & Literacy Department (SELD)	Strengthened institutional capacity for policy implementation, project coordination, procurement, financial management, monitoring and evaluation (M&E), digital education systems, and sector governance.
Parents and Local Communities	Greater engagement in children's education, increased awareness of school participation, stronger accountability, improved school-community partnerships, and enhanced access to quality public education services.
Education System of Sindh	Improved system efficiency, strengthened education management information and accountability systems, better allocation of resources, enhanced resilience to climate and disaster risks, and sustainable improvements in learning outcomes across the province.

Environmental and Social Risk Management

SELECT 2.0 will build on the environmental and social systems established under the SELECT project while strengthening institutional capacity to support province-wide implementation in accordance with the World Bank Environmental and Social Framework (ESF). The project will update and implement key E&S instruments, including the Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), Stakeholder Engagement Plan (SEP), Labor Management Procedures (LMP), Environmental and Social Management Plans (ESMPs), Environmental Codes of Practice (ECOPs), and the SEA/SH Prevention and Response Action Plan.

Key E&S priorities under the Project will include:

- **School Selection and Site Readiness:** Conduct E&S screening, land verification, stakeholder consultations, and transparent, criteria-based school selection to ensure equitable access, prioritize underserved areas, and minimize risks of elite capture and community conflict.
- **Stakeholder Engagement and Social Inclusion:** Strengthen engagement with communities, School Management Committees (SMCs), parents, teachers, district authorities, and vulnerable groups to promote inclusive planning, support girls' education, and improve access for underserved populations.
- **Student shifting and Community Safety:** Identify and assess safe temporary learning arrangements during construction, ensuring adequate structural safety, accessibility, WASH facilities, and minimal disruption to learning, particularly for girls and vulnerable students.
- **Environmental Sustainability:** Strengthen climate-resilient and resource-efficient school designs, improve WASH facilities and safe drinking water, promote green infrastructure, and manage construction-related environmental impacts through good environmental practices.
- **Labor, Health and Safety:** Strengthen labor management, Occupational Health and Safety (OHS), Community Health and Safety (CHS), contractor performance, worker welfare, and Codes of Conduct across all civil works.

- **Gender, SEA/SH and Child Protection:** Enhance measures to prevent and respond to SEA/SH risks through mitigating measures such as signing the Code of Conduct (CoC), awareness-raising activities, and strengthened child protection measures. Establish a separate confidential reporting mechanism in GRM for handling SEA/SH cases through survivor-centred approaches.
- **Data Privacy and Digital Systems:** Strengthen data privacy, informed consent, and protection of student information as SAMRS expands to province-wide implementation and new digital applications.
- **Institutional Capacity and Accountability:** Strengthen RSU/SELD environmental and social capacity through additional E&S resources, training, digital grievance management, monitoring systems, and regular implementation support to ensure effective ESF compliance.

The Project will apply a proactive risk management approach, integrating environmental and social considerations throughout project preparation and implementation to strengthen institutional systems, improve community confidence, and support safe, inclusive, climate-resilient, and sustainable education outcomes.

Inclusion and Gender Strategy

SELECT Project 2.0 adopts an inclusive and gender-responsive approach aligned with the World Bank Gender Strategy 2024–2030 to ensure that all children, particularly girls and students with disabilities, have equitable access to safe, inclusive, and quality learning opportunities. The project prioritizes underserved districts and out-of-school girls by addressing barriers to enrolment, retention, and transition to elementary and secondary education. It will strengthen the deployment of female teachers to improve girls' participation, while ensuring that all newly constructed and rehabilitated schools incorporate gender-responsive and disability-inclusive designs, including separate WASH facilities, adequate lighting, secure learning environments, safe access, and universal accessibility features. The project will mainstream gender-responsive pedagogy through teacher professional development, integrating inclusive classroom practices, socio-emotional learning, and behavioral interventions that encourage girls' participation and learning. To safeguard students and school staff, SELECT 2.0 will implement robust measures to prevent and respond to Sexual Exploitation, Abuse and Sexual Harassment (SEA/SH) through strengthened Codes of Conduct, confidential reporting channels, and enhanced grievance redress mechanisms. Building on successful interventions, the project will scale up gender-responsive school standards from selected districts to all districts across Sindh, with the objective of ensuring that 100 percent of newly constructed schools are equipped with gender-responsive WASH facilities and inclusive infrastructure, creating a safe and supportive learning environment for every child.

Implementation Mechanism and Project Readiness

The **SELECT Project** has been successfully implemented and has substantially achieved its results indicators, implementation targets, and performance-based conditions. Building on these achievements, **SELECT 2.0** will leverage the SELECT project's proven implementation model as a tested blueprint for replication and scale-up across Sindh.

The project is at an advanced stage of readiness. Procurement-ready bidding documents have already been developed for key intervention areas, enabling early procurement and accelerated project implementation. The existing **Project Management Implementation Unit (PMIU)** comprises experienced government officials supported by a qualified team of technical consultants with extensive implementation experience. The PMIU is fully operational, adequately equipped, and possesses established systems for procurement, financial management, monitoring and evaluation, environmental and social safeguards, and contract management.

To ensure a seamless transition and avoid implementation delays, the existing PMIU can continue supporting project implementation through retroactive financing, allowing critical preparatory activities and early procurement to commence before project effectiveness. This readiness will facilitate timely project start-up, efficient execution, and achievement of development objectives while minimizing implementation risks.

Implementation Partners and Allied Institutions Roles

The SELECT Project is implemented with the support of key allied institutions that provide technical expertise, regulatory oversight, policy guidance, and operational support. PITE leads teacher professional development, STEDA ensures quality standards in teacher education, DCAR strengthens curriculum implementation, student assessment, and educational research to improve learning outcomes, and DG M&E provides implementation support, technical support and data verification for the Student Attendance Monitoring and Redress System (SAMRS) in schools.

RSU supports and coordinates project execution and stakeholder engagement, while SELD provides strategic leadership and policy direction. District Education Officers facilitate field-level implementation and monitoring, ensuring the effective delivery and sustainability of SELECT Project interventions across Sindh.

Monitoring and Evaluation

SELECT Project 2.0 will establish a comprehensive Monitoring and Evaluation (M&E) framework aligned with the World Bank's Country Partnership Framework (CPF) to ensure robust performance tracking, evidence-based decision-making, and results-oriented implementation. The framework will include updated results. The project will establish a comprehensive Monitoring and Evaluation (M&E) framework with standardized data collection protocols, clearly defined verification arrangements for Performance-Based Conditions (PBCs), and a scalable results framework designed to accommodate future expansion if additional donor co-financing becomes available. A dedicated M&E unit with clearly defined roles and responsibilities, supported by continuous capacity building for M&E personnel, will oversee project monitoring and reporting and strengthen institutional M&E capacity. To ensure the credibility, transparency, and reliability of reported results, an independent Third-Party Verification (TPV) agency will verify the achievement of Performance-Based Conditions (PBCs) and validate project outcomes. Comprehensive Data Quality Assurance (DQA) mechanisms—including periodic data quality assessments, validation protocols, and field-level monitoring tools—will be operationalized, with procurement of the verification arrangements completed prior to loan effectiveness. Baseline data will be collected across all districts to establish credible starting points for key indicators and enable rigorous measurement of project progress and impact over the implementation period.

The M&E framework will directly support CPF Indicator 2.1 by tracking improvements in foundational learning and access to quality education. SELECT Project 2.0 will contribute to the CPF target of supporting 3.6 million students over five years and 12 million students over ten years through province-wide implementation of evidence-based interventions across Sindh. Monitoring has already been further strengthened through the expansion of the Student Attendance Monitoring and Redress System (SAMRS) to all districts, incorporating enhanced student attendance, progression, and tracking functionalities.

The M&E framework will also monitor Environmental and Social (E&S) commitments through dedicated indicators measuring grievance redress effectiveness, stakeholder engagement coverage, and inclusion outcomes, with disaggregated reporting on gender, children with disabilities, and other vulnerable groups. This integrated M&E architecture will provide timely, reliable, and actionable evidence to support adaptive project management, strengthen accountability, and ensure achievement of the Project Development Objective.

Financial Management:

The project is an **IPF with PBC**, which includes both **Results-Based Financing (RBF)** and traditional investment financing. The PMIU/RSU will be responsible for the project's fiduciary responsibilities. The investment financing component will be implemented through the PMIU/RSU. The annual financial statements of the program will be audited by the **Auditor General of Pakistan (AGP)**. The audited financial statements will be shared with the donor within six months after the close of the financial year. The proposed project recognizes a range of implementation risks and incorporates appropriate mitigation measures to support effective delivery and achievement of results.

- **Implementation Capacity Risk:** Limited institutional and technical capacity at provincial and district levels may affect timely implementation. This risk will be mitigated through dedicated project management arrangements, technical assistance, capacity building, and regular implementation support.
- **Fiduciary Risk:** Risks related to procurement, contract management, and financial management will be addressed through the application of World Bank procurement and financial management requirements, strengthened internal controls, regular financial reporting, and periodic audits.
- **Environmental and Social Risk:** Construction activities may result in localized environmental and social impacts. These risks will be managed through implementation of the Environmental and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), site-specific management plans, stakeholder engagement, and grievance redress mechanisms.
- **Performance and Results Risk:** Delays in achieving Performance-Based Conditions (PBCs) could affect project disbursements. This risk will be mitigated through a robust Monitoring and Evaluation (M&E) framework, standardized data collection protocols, regular progress reviews, and independent Third-Party Verification (TPV) of project results.
- **Sustainability Risk:** The long-term operation and maintenance of school infrastructure and facilities may be constrained by limited resources. The project will support operation and maintenance planning, strengthen institutional ownership, and promote community participation to enhance sustainability.
- **Climate and Disaster Risk:** Schools may be exposed to extreme weather events and climate-related hazards. Climate-resilient infrastructure standards, renewable energy systems, water conservation

measures, and disaster-resilient design features will be integrated into project investments to improve resilience.