



REFORMERS



OCTOBER - DECEMBER 2024

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EMPOWERING MINDS, BUILDING FUTURES

The Government of Sindh remains committed to transforming our education sector with meaningful reforms that address both quality and accessibility. In this quarter, we have taken significant strides to ensure that our education system meets the demands of the 21st century.

A major shift in our assessment policy is underway, moving away from a purely marks-based evaluation to a system that prioritizes conceptual understanding and skill development. This, alongside the proposal to eliminate rigid board percentage requirements for university admissions, aims to encourage students to focus on real learning rather than rote memorization.

We have also introduced technical education into mainstream schooling through the Middle Tech Initiative, which will expand to Matric and Inter level, providing students with vocational skills that enhance their future employability. Moreover, immediate teacher deployment policies have been implemented to ensure uninterrupted learning, and previously closed schools have been reopened with teacher availability as a priority.



A key focus of our efforts is bringing out-of-school children back into the education system. The number of such children in Sindh remains alarming, and addressing this challenge is at the heart of our strategy. Through targeted initiatives and community-driven interventions, we are committed to ensuring that every child has access to education and the opportunity to build a brighter future.

Our Adopt-a-School initiative under the “Minister for initiative for adoption of school” in collaboration with MPAs, seeks to bring community ownership and monitoring into government schools, while partnerships with the private sector are fostering teacher development and continuous sector-wide



Syed Sardar Ali Shah
Minister for Education, Mines & Minerals
Development, Government of Sindh

growth. As part of our commitment to inclusivity and equal opportunities, the Government of Sindh has also introduced a Transgender Education Policy to ensure that education remains accessible to all, regardless of gender identity. This initiative aims to create a safe, supportive, and discrimination-free learning environment for transgender students, enabling them to receive quality education and the same opportunities for growth and development as their peers.

At the heart of all these reforms are our dedicated teachers, whose unwavering commitment shapes the future of our students. Recognizing their efforts, we are actively working to acknowledge and reward distinguished educators who go above and beyond in their service. By celebrating their contributions, we aim to inspire and motivate them to continue their invaluable role in improving the learning outcomes of our children. Through these efforts, we are bridging the gap between traditional education and practical skills, ensuring that students not only receive quality education but also acquire self-reliance and financial stability while they learn.



MESSAGE

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The current quarter has been marked by significant progress in our efforts to strengthen the education sector in Sindh. We have taken concrete steps to improve assessment standards, teacher recruitment, technical education, and non-formal learning, all aimed at ensuring a more inclusive and high-quality education system.

One of the key milestones has been the launch of the Sindh NFE Scorecard 2022-23, in collaboration with JICA, which provides valuable insights into non-formal education and helps shape policies to reach out-of-school children. With the aim to integrate technical education within mainstream schooling 1,600 computer labs are being set up across schools to enhance digital literacy and prepare students for the modern workforce under the Middle Tech Initiative, which will be expanded to Matric and Inter level, enabling students to gain practical skills alongside their academic learning. Moreover, teaching licenses and merit based recruitment is a major development focused on improving the learning outcomes and ensuring accountability in government schools. Real-time monitoring through the Data Dashboard is helping us track progress and ensure transparency in education initiatives.



Mr. Zahid Ali Abbasi
Secretary School Education & Literacy
Department Government of Sindh

We are also strengthening public-private partnerships to enhance teachers' professional development and create more opportunities for continuous learning. Furthermore, the "Minister for initiative for adoption of school" has been introduced to encourage greater community engagement and school ownership, ensuring that government schools receive the support and oversight needed to improve their quality. By implementing these reforms, we are not only bridging the gap between traditional education and practical skills but also paving the way for a more dynamic and future-ready education system.



Dr. Junaid Hameed Samo
Chief Program Manager - RSU

I am delighted to share the latest edition of our quarterly newsletter. This quarter has witnessed significant developments that have further shaped the future direction of education reforms in Sindh. As we conclude the Sindh Education Sector Plan & Roadmap (SESP&R), preparations are underway for the development of the new SESP&R, ensuring that the strategies align with emerging educational needs and priorities. A significant milestone during this period was the Joint Education Sector Review (JESR), where a comprehensive analysis of SESP&R thematic areas was conducted. The findings, including targets achieved, challenges faced, and gaps identified, were deliberated upon, and the outcomes were shared later in the two-day JESR review. These discussions provided valuable recommendations for the next sector plan. Additionally, the launch of the Sindh NFE Scorecard 2022-23 marks a major step forward in strengthening non-formal education. Moreover, discussions on student-teacher ratio (STR) policy remained central, focusing on strategies to ensure equitable teacher distribution in all government schools. Efforts to enhance data driven decision making continued

with the development of the Education Data Dashboard, a critical tool for tracking progress and strengthening policy interventions. Regular progress review meetings with district coordinators played a key role in assessing district-wise performance, identifying achievements, and addressing areas for improvement. Endorsement of the ECCE & FL policy draft, aimed at developing a comprehensive and unified framework that integrates early childhood education, foundational literacy and numeracy was a significant development during the quarter. The first High-Level Steering Committee meeting on Sindh's Five-Year Multi-Sectoral Roadmap to Address Out-of-School Children and Adolescents reinforced the province's commitment to inclusive and sustainable educational development. As we continue to accelerate our efforts, we are confident that these reforms will bring lasting improvements to the education landscape in Sindh



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WORKSHOP ON DATA-DRIVEN REPORTING & DECISION MAKING USING NFE MIS & M&E MECHANISM



An impactful two-day workshop was organized by the Directorate of Literacy & Non-Formal Education, SE&LD, Government of Sindh, in collaboration with Save the Children International (SCI), JICA's Advancing Quality Alternative Learning (AQAL) project, and Tameer-e-Khalaq Foundation (TKF) on "Data-Driven Reporting and Decision Making using Non-Formal Education Management Information System (NFE MIS) and NFE Monitoring and Evaluation (M&E) Mechanism Rollout". The event emphasized the importance of data-driven strategies to improve literacy programs across Pakistan. The initiative highlights the transformative role of data in decision-making and reflects unwavering dedication to promoting education for all.



SEF AIMS TO BRING 300,000 KIDS BACK TO SCHOOL IN TWO YEARS

The Sindh Education Foundation (SEF), Government of Sindh, is successfully operating 35 people's schools across the province, enrolling over 25,000 students and creating a thriving academic community. These schools are fully equipped with state-of-the-art facilities, providing a conducive environment for learning. The SEF has achieved this milestone in just two years. The progress of SEF was discussed by their Managing Director Abdul Kabir Kazi in the PSP Annual Conference for Performance Review held in Karachi. He said that they were initially tasked with reaching an enrollment of 400 students per People's School, yet just last week, a newly inaugurated school in Dhoronaro enrolled 500 students. This success is driven by the provision of learning environment, well-equipped infrastructure, and comprehensive facilities. Soon, they will also begin teacher training in these schools. SEF has also introduced Chinese language classes in 100 schools and has held discussions with the UAE ambassador to begin Arabic language instruction, addressing the demand for Middle Eastern language skills among students pursuing higher education and careers abroad. The target is to bring 300,000 out-of-school children into the education system within the next two years.



ROLLOUT OF CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM IN 12 PROJECT DISTRICTS



The Continuous Professional Development (CPD) program has marked a significant milestone in improving education quality across 12 project districts of Sindh, including Jacobabad, Matiari, and Mirpurkhas. By integrating classroom observations, real-time data collection through the Tangerine app, formative assessments, and collaborative meetings, the initiative has enhanced teaching practices and student outcomes. The program's phased rollout in November involved capturing and analyzing data on teaching and learning, providing targeted feedback to teachers, and personalizing student support. Coordination meetings further fostered collaboration among educators, enabling informed decision-making to refine teaching strategies. With key achievements such as improved classroom practices, real-time data-driven interventions, and a strong student-centered focus, the CPD program is transforming the education system in Sindh. Its innovative blend of technology, professional development, and collaboration sets a benchmark for sustainable educational reform, paving the way for a brighter future for both teachers and students.

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SCHOOLS REHABILITATION IN 5 MOST AFFECTED TALUKAS UNDER DEEP PROGRAM

DEEP is formed with the objective of restoring fully damaged schools and their infrastructure, ensuring they are fully functional for the benefit of students in the five most affected Talukas of Sindh due to floods and rain damages in 2022. The project is focused on the construction of Two Rooms Primary Schools / Six Rooms Primary Schools Middle Schools / Elementary / Secondary / High & Higher Secondary with allied facilities enabling the students to get their education at their easy access.

The main objectives of the project are as under:

- The mode of construction of the project is on integrated steel concrete construction system/Green hybrid technology.
- Earth seismic resistance up to 8 richter scale, use of fire-rated infill materials, rating up to 4hours, however structural elements treated corrosion proof.
- Insulation material in walls and floors provides superior acoustic performance.
- Energy efficiency for dual separation barrier provides by concrete panel and infill material helps in ensuring indoor warmth during winter and coolness in summer.
- Factory prefabricated components with onsite assembly ensure construction time is greatly reduced, environmental friendly carbon foot prints.



SCHOOLS RECONSTRUCTION IN 4 LAGGING DISTRICTS UNDER ASPIRE PROGRAM

Actions to Strengthen Performance for inclusive and Responsive Education (Aspire) has been launched as a five years (2000-2025) project with the support of Ministry of Federal Education & Professional Training (MOFEPT) and World Bank to mitigate the negative effects of Covid-19 on education system of Pakistan. In this regard Province receive the share as Grant from Government of Pakistan. This Project has been designed on Performance for Result (PforR) mode, meaning thereby in selected districts.

The various programs are in progress as under:

- Construction of 3 class rooms and toilets with Wash facilities under 2023-24
- Construction of 3 Class rooms under ASPIRE 2024-25
- Repair & renovation of damaged schools under ASPIRE 2024-25
- Up gradation of schools with 6 class rooms and 4 toilets in each school under ASPIRE 2022-23

The key objectives of the project:

- Thematic Area/Sector
- Improve Education Quality
- Improve education access (special focus on girls)
- Provide adult literacy and vocational training.
- Promote Uniform National Education
- Develop capacity for crisis management and innovation solutions.



Upgradation School under Construction
(GBPS-NOOR BHORA SEMIS CODE-417030014)



Additional Classrooms under Construction (GBELS-ATUR JHOKIO SEMIS CODE-417020380)

PROGRESS OF 5 DISTRICTS PLAN 2024 UNDER THE DIRECTORATE OF LITERACY & NFE

The Sindh Government has made significant strides in advancing Non-Formal Education (NFE) through a variety of initiatives. A key highlight is the successful launch of the 5 Districts Plan 2024, which aims to establish 500 NFE centers across five districts. In collaboration with Care Pakistan, 10 NFE centers will be opened in District Sujawal, targeting 400 Out-of-School Children (OOSC). Additionally, the completion of NFE cohorts has seen over 5,900 OOSC enrolled and awarded certificates across districts such as Thatta, Khairpur Mirs, Ghotki, Malir, and Kimari. In terms of vocational skills, curricula for 13 vocational and Middle-Tech programs have been developed with STEVTA to improve employability. The government has also made key strides in human resource management, including recommendations for additional posts at the district level and filling vacant positions to strengthen the DL&NFE. Efforts in curriculum development have led to the finalization of NFE curriculum packages and the revision of Teaching Learning Materials (TLM) for core subjects and vocational courses. A comprehensive Monitoring & Evaluation framework has been set up to ensure quality control and accountability. Moreover, the NFE Management Information System (EMIS) has been strengthened through workshops, and a new Facilitator Management System has been designed to improve the recruitment and training of NFE facilitators. With ongoing collaborations with JICA, UNICEF, and other partners, these initiatives aim to create a more inclusive and effective educational environment for OOSC in Sindh.



STEAM MUQABLO & FESTIVAL 2024

STEAM Muqablo, the annual STEAM competition featuring real-world hands-on challenges for students and teachers of classes 6 to 8 and 9,10, is in the district-round phase and has engaged 35,000+ students and teachers across all 30 districts of Sindh so far. The school round of STEAM Muqablo ended in October 2024, featuring hundreds of innovative floating devices and musical instruments, visually mesmerizing posters and postcards, and, creative working science models and teachers' games by 1,000+ schools across the province. The district round of the competition is currently underway, with successful and energetic district-wide competitions held across Shaheed Benazirabad, Naushero Feroze, Karachi Central, Karachi South, and Mirpurkhas districts and 25 additional district rounds scheduled for January 2025. In addition to 8000+ student and teacher participants, and attendees across the 5 district rounds, these interdisciplinary events were graced by MPAs, and high-level officials, who were in awe of the hard work and creativity of the pupils and teachers of Sindh's government schools. Working professionals and professors from Sindh's esteemed organizations and universities served as voluntary judges for the district's events and decided the challenges' winners after a lot of deliberation and rigorous evaluation.



CHILDREN'S PARLIAMENT

With the support of the Reform Support Unit (RSU) Sindh and UNICEF, the Thar Education Alliance has executed a groundbreaking initiative of launching a Children's Parliament. This one of a kind initiative aimed at promoting educational rights, bringing out-of-school children back to school, empowering children and adolescents & promoting the fundamental right to education across Sindh. Children from 30 districts of Sindh participated in this initiative. Two children were selected from each of the 29 districts, while six students were picked from the Sajawal district due to its low literacy rate who will serve as representatives of their respective districts in parliament. Mr. Pratab Shivani, CEO of Thar Education Alliance said on the launch "This initiative is an important step towards ensuring every child's right to education under Article 25-A of the Constitution of Pakistan. The Children's Parliament aims to make children aware of their educational rights and empower them to play an active role in shaping their futures and those of their peers."



INAUGURATION OF CLIMATE-RESILIENT MULTIPURPOSE HALL BY UNICEF DELEGATION, AMBASSADOR SWEDEN AND NETHERLAND

A high-level UNICEF delegation, accompanied by esteemed international dignitaries, recently visited the newly rehabilitated Climate-Resilient Multipurpose Hall and Climate-Friendly Prefabricated School Structure in District Sujawal. This initiative, spearheaded by the Reform Support Unit (RSU) of SELD with unwavering support from UNICEF, stands as a monumental step forward in fostering sustainable education for children in climate-vulnerable regions. The distinguished delegation included Ms. Henry Foker de Vries, Ambassador of the Kingdom of the Netherlands; the SIDA Ambassador; Mr. Abdullah Fadil, UNICEF Country Representative; and Mr. Prem Bahadur, UNICEF Chief Field Office and Ms. Abeer Maqbool, Education Manager UNICEF. Their visit underscored the transformative impact of climate-adaptive learning spaces, ensuring safe, inclusive, and future-ready education for Sindh's youth. During their engagement with students, the delegation witnessed firsthand how sustainable infrastructure enhances learning environments and promotes climate-conscious education. They highly commended RSU-SELD's commitment to integrating essential WASH (Water, Sanitation, and Hygiene) facilities, a crucial component in fostering hygienic, safe, and inclusive learning spaces particularly for girls' education. This milestone reaffirms the collective dedication of SELD, UNICEF, and global partners in building resilient, child-friendly educational ecosystems that not only withstand climate challenges but also empower future generations to thrive.



JOINT EDUCATION SECTOR REVIEW (JESR)2024

The Joint Education Sector Review (JESR) serves as a vital mechanism, uniting diverse stakeholders to collectively review the results, progress and performance in implementing the education plan. With a formal conclusion of the 5 year School Education Sector Plan & Roadmap for Sindh (SESP&R) 2019-2024, a 2 days JESR was recently convened in Karachi. This significant event brought together stakeholders who reviewed the outcomes of SESP&R 2019-24, assessed the overall progress, recognized unmet targets, discussed sectoral challenges, identified gaps, evaluated lessons learnt, and also provided recommendations for tangible outcomes for the next education sector plan so the objective of universalization of education in Sindh can be achieved. SESP&R 2019-2024 is structured into 8 programs under the 3 broad thematic areas: Access, Quality and Governance. The event was a joint collaboration of the School Education & Literacy Department (SELD) and UNICEF.



QUARTERLY PROGRESS REVIEW MEETING OF DISTRICT COORDINATORS

The Coordinators of the Local School Unit (LSU) are pivotal to the implementation of the education sector reforms, serving as foundational pillars for progress. Their performance is critical in transforming the educational landscape of Sindh Province. To review and support their efforts, an interactive Quarterly Progress Review Meeting was held in Hyderabad, chaired by Dr. Junaid Hameed Samo, Chief Program Manager, Reform Support Unit (RSU). The purpose of this interactive meeting was to assess the progress and performance of the LSUs, address challenges, refine strategies and to provide support to enhance their performance at district-level. Speaking at the meeting, Dr. Samo underscored the importance of collaboration in achieving educational reforms. He emphasized improving coordination, ensuring reporting quality, and maintaining compliance to drive impactful changes. The meeting also provided a platform to evaluate district-level performance, share best practices, and provide actionable guidance to overcome recurring issues. The goal is to ensure sustained progress and effectiveness in the education sector ensuring continuous progress in the education sector by fostering such engagement.



BEST TEACHING PRACTICES COMPETITION (BTPC)

The Sindh Teachers Education Development Authority (STEDA) organized the Best Teaching Practices Competition (BTPC) to promote innovative teaching methodologies and recognize exemplary teachers. This groundbreaking initiative aimed to encourage educators from public and private schools across Sindh to share their creative teaching strategies through a five-minute video format. The competition invited participation from teachers of elementary and secondary public schools, as well as private institutions. To ensure inclusivity, clear instructions were disseminated via official letters and social media platforms. The competition witnessed remarkable participation, underscoring the enthusiasm of Sindh's educators to innovate and excel. A total of 914 teachers registered for the competition. 602 video submissions were received, including 550 from public schools and 55 from private schools and after thorough evaluation, 33 outstanding submissions were selected for recognition. The Best Teaching Practices Competition (BTPC) reflects STEDA's dedication to transforming education and has become a catalyst for reimagining classroom practices, highlighting the potential of Sindh's teaching community, paving the path for future programs aimed at enhancing educational quality.

ACKNOWLEDGING TEACHERS ON WORLD TEACHERS' DAY 2024

The Sindh Teachers Education Development Authority (STEDA) hosted a memorable event at the Scouts Headquarters in Karachi to celebrate World Teachers' Day. The event highlighted the vital role teachers play in shaping the future and was a tribute to their hard work and dedication. The ceremony brought together key figures & stakeholders from the education sector including the Honorable Minister & Secretary of Education. The key highlight of the event was to honor the 33 teachers who participated in the Best Teaching Practices Competition (BTPC) in the 3 categories of Innovative, Dynamic and Visionary Teachers. Moreover, the teachers who participated in the "Teaching in the 21st Century, Teacher Competition 2.0" were also acknowledged and awarded shields. The awards served as an encouragement to teachers for playing their active role in embracing modern teaching methods in imparting knowledge to the young brains.



policy for children aged 0 to 8 years with the FLN policy for grades ECE to 5. This integrated policy would ensure greater alignment and continuity across the educational framework, laying a stronger foundation for the future of Sindh's young learners. Following the initial meeting, two additional follow-up meetings were held to consult on revisions to the policies. Key stakeholders, including AKU-IED, UNICEF, and TRC, worked collaboratively to



revise and integrate the policies. The final draft of the revised policy was endorsed by the forum and by Worthy Secretary School Education and officially named it "Early Childhood Care Education and Foundational Learning Policy (2024)." Final policy got approved by the Secretary Education, Government of Sindh, Mr. Zahid Ali Abbasi, marking a significant milestone in the development of Sindh's early childhood education framework.

MULTI-SECTORAL ROADMAP 5 YEARS' STRATEGIC ACTION PLAN (OOSC/A)

The Prime Minister of Pakistan declared an "Education Emergency" on May 9, 2024, across the country, aiming to enroll approximately 26 million out-of-school children (OOSC) and transform Pakistan into one of the most educated nations in the world. On May 17, 2024, UNICEF organized a meeting with the Chief Minister of Sindh, where the Secretary of the School Education and Literacy Department (SELD) and the UNICEF Representative in Pakistan proposed the development of a comprehensive Multi-Sector Roadmap and Five-Year Strategic Plan for out-of-school children and adolescents (OOSC/A). The multi-sectoral approach of this proposed roadmap was emphasized, recognizing that OOSC/A is not solely an education sector issue. Other sectors, including WASH (Water, Sanitation, and Hygiene), Child Protection, Health, Nutrition, Social and Behavioral Change, and Gender Equity, play a crucial role in enrolling and retaining OOSC/A in educational institutions across Sindh. To drive this initiative, the Sindh Government constituted a High-Level Steering Committee and engaged the firm Idara-e-Taleem-o-Aagahi to develop the roadmap. So far, three meetings and one workshop have been held, providing invaluable insights that have shaped the roadmap's development. These discussions led to the endorsement of key points and ensured alignment with strategic goals, paving the way for its effective implementation.

ROLLING WORK PLAN PROJECT 2024

Rolling Work Plan Project which is signed by SELD and UNICEF every year aims at strengthening the Coordination and Communication mechanism, supporting critical reform as per Sindh Education Sector Plan key priorities and sensitization of education department official and relevant stakeholder on key policies and reforms of SELD. Reform Support Unit, School education and Literacy Department SELD has a long association with UNICEF Sindh. Its contributions are worthy of mentioning since 2015, especially in the development of SESP&R as a coordinating agency, which enabled department's Rolling workplan (RWP) to collaborate and support UNICEF to the implementation of School Education sector plan & Road map for Sindh (SESP&R) to achieve significant targets during the time.



SINDH LEARNING PROGRAMME (SLP)

The Sindh Learning Programme (SLP) is a four-year initiative, funded by the Global Partnership for Education (GPE) through UNICEF Rolling Work Plan. It aims to increase equitable access to quality education for marginalized children, particularly girls, while fostering an enabling environment for their transition from primary to post-primary education. The program will be implemented in Dadu, Tando Allahyar, Tharparkar, and Umerkot, targeting areas with high poverty rates, low enrolment, and gender disparities in education. The key objectives of SLP are to improve access to education through up-gradation of 50 primary schools to middle level using climate-resilient prefabricated structures and minor repairs in 150 schools to enhance learning environments. Moreover, strengthening foundational learning by enhancing teacher training & providing quality teaching and learning materials, along with establishing FLN (Foundational Literacy & Numeracy) learning centers and addressing dropout rates through community engagement, mentorship programs, and improved school facilities (latrines, WASH, and menstrual hygiene management) to provide enabling environment for girls are also key focus areas of this programme.

AN IMPACTFUL JOURNEY

Farooq Majeed has been an integral part of SEMIS since 2013, serving as an IT & MIS Officer. He began his journey with SEMIS as a Data Processing Assistant in the Reform Support Unit under SERP-II. In his current role, Farooq is responsible for managing the MIS dashboard database and ensuring the maintenance of hard records. The SEMIS section is tasked with overseeing a range of critical activities, the most prominent of which is the Annual School Census (ASC). Farooq has played a pivotal role in the ASC process since its inception. His responsibilities include designing the census proforma, training District Coordinators (LSUs) on the newly developed ASC proforma and the online data entry portal, and meticulously cleaning the data in compliance with the Data Standardization Framework set by the Pakistan Institute of Education, Islamabad.



FAROOQ MAJEED

SUCCESS STORIES



RABIA NOOR

Rabia Noor, a 17-year-old hardworking and talented student, turned her dream into reality with sheer determination. She got admission to Government Boys Secondary School, Anjam Colony, Baldia Campus, District Keamari, in the 9th grade. While excelling in her studies, her life took an unexpected turn when a private sports club visited her school for sports activities.

During this event, Rabia was introduced to kickboxing. She enthusiastically participated and discovered her passion for the sport. Determined to pursue it, she began her journey as a kickboxer. However, the path was not easy—she faced criticism and discouragement from some people. But with the support of her parents and teachers, she remained steadfast in her pursuit.

Her dedication and hard work paid off when she represented Pakistan at the Azerbaijan Asian Championship held in January and won a gold medal in kickboxing. This remarkable achievement made her a source of pride for her country, proving that talent and perseverance can break barriers.

Rabia's journey is an inspiration for young athletes, especially girls, showing th with

passion, resilience, and determination, one can achieve greatness. She stands as a symbol of strength, proving that dreams do come true when pursued with unwavering commitment. The Azerbaijan Asian Championship held in January and won a gold medal in kickboxing. This remarkable achievement made her a source of pride for her country, proving that talent and perseverance can break barriers. Rabia's journey is an inspiration for young athletes, especially girls, showing that with passion, resilience, and determination, one can achieve greatness. She stands as a symbol of strength, proving that dreams do come true when pursued with unwavering commitment.



In the vibrant province of Sindh, Pakistan, a remarkable young girl has defied conventions and inspired a nation. Saira Ishaq, a talented and determined individual, was born with a physical handicap. However, this did not deter her from pursuing her passion for Taekwondo. With unwavering support from her family and unrelenting dedication, Saira Ishaq rose through the ranks, becoming a formidable force in the sport. Her impressive skills and perseverance caught the attention of the Pakistan Army, who invited her to compete alongside their team. In a historic moment, Saira became the first and only handicapped girl from Pakistan to win a gold medal in the Taekwondo Championship. Her remarkable achievement did not stop there; she went on to conquer international arenas, clinching gold medals in Japan. As a shining ambassador for Pakistan and a role model for the disabled community, Saira Ishaq continues to break barriers and push boundaries. Her remarkable story is a testament to the human spirit's capacity to overcome adversity and achieve greatness. Quoting Saira Ishaq "I want to tell the world that disability is not a limitation. With determination, hard work, and passion, anything is possible." Saira's extraordinary achievements have earned her numerous accolades, including recognition from the Pakistan Government and various international organizations. Congratulations, Saira Ishaq, on your outstanding achievement! We honor her unwavering commitment to her craft and her unrelenting inspiration to millions.



SAIRA ISHAQ



CHANGE MAKERS

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Naeem Talpur serves as a District Coordinator in Tando Muhammad Khan district. He oversees key initiatives to enhance education within the district.

- Ensures accurate data collection for the annual census to assess school enrolment and performance.
- Oversees the implementation of the Girls' Stipend Program to support girls' education and boost enrolment rates.
- Promotes community involvement in school governance by facilitating the effective functioning of School Management Committees.
- Implements and monitors policies that foster collaboration among schools within clusters for enhanced educational outcomes.
- Demonstrates a commitment to timely reporting and ensuring that all required data is submitted on format.

His proactive approach and commitment to managing these responsibilities demonstrate his dedication to improving education.



Naeem Talpur
LSU coordinator
Tando Muhammad Khan

Ms. Jameela Parveen, LSU Coordinator Karachi East with the Reform Support Unit, bringing significant experience to her role. As a District Coordinator she;

- Provides technical support to ensure effective system usage.
- Ensures compliance with district regulations and plays a key role in implementing policies effectively.
- Oversees timely reporting, data monitoring, and proper documentation, maintaining accuracy and efficiency in her work.
- Acts as a liaison between the Education Department, district government, NGOs, INGOs & local community leaders to facilitate education initiatives.

Her commitment and expertise are crucial in supporting and improving educational outcomes.



Jameela Parveen
LSU coordinator
Karachi East

Azfar Saeed Memon is currently serving as District Coordinator for Matiari District. As a proactive member of education sector, he has demonstrated expertise in planning, managing, and implementing various tools and techniques to achieve education objectives. His diverse roles include;

- Liaises with the Education Department, district government, NGOs, INGOs, and local leaders to promote educational initiatives.
- Coordinates for the distribution of Annual School Census forms and trains enumerators for data collection.
- Manages School Management Committee forms and data uploads on dashboard.
- Supports DEOs and TEOs in planning & executing Enrolment and Retention Drive activities to encourage and improve school enrolment.
- Collects and uploads stipend forms for girls, and addresses parents' concerns.



Azfar Saeed Memon
LSU coordinator
Matiari

DEVELOPMENT PARTNERS



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