



School Education and Literacy Department  
Government of Sindh

# **Call to Action**

## **for ECCE & Foundational Learning In Emergencies**

**Karachi, Sindh**  
**July 11<sup>th</sup> - 12<sup>th</sup>, 2023**

## Preamble:

The [School Education & Literacy Department \(SELD\), Govt. of Sindh](#) hosted a two-day conference attended by 250 stakeholders to draw urgent attention to the acute gaps for Foundational Learning (FL) and ECCE in Emergencies amidst complex challenges;

- **Recognizing** that emergencies and displacements of people are a frequent reality for Pakistan and, particularly, Sindh, due to natural disasters, especially those induced by Climate Change (CC) in rural, urban areas & slums, **Education is Under Extreme Threat;** *child-centric, comprehensive and coordinated responses must be ensured to address a deep Learning Crisis*
- **Acknowledging** that nationally and globally emergency interventions focus on inputs and access rather than outcomes and learning with low priority to FL & ECCE, *strategic shifts are overdue in emergency frameworks*
- **Appreciating** robust inputs by all stakeholders from the Depts. of Education & Literacy across Pakistan, MoFE&PT, Parliamentarians/Ministers, Teachers, educators, Experts, CSOs, Academia, Development & Global Partners and Networks, [Karachi Call to Action \(CTA\)](#) builds on [Transforming Education Summit \(2022\)](#) & [TES-CTA World Conference for Early Childhood Care & Education\(WCECCE 2022\)](#) & [Global Education Cluster's \(GEC\)](#) call for “*Collaboration, Coordination and Integration*” of plans/actions
- **Leveraging** the CTA finalized at the recent Pakistan Learning Conference (PLC) on Foundational Learning and ECE as core areas for lifelong learning (June 2023), SELD, Govt of Sindh commits to the [Sindh Learning Program \(SLP\)](#)

The following Guiding Principles & Thematic actions are adopted for Sindh & Pakistan, shared with the Global Community for emergency planning, research, financing & delivery

Drawing upon the Panels/Technical working groups’ recommendations, the core drivers are to :

- **Focus on age group 3-8 years** when foundations for learning, social emotional skills are built for lifelong learning, across ECCE & lower primary grades (1,2 & 3) (SDGs 4.1 & 4.2)
- **Recognize the Investment Case for FL** by the [Global Coalition for Foundational Learning](#), Education is severely underfunded in general & humanitarian financing is low & fragile
- **Adopt and adapt best practices and innovations from Pakistan and South-South** countries for ECCE and FL with evidence on what works including TARL, holistic ECCE and play based learning, engaging children, teachers and parents/guardians and community members
- **Embed FL and ECCE across Education systems** including: data driven planning for closing equity gaps, inclusive physical structures, workforce, facilities & materials, delivery, support, monitoring and research fully reflected in financing and gender wired inclusive sector plans.
- **Learn from other sectors (health/WASH) with local context driven approaches** mobilizing Champions for targeted actions with *incentives for ‘districts that work’* through financing awards ([National/Provincial Finance Commission](#))
- **Mobilize Coalitions & Partnerships for ECCE & FL across sectoral challenges;** Climate Change Action, Health, Nutrition, Social Safety Nets and Infrastructure

## Call to Action for Thematic Areas on ECCE & Foundational Learning (FL) *converting challenges into Opportunities in Emergencies through Coalition & Partnerships*

### **What, Where & How for ECCE & FL**

- Advocacy for ECCE & FL as priority sector
- Multisectoral planning, policy & interventions for most vulnerable groups
- Inclusion of emergency preparedness & [CC](#) in pre & in-service teacher training/CPD
- Inclusive, outcome based, measurable interventions for ALL
- Evidence based advocacy for integrating Foundational Learning during Emergencies
- Ensure Accessible Directory of Learning packages based on existing and new hybrid innovative models tested in Pakistan and mainstreaming FL & ECCE (incl. TARL/ALPs, etc.,) for rapid emergency response
- Designate focal person(s) on FL/ECCE in emergency-prone districts/sub-districts (schools/NFEs & community)
- Flexibility in programming and delivery
- Engage & enable head teachers & teachers
- Mobilize local community in design & implementation (education institutions/ NFEs, mosques, youth, retired-teachers in community etc.)

### **Content & Pedagogy ECCE**

- Teacher Preparedness and skills for engaging with learning and [Nurturing Care Framework \(NCF\)](#) & Climate Change
- Parental and Community Engagement
- Play-based Pedagogies in schools & homes
- Communication, social & emotional learning
- Health, protection and safety
- Nutrition, disease hygiene protocol training for parents, children and teachers

- Focus on mental health/community health
- Ensuring coverage to all domains of ECCE- Physical, Social, Emotional and Cognitive Development (Lit/Num) executive functions

### **Content Pedagogies FL**

- Survey and assess status of FL in target affected districts/& all Sindh for a Comprehensive Implementation Plan (CIP)
- Adopt principles of Academic & Non-academic skills with a range of outcomes
- Children to Learn inclusively literacy and numeracy up till grade 3 mapped to SLOs, Curriculum–integrating SEL tools, & content on Climate Change awareness & actions
- Build Capacity in TARL/ALPs systems- Learning to learn & co-create with children teachers and caregivers as Teams
- Learning through interactive routines
- Basic competencies of [GPFs](#)<sup>1</sup> covered for literacy /numeracy
- Modification of content & implementation strategies in emergency contexts

### **Assessment/Tracking ECCE**

- Rapid data on agreed baselines indicators
- Domains of Physical/health, Social Emotional & Learning preparedness
- Indicators for safe environment, protection and shelter for programs
- Availability of ECCE curriculum and skilled/ capable personnel & community volunteers
- Provision of training, skills in tracking social-emotional and all domain indicators
- ECCE Emergency Tracker with indicators mapped to SDG 4.2.1 (all domains) & SDG 2

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<sup>1</sup> Global Proficiency Framework (UIS)  
<https://gaml.uis.unesco.org/wp->

## **Continuity of Learning for ECCE & FL**

### **Assessment and tracking FL**

- Common Framework & tool to measure & monitor FL in emergencies.
  - Indicators to measure and monitor learning outcomes/ competencies in emergencies.
  - Subject-specific and SEL skills to be defined, monitored and measured.
  - Digital assessment mechanism or apps to measure and monitor the learning gains.
  - Assessment to measure and monitor learning outcomes to be designed and available for organizations to use.
  - Indicators can be adopted from: [ISELA](#), IDELA, ASER/ PAL Network ELANA, EGRA.
- Establish Temporary Learning & Safe Spaces
  - Alternative Accelerated approaches for continuity of learning - Face to Face; Hybrid & Tech Based (hi touch-lo-tech)
  - Teacher/Volunteer Training. Professional Development & Support
  - Community Engagement to promote learning
  - Contingency planning to Access Learning Materials and Resources
  - TLMs-Resource Libraries in schools/ NFEs and community/village spaces
  - Collaboration & Coordination with schools/ NFEs, NGOs & Communities/ Local Govts.
  - Address cultural barriers across contexts

### **Multi-Sectoral Dimensions in Emergency for both groups**

- Map multisectoral needs with evidence in Emergencies (types/context) for ECCE & FL
- Create an updated Multisectoral directory with climate change actions & social safety nets
- Counseling community and connecting with services in Primary Health/ immunization/ growth monitoring, disability and social safety nets through lady and other health workers/ volunteers
- Birth registration during emergencies with NADRA/Mobile units and Union Council offices
- Formation of committees for rapid birth registrations for services & school enrolment
- Climate Change awareness and linkages with [Greening Action Campaigns](#)/Ministries/Departments.
- Nutrition services /support for access to healthy food, safe water, hygiene & safe practices
- Social Safety Nets Access: Closer links/outreach to inclusive BISP instruments relevant to affected communities and schools/centres - (food, shelter and education)