



UMERKOT TEMPORARY LEARNING CENTRE HIGHLIGHTS

FROM OCTOBER 2022 TO MARCH 2023, WE RAN A TEMPORARY LEARNING CENTRE FOR CHILDREN DISPLACED BY THE DEVASTATING FLOODS IN PAKISTAN, WITH THE SUPPORT OF THE HEART VALVE BANK AND IN PARTNERSHIP WITH CHARITY DOINGS FOUNDATION. IT STARTED WITH 90 CHILDREN AND AT ITS HEIGHT SERVED 178 CHILDREN.

Cities for Children was set up to protect the "right to a childhood" for vulnerable children - the right to read and play in safety. With our brilliant local implementation partner Charity Doings Foundation (CDF), we identified a settlement of displaced families in the remote Umerkot district, where there was a complete vacuum of services for children.

THE TLC PROVIDED A WELCOME RESPITE FROM THE ONGOING STRESS AND TRAUMA OF DISPLACEMENT, WHILE PROVIDING CHILDREN WITH THE CHANCE TO LEARN AND STAY CONNECTED TO EDUCATION.



Harchand's father is an agricultural worker and takes great interest in his education. Harchand didn't know what an engineer was before, but now knows that they can make roads and buildings. His dream is now to become an engineer and make proper roads and school buildings. Here, he is holding his design for infrastructure to prevent water from entering people's homes again.



Our mantra:
HAPPY MEMORIES BUILD RESILIENCE
for children in difficult circumstances.

MONITORING VISIT HIGHLIGHTS

In February 2023, we conducted a monitoring visit to gauge progress at the centre and find the best way forward. Our team discovered that:

- **THE TEACHERS WERE SEEN AS MENTORS AND ROLE MODELS BY THE CHILDREN AND COMMUNITY.**
- **CHILDREN WERE SO MOTIVATED TO COME TO THE TLC THAT THEY WOULD WAKE UP AND GET READY INDEPENDENTLY, AND IN SOME CASES WOULD WALK UP TO AN HOUR TO GET THERE.**
- **THERE WERE LITERACY AND NUMERACY GAINS FOR ALL. OLDER CHILDREN WOULD HELP THE TEACHERS WITH THE YOUNGER ONES.**



"I used to be worried about my son but now he goes to school himself and studies. I know that he is going to make my name shine."

- Parent in FGD



Before coming to the centre, I would fight with people. But now I understand why people say things. I understand why someone is angry, then I go away from there or sit and wait for 5-10 minutes then ask.

• Boy student, on emotional awareness



ACCORDING TO THE CHILDREN, THE TLC HIGHLIGHTS WERE:

- **HAVING A PLACE TO PLAY AND MAKE NEW FRIENDS, AS THEY HAD LEFT THEIR OTHER FRIENDS BEHIND IN THE FLOODS.**
- **LEARNING ABOUT HYGIENE - NOW THEY BATHE EVERY DAY.**
- **FINDING A WAY OF FULFILLING THEIR DREAMS.**



I want to be a doctor and that's why I listen carefully to the teachers. I want to treat people for free...If we don't study then how do we know what injections to give?

• Girl student



IMPACT ASSESSMENT

When we first started the center, early years' students were assessed on four major competencies in a baseline survey conducted with 29 students. The four competencies were early literacy and language, numeracy, fine and gross motor skills, and socioemotional learning.

In March 2023, while heading towards the close of the center, we conducted an end-line survey to gauge progress of intended outcomes in children. The results are measured on a 3-point scale - 1: does not know; 2 knows it somewhat; 3 knows it well. Our findings have instilled confidence in early years' students to not only begin school but to excel. These foundational skills will equip them to enroll or re-enroll in schools with a sense of agency, stability, and confidence in their abilities.

1. EARLY LITERACY AND LANGUAGE

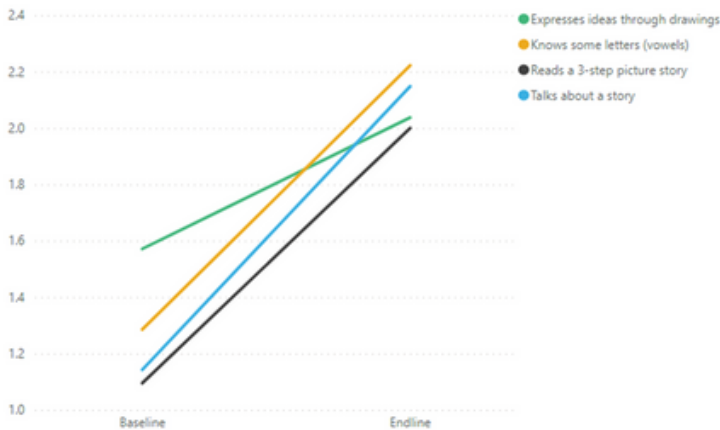
BASELINE

ENDLINE

1.28

2.10

Early Literacy and Language: Average Changes



3. NUMERACY

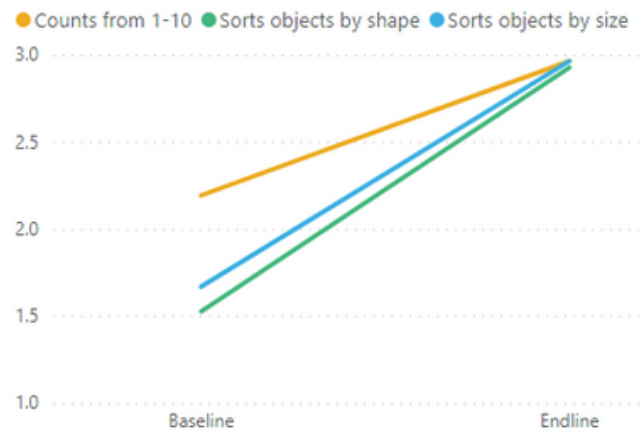
BASELINE

ENDLINE

1.79

2.95

Numeracy: Average Changes



2. FINE AND GROSS MOTOR SKILLS

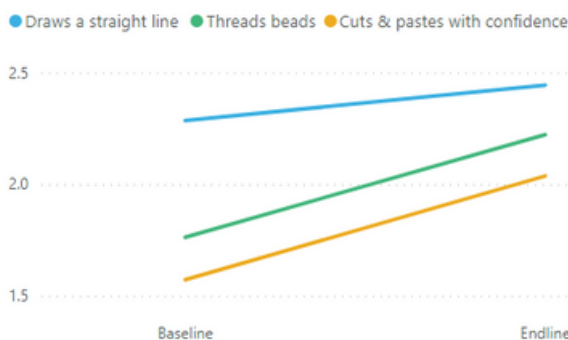
BASELINE

ENDLINE

1.87

2.23

Fine & Gross Motor Skills: Average Changes



4. SOCIOEMOTIONAL LEARNING

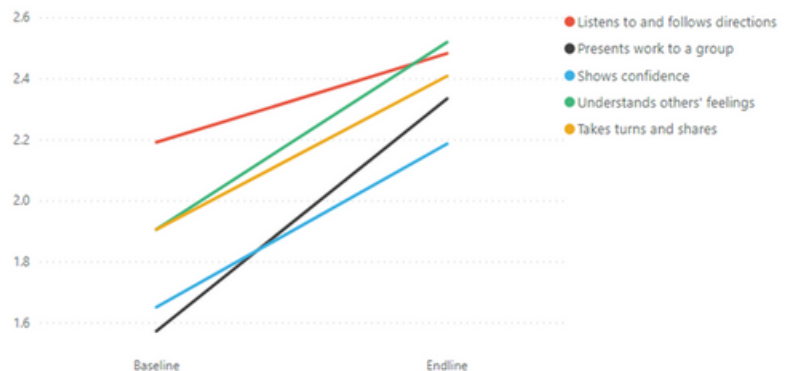
BASELINE

ENDLINE

1.79

2.95

Socioemotional Learning: Average Changes



GALLERY

