REFORM SUPPORT UNIT

SCHOOL EDUCATION DEPARTMENT
GOVERNMENT OF SINDH

JOB APPLICATION FORM	Two Photos

Name	
Father's Name	
Date of Birth	
CNIC	
Domicile (District)	

Contact No.		Other Contact #	

Postal Address	
Permanent Address	
E-Mail Address	

Already in Govt. Service	Yes	No	If "Yes" then attach Departmental Permission Letter
Disability	Yes	No	If "Yes" then attach the Certificate
Hafiz-e-Quran	Yes	No	If "Yes" then attach the Certificate
Religion			
Gender			
Marital Status	Single		Married	
Position in Board/ University (1st, 2nd, or 3rd)	Yes	No	If "Yes" then attach the Certificate

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ACADEMIC / PROFESSIONAL QUALIFICATION INFORMATION

Certificate / Degree Level	Name of the Degree	Month and Year of Passing	Obtained Marks / CGPA	Total Marks / CGPA	Division (1st, 2nd, or 3rd)	Percentage %	Grade	Board / University / Institute
Matric (10 Years)								
Intermediate (12 Years)								
Bachelor (14 Years)								
Bachelor (Hons.)/ Master (16 Years)								
MS/ M.Phil. (18 years)								
Diploma/ Certificate								
Any Other Academic or Professional Achievement								

NOTE: ONLY COMPLETE DEGREES MAY BE MENTIONED HERE

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EMPLOYMENT RECORD / EXPERIENCE

Sr. #	Position Held	Employer/ Organization	Start Date	End Date	Total Months Worked
1					

Job Description (In Detail):

Sr. #	Position Held	Employer/ Organization	Start Date	End Date	Total Months Worked
2					

Job Description (In Detail):

Total Job Experience as of closing date of application:

Years		Months		Days	

NOTE:
1. MENTION CURRENT JOB ON SR. # 1
2. IN CASE OF MORE THAN TWO EMPLOYMENT RECORDS, PLEASE ADD ADDITIONAL PAGES.

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Sr. No.	Documents	Check List
	PLEASE ENSURE THAT AS PER THE CHECKLIST FOLLOWING ATTESTED DOCUMENTS ARE ATTACHED	
1	Application form	
2	CV/Resume	
3	Copy of CNIC	
4	Copy of Matriculation Certificate	
5	Copy of Intermediate Certificate/Degree	
6	Copy of Graduation Degree	
7	Copy of Master's Degree	
8	Copy of M.Phil. / M.S / Professional Degree / P.H.D	
9	Copy of Certificate of Domicile	
10	Copy of Certificate of PRC (Form-D)	
11	Two Passport Size Pictures	
12	NOC in case of Already in Govt. Service	
'13	Certificate in the case of Hafiz-e-Quran	
14	Certificate in case of Disability	
15	Certificate in case of Position in Board or University	
16	Verifiable Experience Letters with Dates, employer's contact no, and address	
17	Any other document (Higher Qualification / Diploma / Training and Certificate) etc.	
Declaration		

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To the best of my knowledge, I declare that the information given is true and correct. I understand that inaccurate, misleading, or untrue statements or knowingly withheld information may result in termination of employment with this organization. I understand that this application does not constitute an offer of employment.

Date:_____

Signature:_____

TERMS OF REFERENCES (TORs)

Background:

Right to education is a fundamental human right. In Pakistan, Article 25-A of the Constitution of the Islamic Republic of Pakistan states that "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law." 18th Amendment was made to the Constitution of the Islamic Republic of Pakistan in year 2010 - which led to devolve powers to the provinces including related to overall planning and management of the education sector. Thus, education became primary responsibility of the provinces, and respective provincial Assemblies enacted Act on Free and Compulsory Education for children aged 5 to 16 years.

Legislation of 2010 mandated provinces to develop related policies and foster actions to provide access to the target children. However, the caseload of OOSC remains humongous with no significant increase in school enrolments since 2010. Pakistan is still ranked as the second highest in the world with estimated 23 million children out of schools (54% girls). 77 per cent of these OOSC live in rural areas whereas 33 per cent in urban areas. The issue of OOSC further exacerbated due to COVID-19 and frequent school closures caused increased dropouts and access to schooling was further jeopardized for those already out of the schools.

In Sindh province of Pakistan, School Education and Literacy Department estimates that 6.9 million (46 per cent) children of age group 5 to 16 years are out of school whereas 54 per cent children are enrolled in educational institutes that further includes 56 per cent in public sector schools, 37 per cent are in private sector schools and 7 per cent in Madrasah schools (PSLM 2018-19). Sex-disaggregated data of OOSC is missing.

Needs statement:

In Sindh, the caseload of OOSC is estimated as 6.9 million. However, the authenticity of available data of OOSC is a challenge and unreliability aren't allowing policymakers to accurately plan educational supply for the target population. Serious efforts are needed to analyze directly related existing datasets related to enrollment/OOSC that are available within and outside SELD (e.g., SEMIS, DG M&E, DG Pvt. Schools, Madrassah, un-registered Madrassah, National Database and Registration Authority (NADRA), Benazir Income Support Programme (BISP), Emergency Operation Center (EOC) related to Polio/EPI, Union Council/Local Government, National Commission for Human Development (NCHD), data of population census (2017).

Furthermore, reasons for children being out of school are largely unknown in Sindh. Thus, the absence of profiling of OOSC is another bottleneck that is impeding effective planning to ensure the provision of equitable access to education for these OOSC. The availability of information of OOSC on parity indices (boys/girls, rural/urban, bottom/top wealth quintiles, and others such as disability status and conflict-affected) is currently unavailable to a large extent.

Reform Support Unit is a dynamic Unit within SELD that supports educational reform initiatives in Sindh. In 2020, OOSC Emergency Center was established at Reform Support Unit for educational planning, coordination, and initiating outreach initiatives to address the challenge of OOSC. However, Reform Support lacks field capacities to carry out social mobilization amongst mass communities to generate increased demand for education. Therefore, a strategic and standard approach need to be identified to guide the limited staff of the Reform Support Unit in the field to support planning and in carry out enrollment campaign jointly with the education officials of the districts.

Directorate of Literacy and NFE is responsible for re-enrollment of school dropouts and providing alternative learning pathways (ALPs) to children who cannot attend formal schools due to access and accessibility issues. However, the Directorate of Literacy and NFE is lacking an institutionalized plan to initiate and pursue strategic actions in a persistent and resourceful manner for re-enrollment of school dropouts and provide equitable ALP programs, especially for girls, laborer children, street children, internally displaced and conflict affected.

Non-availability of reliable data of OOSC, less knowledge regarding reasons for children being OOS, and unclear institutional roles/responsibilities of the Reform Support Unit and Directorate of Literacy and Non-formal Education are the key reasons that necessitate developing a succinct, coherent and actionable RoadMap for SELD to support urgent planning to address the enormous challenge of OOSC in the province.

In 2019, a rigorous Enrolment and Retention Drive/Campaign was carried out in Sindh. The Campaign was launched by the Minister of Education in the Lyari District of Karachi, which is the most urbanized district in Karachi Division with high number of OOSC especially laborer children and street children. Minister also launched the Campaign in District Umerkot, which is his hometown - that demonstrated the political will of the government of Sindh. Similarly, the Secretary of, School Education and Literacy Department launched a Campaign in his hometown - District Tharparkar. Divisional and District level meetings were held that led to develop and implement District Action Plans to roll out Campaigns at District and Taluka levels. Mass media campaign was launched and structured messages on right to equitable access to education were aired through radio. Social mobilization campaigns were planned and carried out by District/Taluka Education Offices and Civil Society Organizations with the aim to mobilize public opinion to ensure children's right to education as a Constitutional obligation. At the local level, door-to-door campaign was also carried out by School Management Committees. A dedicated dashboard was also established to record new enrolment as the results of the Enrolment and Retention Drive/Campaign.

As overall, political will, planning, and conduct of the Enrolment and Retention Drive/Campaign was a significant step in Sindh - considering the caseload of OOSC. However, a "structured school readiness package" remained a missed opportunity. The package could have prepared the teachers to skillfully entertain the new entrants and the schools to provide a conducive learning environment.

Scope of services:

This assignment consists of the following major tasks leading toward the development of an actionable RoadMap to address the issue of OOSC in Sindh. All the tasks will be completed in collaboration with the Reform Support Unit, Directorate of Literacy and NFE, other Units/Wings/ Directorates of SELD, UNICEF, and related stakeholders at the provincial level and in the field.

This assignment is composed of the following key tasks:

- Liaison with internal and external stakeholders (e.g., RSU, DG M&E, DG Pvt. Schools, Madrassah, NADRA, BISP, EOC/Polio, Union Council/Local Government, NCHD, Pakistan Bureau of Statistics, and MoFE&PT to collect existing enrollment/OOSC data, Carryout a swift comparative analysis of datasets and analyze reliability, comparative advantage, and shortcoming of each dataset to ascertain an authentic estimate of OOSC for the purpose to develop a data-based RoadMap for SELD to address the issue of OOSC in Sindh.

- Develop an equity-focused checklist for mapping the profiles of OOSC on a sampling basis, collect data of OOSC among marginalized communities residing in underprivileged geographic locations in selected districts of Sindh.

- Examine profiles of OOSC to ascertain socio-economic background and the most common reasons for children being out of school. The reasons will be critically assessed to develop actionable strategies for enrolment of OOSC to be proposed within the RoadMap. For successful primary completion and post-primary transition, strategies will also be formulated to prevent students' dropouts through engagement and support from School Management Committees at schools level.

- Enrolment and Retention Drive is one of the critical components of social mobilization campaigns for right-time enrolment of school-going age children and those less likely to go to schools. To enable the SELD/Reform Support Unit and Directorate of Literacy and Non-formal Education for effectively plan and to carry out a robust campaign for enrolment of OOSC on an immediate basis, a tailor-made C4D Package will be developed based on the data evidence related to OOSC and analyzed reasons for children being out of schools (as mentioned above). The C4D Package will comprise of a provincial implementation plan for Enrolment and Retention Drive, regional and district action plans with proposed interventions and roles/responsibilities of Regional/ District officials, standardized messages for radio campaign, strategies/action plans for School Management Committees and for Broad Based Community Meetings (BBCM). C4D Package will constitute an integral part of the Roadmap.

- Issue of OOSC is enormous and medium- and longer-term plans are needed to gradually reduce number of OOSC in the province. In 2019, School Education Sector Plan and Roadmap (SESP&R) was developed that includes priority Programme-1 which proposes comprehensive programmatic interventions to address the challenge of OOSC and illiterate youths. However, implementation of priority Pogramme-1 of SESP&R was constrained due to COVID-19 in year 2020, 2021 and only minimal actions were undertaken by Reform Support Unit related to re-activation of Working Groups to support planning related to functioning of OOSC Emergency Center. A Joint Education Sector was carried out in 1st Quarter of 2022 to review output-level progress of the Sector. Through this assignment, activities, and sub-activities of Pogramme-1 of SESP&R will be thoroughly assessed to ascertain the status of implementation. Based on the

assessment, a provincial level dialogue will be organized with related stakeholders to deliberate on the progress made and shortcomings related to planning and implementation of interventions related to OOSC, emerging needs related to OOSC, and formulate and agree on the policy recommendations. These recommendations will be incorporated in RoadMap along with brief and actionable medium - and longer-term strategies to address the issues of OOSC with complete endorsement of SELD.

- A "well-structured school readiness package" needs to be developed for new entrants, for the teachers and for the schools. Package to include capacity assessment and capacity building of teachers to [skillfully] conduct entry-level assessment of new entrants and on the delivery of accelerated learning catch-up programs that can help students gain required knowledge and acquire prerequisite skills for a progressive & successful transition to their age-appropriate grades. Secondly, schools need to provide conducive and child-friendly learning environment to new entrants. Equally important is that School Readiness Package includes project modeling/ simulation to inform policy makers regarding costed estimates for additional teachers, classrooms, new schools/upgradation of existing schools in response to increased enrollment.

Outputs:

1. Report on the analysis of the sample datasets of OOSC
2. Equity-focused checklist for mapping of profiles of OOSC. Report on the analysis of reasons for children being OOS and strategies to support primary completion and successful post-primary transition.
3. C4D Package related to Enrolment and Retention Drive.
4. School Readiness Package that captures professional development needs of teachers regarding entry-level assessment of new entrants, delivery mechanism of NFE package in formal schools, and projection modeling/simulation of costed estimates of schools to resourcefully entrant new entrants.
5. Policy recommendations and actionable medium - and longer-term strategies to address the issues of OOSC in Sindh.
6. Draft RoadMap to address the challenge of OOSC in Sindh (based on outputs 1 to 4)
7. Finalized and endorsed RoadMap to address the challenge of OOSC in Sindh

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS			
Work Assignment Overview			
Tasks/Milestone:	Deliverables/Outputs:	Timeline	
1.1 Liaison with internal and external stakeholders (e.g., RSU, DG M&E, DG Pvt. Schools, Madrassah, NADRA, BISP, EOC/Polio/EPI, Union Council/Local Government, NCHD, population census (2017) MoFE&PT to collect sample data of enrolment/OOSC on a sample basis 1.2 Carryout swift analysis of each OOSC data and inform reliability, comparative advantage, and shortcoming of each dataset to use to ascertain an authentic estimate of OOSC for the purpose to develop a data-informed RoadMap for SELD to address the issue of OOSC in Sindh.	Draft and finalized report on the analysis of the sample datasets of OOSC		
1.1 Develop equity-focused checklist for mapping of profiles of OOSC on sampling basis. Collect data of OOSC from marginalized communities residing in underprivileged geographic locations in selected districts of Sindh and examine profiles of OOSC to ascertain socio-economic background and most common reasons for children being out of schools 1.2 Assess reasons for children being OOS and propose actionable strategies for enrolment of OOSC with a particular focus on primary completion and post-primary transition also including brief strategies to prevent dropouts through engagement/ support from School Management Committees in the field	Draft and finalized equity-focused checklist for mapping of profiles of OOSC. Draft and finalized report on the analysis of reasons for children being OOS and brief strategies to support primary completion and successful post-primary transition		
3.1 Develop a tailor-made C4D Package based on a) data evidence related to OOSC, and b) analyzed reasons for children being out of schools (as mentioned above under point 2.1 and 2.2) 3.2 C4D Package comprised on a provincial implementation plan for Enrolment and Retention Drive, regional and district action plans with proposed interventions and roles/responsibilities of Regional/ District officials, standardized messages for radio campaign, strategies/action plans for School Management Communities and for organizing Broad Based Community Meetings (BBCM)	Draft and finalized C4D Package related to Enrollment and Retention Drive		

4.1 School Readiness Package including professional development needs of teachers regarding entry-level assessment of new entrants, delivery mechanism of NFE package in formal schools, and projection modeling/simulation of costed needs of schools to resourcefully entrant new entrants.	Draft and final school readiness package		
5.1 Analyze status of implementation of activities, and sub-activities of Pogramme-1 of SESP&R. Based on the assessment organize a provincial dialogue to deliberate on the progress made and shortcomings related to planning and implementation of interventions related to OOSC, emerging needs related to OOSC, and formulate and agree on the policy recommendations. 5.2 Incorporate recommendations form provincial dialogue in the RoadMap along with brief and actionable medium - and longer-term strategies to address the issues of OOSC in Sindh.	Draft and finalized report on provincial dialogue that includes policy recommendations and actionable medium - and longer-term strategies to address the issues of OOSC in Sindh		
6.1 Draft RoadMap to address the challenge of OOSC in Sindh	Draft RoadMap to address the challenge of OOSC in Sindh		
7.1 Improved and endorsed version of RoadMap to address the challenge of OOSC in Sindh	Finalized and endorsed RoadMap to address the challenge of OOSC in Sindh		