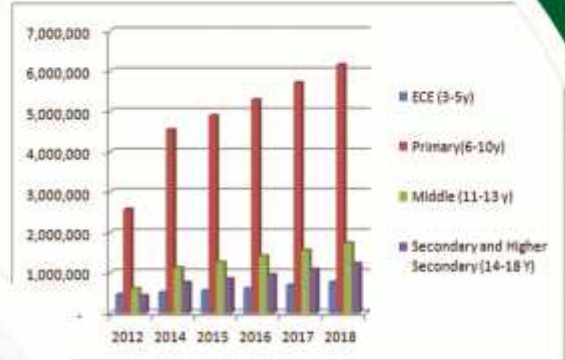


SINDH EDUCATION SECTOR PLAN

2014-18



**SESP Supervision Team**

Mr. Nisar Ahmed Khoro (Senior Minister for Education)
Mr. Fazlullah Pechuho (Secretary Education)

SESP Management Team

Ms. Saba Mahmood (Chief Program Manager-Reform Support Unit)
Mr. Ghulam Nabi (Senior Program Manager- Reform Support Unit)

SESP Technical Team

Dr. GB Gunawardena
James Lee
Ghulam Nabi

SESP Drafting

SZABIST Team

Quality Assurance Team

Robert Prouty
Ghulam Nabi

SESP Language Editing

Madeleine Kingston

SESP Review by:

Ghulam Nabi

Data Analysis:

Ghulam Nabi
Syed Aftab Raza

SESP Costing

Zeeshan Tariq
Ghulam Nabi
Syed Aftab Raza

Disclaimer:

The information provided in the document is based on the SEMIS and PSLM Data, and the plan is endorsed by the Local Education Group (LEG), the donors and the development partners working in the education sector in Sindh. The Sector Plan is approved by the Chief Minister Sindh and the Senior Minister for Education, Sindh. However, it does not necessarily reflect the views of the donors or other partners.

Copy rights

This document is the intellectual property of the RSU – E & LD, Government of Sindh. The information in the document can be used with due acknowledgement. However, no section of it should be, altered or reproduced in any way without the acknowledgement of the Reform Support Unit, Education and Literacy Department, Government of Sindh.

Managing entity for the development of SESP: UNICEF**Coordinating agency for the SESP: European Union**

Reform Support Unit, Education and Literacy Department, Government of Sindh





TABLE OF CONTENTS

LIST OF ACRONYMS	7
MESSAGE FROM SENIOR MINISTER FOR EDUCATION.....	9
MESSAGE FROM SECRETARY, EDUCATION & LITERACY DEPARTMENT	10
FOREWORD	11
ACKNOWLEDGEMENT.....	12
PREFACE	13
EXECUTIVE SUMMARY	15
1. INTRODUCTION	19
1.1 SINDH PROVINCE OVERVIEW	19
1.2 MACRO-ECONOMIC CONTEXT	19
1.3 SOCIO-ECONOMIC CONDITIONS SINDH	20
1.4 SOCIO-ECONOMIC DEVELOPMENT STRATEGY	21
EDUCATIONAL MAP OF SINDH	22
2. STATE OF EDUCATION	23
2.1 EDUCATION SYSTEM OVERVIEW	23
2.2 STRATEGIC SECTOR ASSESSMENT: EQUITY AND ACCESS	27
2.3 STRATEGIC ASSESSMENT: QUALITY AND LEARNING OUTCOMES	30
2.4 STRATEGIC ASSESSMENT: SECTOR GOVERNANCE AND ACCOUNTABILITY	31
2.5 STRATEGIC ASSESSMENT: SECTOR FINANCING.....	33
2.6 SECTOR REFORM LESSONS LEARNED	38
3. POLICY FRAMEWORK AND PRIORITIES 2014-18.....	41
3.1 SESP VISION	41
3.2 SESP POLICY CONTEXT.....	41
3.3 SESP PURPOSE AND OBJECTIVES.....	43
3.3.1 SESP Policy Pillar 1: Governance and Accountability	43
3.3.2 SESP Policy Pillar 2: Enhanced Equity in Education Access and Participation	44
3.3.3 SESP Policy Pillar 3: Improved Quality and Student Learning Outcomes	45
3.3.4 SESP Policy Pillar 4: Sustainable Sector Financing.....	45
3.4 SESP TARGETS.....	47
3.5 DISTRICT EDUCATION PLANS.....	48
4. GOVERNANCE AND ACCOUNTABILITY	49
4.1 POLICY CONTEXT AND SITUATION ANALYSIS.....	49
4.2 KEY ISSUES AND CHALLENGES	53
4.3 SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	54
4.4 FINANCIAL REPORTING MECHANISM.....	56
4.5 EXTERNAL MONITORING AND FINANCIAL REPORTING	59
4.6: OBJECTIVES AND TARGETS	60
4.7 IMPLEMENTATION ARRANGEMENTS	63
5. EARLY CHILDHOOD EDUCATION (ECE)	89
5.1 POLICY CONTEXT AND SITUATION ANALYSIS.....	89



5.1.1 Current Policy and Historical Roots.....	89
5.1.2 Theoretical Analysis.....	92
5.1.3 Current Situation	92
5.2. KEY ISSUES AND CHALLENGES	93
5.3. SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	93
6. PRIMARY AND ELEMENTARY EDUCATION.....	103
6.1. POLICY CONTEXT AND SITUATION ANALYSIS.....	103
6.1.1 Current Policy and Historical Roots.....	103
6.1.2 Theoretical Analysis.....	108
6.1.3 Current Situation	108
6.2. KEY ISSUES AND CHALLENGES	111
6.3. SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	111
6.4 IMPLEMENTATION STRATEGIES	119
7. SECONDARY AND HIGHER SECONDARY EDUCATION.....	131
7.1. POLICY CONTEXT AND SITUATION ANALYSIS.....	131
7.1.1. Policy Context: Historical Roots and Current Policy	131
7.1.2 Analyzing the Current Situation.....	133
7.2 KEY ISSUES AND CHALLENGES	138
7.3 SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	138
7.4: IMPLEMENTATION ARRANGEMENTS	143
8. LITERACY AND NON-FORMAL BASIC EDUCATION	157
8.1 POLICY CONTEXT AND SITUATION ANALYSIS.....	158
8.1.1 Policy Context: Historical Roots and Current Policy.....	158
8.1.2 Current Situation	159
8.2 KEY ISSUES AND CHALLENGES	162
8.3 SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	163
9. TEACHER EDUCATION AND DEVELOPMENT.....	177
9.1 POLICY CONTEXT AND SITUATION ANALYSIS.....	177
9.1.1 Policy Context: Historical Roots and Current Policy.....	177
9.1.2 Current Situation	180
9.2. KEY ISSUES AND CHALLENGES.....	185
9.3. SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	187
10. CURRICULUM AND ASSESSMENT	203
10.1. POLICY CONTEXT AND SITUATION ANALYSIS.....	203
10.1.1 Current Policy Context.....	203
10.1.2. Current Situation	206
10.2. KEY ISSUES AND CHALLENGES	206
10.3. SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	209
10.4 IMPLEMENTATION ARRANGEMENTS	213
11. EDUCATION INFRASTRUCTURE DEVELOPMENT.....	221
11.1 POLICY CONTEXT AND SITUATION ANALYSIS.....	221
11.1.1 Policy Context.....	221
11.1.2 Current Situation	223
11.2 KEY ISSUES AND CHALLENGES	223



11.3 SESP OBJECTIVES, STRATEGIES, TARGETS AND ACTIVITIES	231
11.4 IMPLEMENTATION ARRANGEMENTS	236
12. CROSS-CUTTING ISSUES AND PRIORITY AREAS	245
12.1. GENDER EQUITY	245
12.1.1 Policy Context and Situation Analysis	245
12.1.2 Key Issues and Challenges	246
12.1.3 SESP Objectives, Strategies, Targets and Activities	247
12.1.4 Implementation Arrangements	250
12.2 PUBLIC-PRIVATE PARTNERSHIP	255
12.2.1 Policy Context and Situation Analysis	255
12.2.2 Key Issues and Challenges	256
12.2.3 SESP Objectives, Strategies, Targets and Activities	256
12.3. SOCIAL COHESION	262
12.3.1. Policy Context and Situation Analysis	262
12.3.2 Key Issues and Challenges	264
12.3.3 SESP Objectives, Strategies, Targets and Activities	265
12.3.4 Implementation Arrangements	269
12.4 EDUCATION IN EMERGENCIES	275
12.4.1. Policy Context and Situation Analysis	275
12.4.2 Key Issues and Challenges	276
12.4.3 SESP Objectives, Strategies, Targets and Activities	278
12.5. INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT).....	282
12.5.1. Policy Context and Situation Analysis	282
12.5.2 Key Issues and Challenges	283
12.5.3 SESP Objectives, Strategies, Targets and Activities	284
12.5.4 Implementation Arrangements	287
13. COSTING AND FINANCING OF SECTOR PLAN.....	291
13.1 SITUATION ANALYSIS	291
13.2 SERP INCENTIVES	293
13.3 NATIONAL FINANCE COMMISSION AWARD AND THE RESOURCE ENVELOPE	295
13.4 COSTING	296
13.4.1 Costing Scenarios	297
13.4.2 MINIMUM SERVICES STANDARDS IN EDUCATION	304
13.5 SUPPORT FROM DEVELOPMENT PARTNERS	304
14. KEY RISKS AND RISK MITIGATION MEASURES.....	311
A. RISK RATING SUMMARY	311
ANNEX 1: MONITORING FRAMEWORK AND KEY PERFORMANCE INDICATORS	316
ANNEX 2: SESP ENROLMENT SIMULATION	320
ANNEX 3: DETAILED COST ESTIMATES	326
ANNEX 4: DEVELOPMENT COORDINATION	333
ANNEX 5: OVERVIEW OF SESP FORMULATION AND CONSULTATION PROCESS.....	339
ANNEX 6: KEY SEMIS DATA (ASC 2011-12).....	342
ANNEX 7: ROLES AND RESPONSIBILITIES OF THE EDUCATION DEPARTMENT EIE CELL	344
REFERENCES	345





List of Acronyms

ADE	Associate Diploma in Education		
ADEO	Assistant District Education Officer		
ADP	Annual Development Programme		
AG	Accountant General		
ASC	Annual School Census		
ASER	Annual Status of Education Report		
BISE	Board of Intermediate and Secondary Education		
BoC	Bureau of Curriculum		
BC &EW	Bureau of Curriculum & Extension Wing		
CIDA	Canadian International Development Agency		
CPD	Continuous Professional Development		
CSO	Civil Society Organization		
DAC	Departmental Accounts Committee		
DCO	District Coordination Officer		
DEO	District Education Officer		
DFID	United Kingdom Department for International Development		
DP	Development Partner		
DRR	Disaster Risk Reduction		
E&LD	Education and Literacy Department		
ECE	Early Childhood Education		
EFA	Education for All		
EMO	Education Management Organizations	EMR	Education Management Reform
ERU	Economic Reform Unit		
EU	European Union		
FD	Finance Department		
FM	Financial Management		
FMIS	Financial Management Information System		
FY	Fiscal Year		
GBV	Gender-based violence		
GDP	Gross Domestic Product		
GECE	Government Elementary Colleges of Education		
GER	Gross Enrolment Rate		
GIS	Geographic information system		
GoP	Government of Pakistan		
GoS	Government of Sindh		
GPE	Global Partnership for Education		
ICT	Information and Communications Technology		
IEC	Information, Education and Communication		
KPI	Key Performance Indicator		
LDG	Local Donor Group		
LEG	Local Education Group		
M&E	Monitoring and Evaluation		
MDG	Millennium Development Goals		
MTBF	Medium Term Budget Framework		
MTFF	Medium Term Fiscal Framework		



NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NEP	National Education Policy (2009)
NER	Net Enrolment Rates
NFE	Non-formal Education
NGO	Non-Governmental Organization
P&DD	Planning and Development Department
PEACE	Provincial Education Assessment Centre
PEFA	Public Expenditure and Financial Accountability
PFM	Public Financial Management
PIHS	Pakistan Integrated Household Survey
PITE	Provincial Institute for Teacher Education
PPP	Public-Private Partnership
PSLM	Pakistan Social and Living Standards Measurement Survey
RSU	Reform Support Unit
SAT	Standardized Achievement Test
SEDPC	Sindh Education Development Partners Coordination
SEF	Sindh Education Foundation
SEMIS	Sindh Education Management Information System
SERP	Sindh Education Reform Programme
SESP	Sindh Education Sector Plan
SIP	School Improvement Plan
SMC	School Management Committee
SPPRA	Sindh Public Procurement Regulatory Authority
SSB	School Specific Budget
STEDA	Sindh Teachers Education Development Authority
STEVTA	Sindh Technical Education and Vocational Training Authority
STR	Student Teacher Ratio
Swap	Sector Wide Approach
SY	School Year
TA	Technical Assistance
TED	Teacher Education and Development
TOP	Terms of Partnership
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development



No. RSU/SPM(I&D)/SESP/2014
REFORM SUPPORT UNIT
EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH
Dated: June 18, 2014

Message from Senior Minister for Education

I am pleased to share with you the first ever Sindh Education Sector Plan (SESP) 2014-18, which provides a new vision and an instrument to implement the legal obligation of article 25-A of the 18th amendment that mandates Sindh Province to provide Free and Compulsory Education to all children aged five to sixteen years in Sindh. The SESP takes consistent account of the National Education Policy (NEP) 2009. After Free and Compulsory Education Act, SESP is another milestone to move forward for quality education in Sindh province.

In SESP special focus has been given on some neglected areas like Early Childhood Education and Non-formal Education which will ultimately help the Government of Sindh to meet the national commitments to achieve MDG's and Education For All targets as well as the Universal Declaration of Human Rights and the Convention on the Rights of the Child. The development of SESP will also avoid duplication of initiatives already in place and provide the opportunity to align and compliment these programs, and initiatives of different INGOs, NGOs and Donors under the leadership support of the government and contribute to the overall goal of providing better education to our children.

The SESP prepares the government of Sindh to assume full authority and responsibility of the education affairs in Sindh, as mentioned in the 18th amendment of the constitution. I do realize that it's an enormous task to address all issues and challenges faced by education system in Sindh, but through SESP, we have laid the foundation for improvements in Education Sector. I assure you that I will lead all the important legislations and policies suggested in the Sector Plan or any other measures required for improving education.

I would like to appreciate the support of all development partners, officers of education and literacy department and Reform Support Unit for developing a holistic plan in a very systematic manner. I urge my officers of the education department to work in their full capacity to improve the quality of education in Sindh. I assure you that I will provide full political support and leadership in the implementation of the Sector Plan.

Mr. Nisar Ahmed Khuhro
Senior Minister of Education,
Government of Sindh



No. RSU/SPM(I&I)/SESP/2014
REFORM SUPPORT UNIT
EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH
Dated: June 18, 2014

Message from Secretary, Education & Literacy Department

It's my pleasure to unfold the first ever Sindh Education Sector Plan 2014-18, which has been developed after rigorous effort of all key stakeholders. Over the last decade the Government of Sindh in consultation and support of key stakeholders and donors has been involved in various reforms to improve the access, quality and governance of education in Sindh Province. After the promulgation of Free and Compulsory Education Act the responsibility of education department has increased manifold. The Sindh Education Sector Plan is a response to the Free and Compulsory Education Act. The Sindh Education Sector Plan represents key milestones in the education sector in Sindh.

Earlier the Government of Sindh with the support of World Bank and European Union has successfully implemented the Sindh Education Reform Program (SERP)-I, and this has developed confidence of donor agencies on Government of Sindh and now the Education Department is implementing the Sindh Education Reform Program-II. Proven history of reforms in Sindh has encouraged the Global Partnership for Education to approach us and has also committed to support education in Sindh by providing USD 66 million to Sindh out of total USD 100 million grant to Pakistan.

The Sindh Education Sector Plan sets clear targets which are to be achieved in the next five years. The government of Sindh is fully committed to implement the Sindh Education Sector Plan in letter and spirit to provide quality education to all children in Sindh. Education in Sindh is facing major challenges of access, quality, governance, monitoring and effective utilization of resources. Through SESP, it is hoped that all these challenges would be addressed. I believe that effective implementation of SESP, would be a major way, forward in achieving Millennium Development Goals MDGs in Sindh. This document is considered alive and would be updated on the basis of ongoing feedback, and results of monitoring & evaluation.

In the end, on behalf of the Sindh Education and Literacy Department, I extend my gratitude to all our donors who are helping us in reshaping the education scenario. I commend the efforts of RSU staff in preparing this document and I am hopeful that this plan would be implemented and targets achieved.

Dr. Fazlullah Pechuhu
Secretary Education & Literacy Department
Government of Sindh



Foreword

The confluence of the 18th Amendment to the Constitution of the Islamic Republic of Pakistan and the addition of Article 25-A has profoundly affected the education sector in the country. The former has devolved education as a subject to the provinces and the latter has guaranteed the right of free and compulsory education to all children between the ages of 5 to 16.

Given the above two developments, the Sindh Education Sector Plan (2014-18) is a very important and timely document, which will go a long way towards meeting the objective of expanding the provision of education in the province and significantly improving its quality. This comprehensive Plan sets out the latest data on enrolment in schools and out-of-school children, projected growth rates of the population of school-going children, the resources available to the government for education, and contributions from institutional donors as well as the private sector in Pakistan. The Plan also takes into account the findings of the Medium Term Budgetary Framework, Poverty Reduction Strategy Paper and other relevant documents issued by the Government of Pakistan and Government of Sindh.

A full and rigorous implementation of the recommendations made in the Plan would not only ensure 100 per cent enrolment at primary level and minimize the dropout rate, but would also significantly improve the quality of education in the province. The overall costing and activity-based costing is discussed in the Plan and a variety of scenarios have been worked out to broaden the options available to government policy-makers. The Plan also provides a consistent and coherent framework to the international community to select the areas of their comparative advantage to support the education sector, whilst fully aligning their support with the government's overall education strategy.

I thank the team at the Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) for their hard work in preparing this Plan under the leadership of Reform Support Unit, Education Department, Government of Sindh.

The Plan should be treated as a living document to be reviewed and updated to meet the dynamic changes taking place in the education sector in Pakistan.

Dr. Azra Fazal Pechuho
Chancellor, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology



Acknowledgement

Sindh Education Sector Plan 2014-18 (SESP) is the first ever Provincial Sector Plan to take in hand the full jurisdiction of education of populace in Sindh after the 18th amendment of the constitution of Islamic Republic of Pakistan. The overwhelming outcomes bound me to acknowledge the efforts of individuals being the driving force in the development of this document.

First and foremost, I am indebted to Mr. Nisar Ahmed Khuhro, Senior Minister for Education for his timely guidance and Dr. Fazlullah Pechuho, Secretary Education for his competent leadership and supervision in shaping up the scattered ideas into a well consolidated document. With immense gratitude I also acknowledge the support of members of the Local Education Group for their scholarly inputs and suggestions.

This Sindh Education Sector Plan (SESP) would have remained a dream had it not been funded by the Global Partnership for Education (GPE) to address its financial needs in the process and execution at the grass root level. My sincere thanks to GPE for the grant.

I consider it an honor to work with the European Union (EU), as Coordinating Agency and UNICEF as Managing Entity. I am also sincerely thankful to Muhammad Siddique Bhatti, Development Advisor (Education) Delegation of the European Union, and Shahla Rashid - ud Din, Education Specialist, UNICEF for their continuous support

My profound thanks also go to all the members of thematic group and SZABIST team for developing the initial draft of SESP. My special thanks to Dr. Azra Fazal Pechuho, Chancellor SZABIST for her intellectual contribution in finalizing the SESP.

I owe my deepest gratitude to Dr. G.B Gunawardena and James Lee; International Consultants whose global vision added value to SESP.

The SESP would have not been possible without RSU's core technical team for data analysis and baseline development. I share the credit of my work with Mr. Ghulam Nabi, Senior Program Manager whose untiring efforts and far sightedness have led this process to its completion. I also wish to thank Mr. Zahid Abbas Jatoi, Program Manager and Syed Aftab Raza for their assistance provided to the team.

It gives me great pleasure in acknowledging the facilitation provided by the donors and development partners for their endorsement and commitment to strengthen Sindh Education Sector Plan. I would also like to extend thanks to the Planning and Development Department and Finance Department of Government of Sindh for extending their financial and logistic support in preparing SESP.

All these efforts would have been squandered without the approval of the Chief Minister. I am short of words in expressing my gratitude to Syed Qaim Ali Shah, Chief Minister for Sindh for his final approval and authorization on "Sindh Education Sector Plan 2014-18".

I hope this plan will become instrumental in enhancing the provision of quality Education in Sindh and will become a living document for Education Leaders at all levels.

Saba Mahmood,
Chief Program Manager,
Reform Support Unit



Preface

The 18th Amendment in the constitution of the Islamic Republic of Pakistan has empowered the provincial governments to take complete responsibility of education. In response to that, the Government of Sindh has passed the “free and compulsory education Act”. Subsequently, a need emerged to develop a holistic framework of Education to achieve the goal of Article 25 A of the constitution i.e. Free and Compulsory Education in Sindh.

This invigorated the educational arm of Government of Sindh towards focused efforts. Hence, the Reform Support Unit turned out to be the leading and driving force of Sindh Education & Literacy Department in shouldering this mega responsibility and the Sindh Education Sector Plan (SESP) 2014-18 marked as a milestone for the Government of Sindh.

The process of developing the Sindh Education Sector Plan was initiated in July 2012 with a highly consultative and participatory spirit for which a Local Education Group (LEG) was formulated. The LEG consisted of all stakeholders in the education sector comprising of bi lateral and multilateral agencies in the province. Twelve technical areas were also identified and technical working groups were formed to provide technical input in the initial inception of SESP work plan and the monitoring and coordination responsibility was entrusted on RSU based SESP secretariat. In order to ensure consistency and coherence with the policy, the 12 technical working groups were clustered into 4 thematic groups (Access, Quality, Governance and Public Finance Management). The consultation process was further strengthened by a wide range of views and information of the expert advisory group consisted of eminent scholars and education experts. The expert group provided valuable inputs in the development of SESP, especially on formulating the long-term vision, policy objectives and strategic directions of the sector plan. Moreover, SZABIST was engaged in drafting the sector plan under the guidance of a core team consisting of RSU representative, international consultants Dr. G.B. Gunawardena (from Sri Lanka) and James Lee with technical and financial support from GPE, EU and UNICEF.

The SESP is built upon four major Sindh Education Reform Plan pillars i.e Access, Quality, Governance, and Public Finance Management. It defines policy, strategy and programming priorities. The background section of this document enables the reader to get an idea of a holistic approach in each thematic area as it thrashes out current policy and historical roots by means of theoretical analysis of the situation in hand and their related key issues and challenges. Finally each of these chapters present the Objectives, Targets and Strategies for each of these areas.

This document consists of fourteen chapters based on sub sectors of education. The initial 3 chapters are termed as baseline information and discuss current socio economic state of Sindh ingrained with the status of education system so as to make up the baseline of SESP within its policy framework and priorities for 2014-18. Chapter 4 highlights the Governance and accountability as an overarching entity for overall implementation of SESP.

The next 4 chapters (5 to 9) bequeath the detail on the equitable access and enrollment Chapter 5 illustrates the Early Childhood Education aiming katchi classes to transform into ECD classes. Whereas, the Primary and elementary education have been exhibited in a combined manner chapter 6 envisioning both as the basic schooling for universal education. Chapter 7 further articulates secondary and higher secondary education as this level determines the size of learned people entering into tertiary education. Chapter 8 explains the endeavors put in to access and target adult literacy and non-formal education in the province.



The next 2 chapters are dedicated as quality indicators whereas Chapter 9 highlights the plan of action to improve teacher education in Sindh and chapter 10 significantly highlights the curriculum and assessment practices and its key role in improving the system.

Chapter 11 concentrates on the improvement in infrastructure of schools and school consolidation and clustering. In addition, Chapter 12 discusses the cross cutting issues applying to all sub sectors of education for the successful implementation of the plan.

Chapter 13 is exclusively dedicated to a detail description of the cost and finance of the Sindh Education Sector Plan within the estimated budget allocation and variance between education budget and actual expenditures. It also discusses the SESP cost and overall education budget projection for four SESP years. Identified core challenges and thoughtful risk management processes have been discussed in chapter 14 which also informs the readers about the rate of risk involved vis-à-vis its potential impact on project success. The annexure are the ready references for the readers to have a better understanding of the complete SESP.

It is important that the SESP is implemented with the same spirit with which it was developed in and utilized as an effective tool to achieve the MGDs & EFA goals. Finally the SESP is approved & endorsed by Chief Minister Sindh, in Dec, 2013 so this date is considered to be a reference for the implementation of SESP.

Ghulam Nabi
Senior Program Manager
Reform Support Unit



EXECUTIVE SUMMARY

Background

The 18th Amendment to Pakistan's Constitution, approved in 2010, abolished the Federal Ministry of Education and transferred full authority for education to the provinces, with the proviso that education would be free and compulsory for all children between the ages of 5 to 16.

Sindh's Education Sector Plan (SESP) is a response to this mandate, and represents the first such document prepared by the province. It continues to be guided by the National Education Policy of 2009, but represents a significantly new vision of education goals and possibilities specific to the rapidly evolving context of the province itself.

Sindh is the second largest province in Pakistan, and the most urbanized. It has relatively high rates of unemployment and poverty. For the purposes of the Education Sector Plan, perhaps the most important characteristic of the province is the enormous variation across districts in terms of socioeconomic status and educational attainment. Girls are much more likely to be out of school in all districts. Indeed, in 16 out of 23 districts, more than 50 per cent of girls are out of school, compared to only 2 districts where this is the case for boys. The SESP tackles this inequity in the provision and participation in education as the most important cross-cutting theme in the sector, and the organizing principle around which policies and programmes will be implemented over the next five-year period. It addresses both access to education and quality of learning outcomes through the prism of equity. It takes the perspective that Education for All (EFA) will not be achieved until specific strategies are designed for the most marginalized children. It also articulates an approach under which access and learning quality must be tackled jointly, given the clear evidence that depressed levels of learning contribute to the province's extraordinarily high dropout rates and minimal progress regarding overall enrolment rates.

The SESP focus on reducing inequity and improving overall quality is consistent with its broader socioeconomic development strategy, which highlights the need to reduce poverty and regional income inequality. The Sindh government has initiated several fiscal reforms to increase its tax base and improve the delivery of social services. A core part of this effort is to revive the rural economy, in part through increased engagement of the private sector actors.

SESP TARGETS FOR 2018

ECE / Katchi Targets:

- **Gross Enrolment Ratio (GER)*** From 32 per cent to 45 per cent for pre-primary age children (3-5 years).

Primary & Middle Targets:

- **Net Enrolment Ratio (NER)** From 59 per cent to 77 per cent for primary school age children.
- NER From 34 per cent to 50 per cent for middle school age children.

Secondary & H. Sec Target:

- From 23 per cent to 35 per cent for lower secondary school age children.
- From 19 per cent to 30 per cent for higher secondary school.

Literacy Targets: An increase in the number of adults who are literate from 59 per cent to 70 per cent

Source: PSLM (2011-12)

- NER was not available for pre-primary level so GER was used instead.



In order to meet the targets set by SESP, the additional teachers will be required: 8,121 ECE/Katchi teachers, 44,174 Primary teachers, 16,023 Middle/Elementary school teachers, 11,287 Secondary teachers and 8,463 Subject Specialists for Higher Secondary schools.

Priorities and Strategies

The components of SESP are: (i) Increasing Equitable Access to Early Childhood Education, Primary, Middle/Elementary and Secondary education; (ii) Improving the Curriculum and Learning Outcomes; (iii) Improving Teacher Quality; (iv) Strengthening Governance and Service Delivery; (v) Improving Resource Allocation; (vi) Adult Literacy and Non-formal Basic Education; and (vii) Cross-cutting areas (ICT, Education in Emergencies, Gender Equity, Social Cohesion and Public-Private Partnerships for Education). The SESP contains detailed activities for each sub-sector, including but not limited to the net requirements for teachers, infrastructure, equipment and facilities, together with the envisaged role of institutional donors and private sector partners. The Plan focuses on improving Educational Governance through a number of key actions (training and professional development, establishing a cadre for Education professionals, office space and equipment/logistics, oversight and monitoring, research and development), since more effective governance is a critical precursor to improved service delivery.

To increase equitable access to schooling and reduce dropout rates, SESP proposes that primary schools be expanded to include middle /elementary schools. This will reduce the distances that students have to travel to get to school and strengthen student retention in an equitable fashion, whilst reducing unit costs. Early Childhood Education will be expanded substantially, particularly among vulnerable populations. This is expected to increase the initial access of all groups to primary schooling and increase the likelihood that children will persist in schooling for a longer period of time, and with greater achievement. Cost savings will be identified to help finance this expansion of services, for example consolidating small schools and clustering existing schools for more efficient management and teacher deployment.

To improve learning outcomes, SESP proposes several major policy initiatives. Regular evaluations of learning outcomes will become a feature of the sector to inform policy-making and drive budgetary decisions. Teachers will also be provided with tools to conduct ongoing classroom-level assessments of learning in core subjects such as reading and mathematics, in order to provide real-time feedback regarding the impact of targeted revisions to the curriculum and to teaching and learning practices. Quality assurance standards will increasingly focus on learning outcomes rather than inputs. The proportion of funding made available for non-salary, quality-enhancing inputs such as reading materials, science equipment and textbooks will be significantly increased. Careful attention will be given to language of instruction, early grades reading and mathematics competency, and time-on-task issues. Every effort will be made to communicate and follow through on greatly increased expectations for student learning at all stages of the school system.

To improve teaching quality, all new teacher recruitment and advancement will be merit-based. Teachers will be expected to have a Bachelor's Degree in Education as a minimum and a programme of continuous professional development (CPD) will become part of long-term teacher accreditation. The Provincial Institute for Teacher Education (PITE) will be transformed into an autonomous institution to enhance professional development in Education Leadership.

A number of new measures will be introduced to strengthen governance and management accountability. The general focus of these efforts will be to increase responsibility and resource availability at district and sub-district levels. School Management Committees (SMCs) will be revitalized and a professional management



cadre will be created. The decentralization of Education to provincial level will help move decision-making closer to implementation and eventually down to the school level.

Education sector financing will be refocused for greater impact and transparency through a series of proposed measures. There will be nearly 17 per cent to 20 per cent increase in education budget overall in Sindh. The combined share of primary and elementary school expenditure will be increased, and the share of non-salary budget within overall education expenditure will double over five years from 10 to 20 per cent. School-specific budgets with non-transferable teacher posts will be introduced across all districts.

Programme Design

The most notable programmes proposed under the SESP are as follows: (i) an initiative to progressively transform daycare-style Katchi classes into dynamic, child-centred ECE classes promoting school readiness and equity; (ii) the introduction of ‘double shifting’ across districts to increase enrolment capacity; (iii) school consolidation, i.e. reduce the number of small schools; (iv) an induction plan for new teachers and CPD for all teachers focused on learning outcomes in general and reading in particular; (v) the creation of a new management cadre to enhance governance; (vi) re-grouping of middle schools with primary schools and higher secondary classes with secondary classes to achieve cost savings and improve transition rates and equity; (vii) re-designing literacy and non-formal basic education to be taken to scale through reduced reliance on traditional classroom contexts and greater use of mass media and social media opportunities; (viii) design and implementation of an Human Resources Management System (HRMS); (ix) improved monitoring system through hiring of monitors; and (x) establishment of an effective Information and Communications Technology (ICT) system.

All of these programmes have been designed to take into account existing capacity within the system. Many will require close monitoring to guard against unintended side effects, for instance school consolidation must ensure that schools remain within easy walking distance for children, and double shifting must not result in loss of time available for teaching and learning.

Implementation Arrangements

A detailed matrix of responsibility for programme implementation has been incorporated into the text of this sector plan, as well as accountability mechanisms. Implementation of this SESP will be the responsibility of the Education Department, with technical support provided by the Reform Support Unit

Costing and Financing the SESP

A detailed financial analysis has been prepared and projections have been made using the UNESCO Education Planning and Simulation Model. The financial implications are detailed in this document. The overall cost has been worked out to be PKR 940 billion for SESP implementation through 2014 to 2018. PKR 186 billion is the additional financing required for full implementation over and above what is projected in MTBF. PKR 84 are expected to be financed (commitments) through development partners including GPE during the period of SESP implementation whereas PKR 102 billion with an annual average of PKR 20.4 billion would be provided by Government of Sindh through increased revenue flows from Federal Government and higher Own Source Revenue.

Monitoring and Evaluation

Progress will be reviewed annually through a Joint Sector Review process. An independent evaluation will be carried out. The SESP includes a detailed Results Framework with key performance indicators to be monitored on an ongoing basis.



The success of the SESP will depend on the timely availability of district-level information on implementation and outcomes. High priority will be attached to strengthening the Sindh Education Management Information System (SEMIS) and developing innovative social media-based monitoring mechanisms.

Risk Mitigation

The greatest risks to implementation are low management capacity, the frequent occurrence of natural disasters, and poor governance. Flooding and heavy rains have damaged or destroyed almost a quarter of schools in Sindh over the past few years. This has placed further strain on a sector already struggling with low management capacity. The SESP outlines a number of initiatives to increase administrative and procurement capacity, including the development of a professional management cadre. The risk of poor governance will be reduced through greater community participation in construction and a revitalized role for SMCs. A Disaster Risk Reduction (DRR) plan has been adopted, which includes hazard mapping.

A number of proposed initiatives will require flexible implementation arrangements to be fully effective. For instance, expansion of secondary schooling to rural areas will require that a new model of rural secondary school be developed – such a school would typically need to cater to a smaller overall student population within the catchment area, and would need to reflect the realities of rural areas, such as reduced availability of highly specialized teachers and facilities. Where appropriate, flexibility can be provided to districts so that the risk of programme failure will be greatly reduced. However, programme quality will need to be carefully monitored to ensure that minimum standards are met.

Conclusion

This is the first Education Sector Plan prepared by the government of Sindh. Its preparation has involved all stakeholders and created strong ownership. The Plan was designed taking existing capacity into account. It sets priorities and focuses on activities that will expand access to good quality education in Sindh in a sustainable manner.

A key departure from past efforts is that the SESP focuses on outcomes rather than inputs. It seeks to link accountability mechanisms to resources so that those responsible for implementing the programme have the resources to carry out these responsibilities. The Government of Sindh's commitment to reducing district-level disparities and ensuring equitable access and learning outcomes has resulted in a substantially new dialogue within the sector and holds out the promise for achieving rapid gains towards very ambitious but very reachable targets. The support of all development partners, and their alignment behind the processes and policies described in this document, will be critical to the overall success and sustainability of the SESP, and the ability to implement it at scale across the province.



1. Introduction

1.1 Sindh Province Overview

Sindh province, with its 42.4 million-strong population according to an official estimate from 2010, is home to 23 per cent of the total population of Pakistan. It is the second largest and the most urbanized province in Pakistan, with more than half of its population living in urban areas. The population growth rate is 2.8 per cent. The proportion of Pakistan's population residing in Sindh was 18 per cent in 1951, 23 per cent in 1998, and continues to grow today due to migration from other parts of the country and abroad. The population growth rate has been significantly higher in urban areas, resulting in a shift in the urban-rural demographic ratio from 40:60 in 1951 to 52:48 today. The GDP per capita of Pakistan is USD 1368.

The province covers around 140,935 sq. km of land (14.09 million hectares), accounting for 18 per cent of Pakistan's total land area. Population density varies from 2,794 persons per sq. km in Karachi to 64 and 46 persons per sq. km in Thatta and Umerkot respectively.

According to the 1998 census, around 60 per cent of the population living in Sindh is ethnic Sindhi, followed by Urdu (21 per cent). In rural areas, the vast majority of the population (over 92 per cent) is Sindhi, whereas in urban areas the ethnic makeup is far more diverse: Urdu-language speakers represent the largest demographic group in urban areas at 41.5 per cent, compared to only 25 per cent Sindhi speakers.

Table 1.1: Ethnic Groups in Sindh

(%)	Sindhi	Urdu	Punjabi	Pashto	Balochi	Seraiki	Other
Urban	25.8	41.5	11.5	8.0	2.7	1.7	8.8
Rural	92.2	1.6	2.7	0.6	1.5	0.3	1.3
Total	59.3	21.1	7.0	4.2	2.1	1.0	4.9

Source: Government of Pakistan Census 1998

Sindh's population is young and graduate unemployment is 14 per cent, twice the national average. Participation by women in the economy is very low in both urban and rural areas.

Sindh's economy includes large agriculture, manufacturing and services sectors offering numerous investment opportunities. Nevertheless, the provincial economy is failing to create new jobs to match population growth. Poverty is more acute in the districts on the right bank of the Indus River, followed by the left bank district and Karachi.

Despite making large revenue contributions, Sindh receives less than 24 per cent of the financial divisible pool. Chronic under investment in human development, infrastructure and business support has reduced Sindh's competitive advantage and left the province struggling to catch up with other sub-national economies.

1.2 Macro-Economic Context

Sindh's economy is the second largest in Pakistan. It is the most urban, industrialized and entrepreneurial province in Pakistan. The province contributes around 30 per cent of the national economy and 90 per cent of Pakistan's total foreign trade. Around 40 per cent of the country's banking, insurance and large scale manufacturing employment is in Karachi, along with rapidly growing IT and media sectors.

Several events in the past five years have had a significant impact on the Sindh economy. Firstly, the eighth National Finance Commission award in 2009-10 increased resource flows from the federal level to provincial governments. Secondly, the 18th Amendment to the Pakistan constitution devolved many functions to provincial level, including the responsibility for education planning and programmes. The situation was



further complicated by unprecedented floods in 2010 and 2011, as a result of which Pakistan’s economy suffered a total estimated loss of more than USD16 billion. The education sector was directly affected, and in Sindh around 3,700 schools were destroyed and another 3,800 were damaged.

1.3 Socio-Economic Conditions Sindh

The poverty rate in Sindh is about 40 per cent. The vibrant urban economy contrasts with a relatively stagnant rural economy.

Excluding Karachi, the left bank districts contribute 92 per cent and right bank districts only 8 per cent to the total value of Sindh’s commodity producing sector. [Source: Census of Manufacturing Industries 2007]. This enormous disparity is reflected in the deprivation indices listed in Table 1.2. Only four districts in Sindh are among the top thirty districts in Pakistan. Whilst just under 20 per cent of individuals in Karachi are deprived of education services, this figure rises to over 60 per cent in Thatta and Tharparkar districts. The districts showing the greatest economic disadvantage also tend to show the most significant disadvantage in terms of education.

Table 1.2: District Indices of Multiple Deprivations, Sindh Province

Overall Indices of Multiple Deprivations				Sectoral Indices of Multiple Deprivations				
District	Index Value	National Ranking	Provincial Ranking	Education	Health	Housing Quality	Housing Services	Economic
Karachi	9.31	1	1	19.75	12.22	4.28	5.43	12.49
Hyderabad	13.39	7	2	27.27	11.52	11.74	5.39	21.65
Larkana	20.83	19	3	44.48	21.18	20.49	3.42	59.51
Shikarpur	23.77	29	4	48.43	17.14	25.8	5.16	68.75
Sukkur	24.36	31	5	39.6	15.03	25.5	10.43	54.22
Matiari	24.56	33	6	46.64	14.94	34.35	6.22	60.03
Ghotki	24.79	34	7	49.68	14.54	30.74	6.26	67.43
Dadu	25.67	38	8	29.1	21.52	18.63	17.64	54.15
Kambar at Shahdadkot	25.91	39	9	53.64	22.12	11.25	13.02	67.19
NosheroFeroze	27.3	43	10	40.15	31.43	22.42	9.03	59.36
Khairpur	29.16	50	11	39.84	18.51	32.23	13.1	67.66
Nawabshah	30.15	56	12	48.18	23.46	34.65	11.18	56.87
Sanghar	31.14	59	13	44.04	23.5	32.23	14.38	61.03
Tando Allah Yar	32.49	60	14	52.65	39.71	25.11	13.73	50.26
MirpurKhas	34.04	65	15	44.05	19.27	33.7	26.77	59.67
Kashmore	34.76	67	16	55.39	23.12	38.6	14.42	71.23
Jacobabad	37.55	73	17	54.76	28.36	28.81	21.54	77.5
Jamshoro	39.74	78	18	51.15	23.01	41.21	30.94	66.06
Tando M.Khan	41.38	83	19	63.78	29.9	34.12	23.44	79.6
Umerkot	41.65	84	20	45.36	19.68	44.59	40.63	77.47
Badin	43.91	88	21	56.61	21.88	47.61	34.61	79.98
Thatta	52.1	102	22	63.07	31.62	54.01	42.81	83.22
Tharparkar	54.5	103	23	47.31	34.77	52.2	62.26	89.93

Source: District Indices of Multiple Deprivations for Pakistan, 2011. Social Policy and Development Centre

The latest education profile of districts in Sindh is given in Table 1.2 based on PSLM 2011. This Table provides district-wise ranking of deprivation indices of education in Sindh. There are four indices reflecting male illiteracy, female illiteracy, male out-of-school children and female out-of-school children. Karachi, Dadu and Hyderabad have the lowest out-of-school rates, while T.M. Khan, Thatta and Badin have the highest rates. There are 16 districts where more than 50 per cent of girls are out of school, compared to only two districts where more than 50 per cent of boys are out of school.



Table 1.3 shows the district-wise ranking of illiteracy. In all districts apart from Karachi and Hyderabad, more than 50 per cent of females are illiterate. In Thatta, Jacobabad, Ghotki and Kashmore more than 80 per cent of females are illiterate.

Table 1.3: District-wise Education Conditions in Sindh (2011)

DISTRICT	Illiteracy				Out-of-School Children			
	Male	Rank	Female	Rank	Boys	Rank	Girls	Rank
Karachi	16.85	1	25.07	1	17.73	1	20.32	1
Hyderabad	24.89	3	37.87	2	24.76	3	23.68	2
Dadu	21.3	2	50.75	3	23.32	2	28.44	3
Umerkot	38.71	15	77.23	18	32.86	7	43.09	4
Khairpur	27.65	5	70.61	11	29.92	5	43.11	5
NosheroFeroze	30.29	6	60.99	4	29.78	4	47.21	6
Sukkur	25.84	4	62.72	6	31.58	6	48.06	7
Tharparkar	35.24	12	75.3	16	37.64	13	50.14	8
Sanghar	31.11	7	69.52	10	34.47	9	50.47	9
Maitiari	37.27	14	68.63	9	35.96	10	51.46	10
MirpurKhas	35.56	13	61.13	5	32.95	8	52.56	11
Larkana	31.65	9	64.84	7	36.05	11	52.89	12
S. Benazirabad	34.9	11	75.04	15	37.43	12	54.97	13
Jamshoro	42.77	19	71.85	14	40.45	17	55.09	14
Shikarpur	31.84	10	71.41	12	42.81	18	56.53	15
Badin	45.7	21	78.12	19	48.14	21	59.76	16
Kambar at Shahdadkot	41.38	17	71.82	13	46.46	20	59.95	17
Ghotki	31.32	8	82.73	22	38.37	14	61.25	18
Tando Allah Yar	40.02	16	67.56	8	45.61	19	62.32	19
Jacobabad	42.42	18	84.77	23	38.94	16	64.2	20
Kashmore	42.92	20	81.49	21	38.77	15	69.42	21
Thatta	50.27	22	81.07	20	54.9	22	70.72	22
TandoMohd. Khan	51.39	23	76.96	17	55.27	23	75.69	23

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey, 2011

1.4 Socio-Economic Development Strategy

There is a need for inclusive economic growth to reduce poverty and income inequality. The development and revival of the rural economy is critical for long-term inclusive growth and competitiveness, and in particular for the 50 per cent of Sindh's population who contribute 30 per cent to the provincial GDP. About 70 per cent of households in rural Sindh currently earn a living from livestock, forestry and fishing.

In order to survive in the global competitive environment, Sindh has to transform itself into a knowledge-based economy by improving workforce skills, diffusion of knowledge, innovation capacity and infrastructure, in rural as well as in urban areas.

The Sindh government has initiated several fiscal reforms to increase its tax base and fiscal space through better delivery of social services, privatization, regulatory reform and infrastructure development. The tax reforms include formation of the Sindh Revenue Board for the collection of sales tax on services, which aims to increase provincial tax revenue by 100 per cent over two years. Reforms on the expenditure side include rationalization of the Annual Development Plan (ADP).

The establishment of Sindh Bank is aimed to mobilize local resources and improve infrastructure investment through local saving. The public private partnership (PPP) mode of financing of major public investment project will enable the Sindh government to execute all these projects at 30 per cent equity from the Sindh government.

The Sindh government, through several major ADP initiatives, is trying to increase the participation of the private sector in the economy in general and in the rural economy in particular. Private investment can have been shown to effectively revitalize rural economies by creating new jobs, thereby contributing to poverty reduction. However, substantial gap that remains will need to be filled by financing from external donor partners.



Educational Map of Sindh

Province Summary

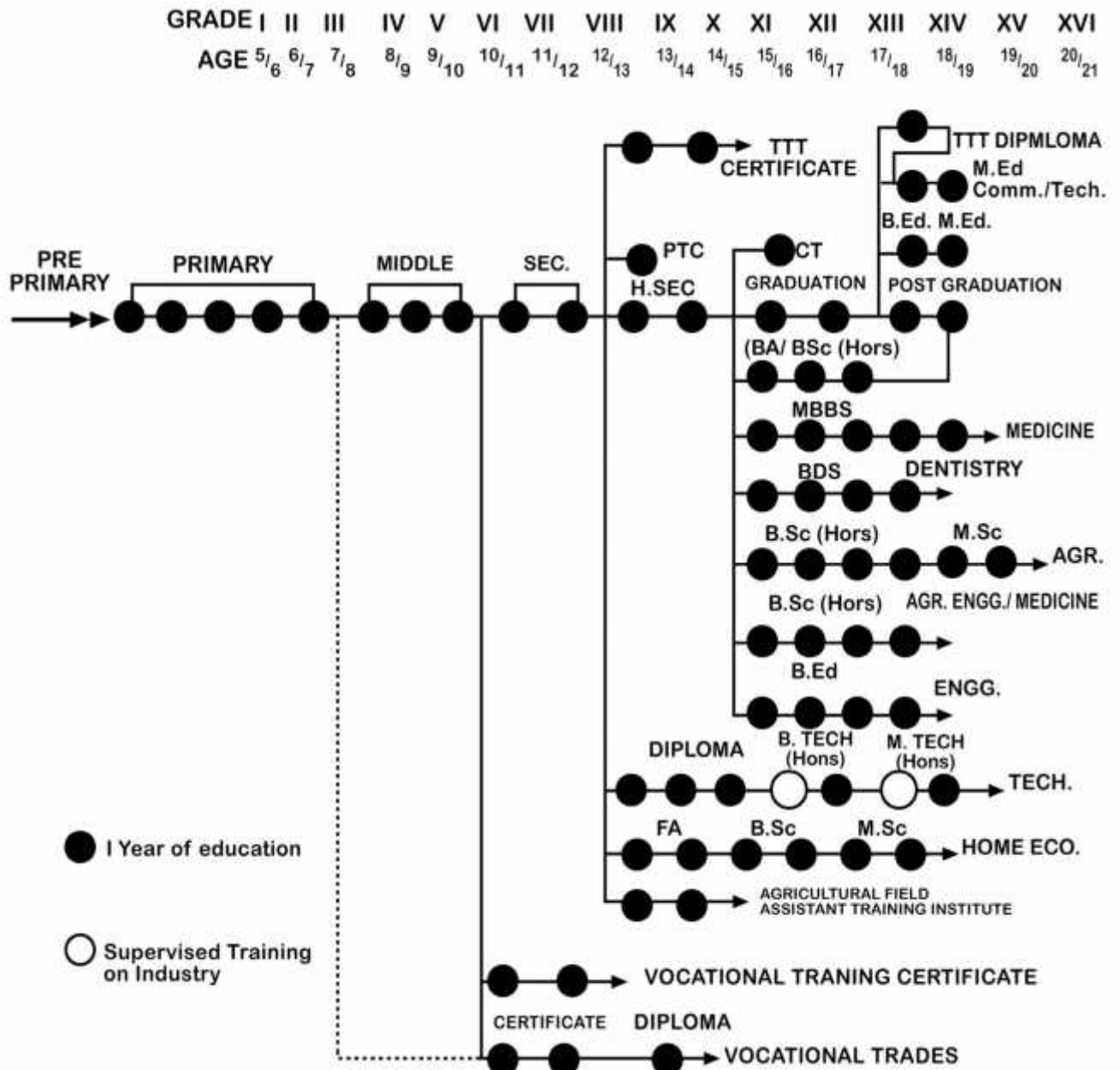
Schools = 47,394
Enrolment = 4,249,033
Teachers = 142,639



2. State of Education

2.1 Education System Overview

The education system in Sindh is similar to that in the other provinces. The sector comprises six sub-sectors: Katchi /Early Childhood Education (ECE), Primary, Middle/Elementary, Secondary, Higher Secondary and Technical Vocational/Tertiary education.





Early Childhood Education (ECE)/ Katchi: Early childhood education (ECE), termed Katchi or pre-primary classes, includes formal and informal services for children aged 3-5 years. Private schools generally offer three years of pre-primary education, while public schools offer one year in the form of Katchi. Nursery, kindergarten or Montessori-style educations are offered in for-profit and not-for-profit private schools. These schools usually operate in urban localities, offering children aged 3-5 years a higher quality early learning experience with well-trained teachers using proper ECE materials. According to the SEMIS Census 2011-12, around 576,467 children are enrolled in Katchi in government schools in Sindh.

Primary Education: Primary education lasts five years (Grades 1 to 5); children are admitted to primary/elementary schools from the age of 5 or 6 years. Primary schools includes girls only, boys only and mixed or co-education schools. Some schools are run in two shifts, one in the morning and one in the afternoon. Media of instruction at the primary level are Sindhi, Urdu and English, with the majority of schools using Sindhi. English is taught as a subject in all schools from Class 1 onwards. During the 2011-12 school year, 2,585,426 primary education students (41 per cent girls) were enrolled in government run schools in Sindh.

Middle / Elementary: Middle education is from class 6-8, while elementary education is based on from class 1 to class 8. During the 2011-12 school year, there were 660,387 students (44 per cent girls) enrolled in government Middle schools in Sindh from classes 6-8.

Secondary Education: Secondary education (is based on Grades 9 and 10). Enrolment at secondary level in government schools was 326,456 students (39 per cent girls) during the 2011-12 school year; Higher secondary (Grades 11 and 12): enrolment at higher secondary level was 73,424 students (34 per cent female)

Sindh, like other provinces, has a multiple assessment systems. In government schools students sit tests at Grades 4, 5 and 8 (PEACE and SAT) through government bodies, with additional private/third party evaluation. This is followed by formative and summative assessments administered by the Boards of Intermediate and Secondary Education (BISE) throughout the province at Grades 9, 10, 11 and 12.¹ At Grade 10 students sit for the Secondary School Certificate (SSC) examination, also known as the matriculation, followed by Grade 12 or Higher secondary education, also called the Higher Secondary School Certificate (HSSC) examinations, as a pre-requisite for admission to tertiary, higher education or specialized vocational diplomas.

At the end of Grade 10 or 12, students may seek admission to a Vocational Institute for one-year, two-year and three-year diploma courses in various trades. Commerce education to train manpower for the business sector is provided in commercial training institutes, which offer one-year Certificate in Commerce (C.Com) and two-year Diploma in Commerce (D.Com) programmes.

Technical and Vocational Education: Technical education is an independent stream. Mono- and polytechnic institutes and colleges of technology (including private sector institutes) offer three-year diploma programmes (Degree of Associate Engineer) in over twenty fields of specialization. The Sindh Technical Education and Vocational Training Authority (STEVTA) is responsible for technical and vocational educational affairs in the province, with 469 institutions enrolling around 58,000 students. In addition to this, the Government of Sindh has launched the Benazir Bhutto Shaheed Youth Development Programme for skills development of young people in pedagogy, mathematics, English, and ICT, with approximately 100,000 youth enrolled.

Tertiary Education: Higher education is offered in universities, degree colleges and Degree Awarding Institutions. The total number of such institutions in Sindh is about 277 (including private institutions). The

¹ There are five BISE in Sindh located at divisional headquarters in Karachi, Hyderabad, Larkana, Sukkur and Mirpurkhas.



enrolment at degree college level is approximately 82,000; at university level enrollment is 152,000. The rate of participation in tertiary education is around 5 per cent in Sindh.

Non-Formal and Adult Literacy: The literacy rate for individuals above the age of 10 is 59 per cent across Sindh, and only 22 per cent for females in rural areas. Around 12,795 adolescents and adults were enrolled in 400 Non-Formal Basic Education Centres across the province in 2011-12. The Directorate of Literacy and Non-Formal Education is responsible for the affairs of Non-Formal and Adult Literacy in the province.

Private Sector Programmes: There is increasing recognition of the role of non-state or private actors in education in Pakistan, and there has been an increase in private sector provision at all levels of schooling. At primary level, private provision constituted nearly 30 per cent of total enrolment during 2010-11 school year.² According to the Annual Status of Education Report (ASER) for Sindh in 2012, 67 per cent of education provision in Karachi and 53 per cent in Hyderabad is through private sector options. However, in rural areas private sector provision is only 9-10 per cent. The Government of Sindh E&LD is cognizant of the policy options and is open to innovative programmes. These seek inclusion of all stakeholders under a comprehensive, legally-enabled PPP environment for transforming underperforming public sector schools and creating opportunities for large numbers of out-of-school children across the province to re-enter the education system.

Private sector institutions are actively supporting pre- and in-service training for teachers and head teachers, continuous professional development, policy and strategy development and materials production certified by STEDA as a service provider to meet public sector plans and targets through a PPP mode.

Private Sector Options are recognized through the Directorate of Private Education E&LD facilitating registration, monitoring and ideally extending advice/support to private sector schools.

The Sindh Education Foundation (SEF) set up through an ordinance in 2002 is a semi-autonomous body financed by the Government of Sindh to extend grants, subsidies and other low cost innovative school options to communities most in need from ECE to secondary (www.sef.org.pk).

Low Cost Private Sector (LCPS) schools – where students pay a monthly fee of between PKR100 and PKR 2,000 at both for- and not-for-profit institutions – can also run non-formal catch up programmes for out-of-school children. Many partners support this effort through SEF: The Citizens Foundation, Sindh Graduates Association, BRAC, IRC, and the Education Fund for Sindh (EFS), the latter funded by DFID.

The Adopt a School Programme supports school improvement for low performing Government schools by private partners through a formal MOU – with a mixed model of private and public sector management. This programme can be done through SEF or through E&LD directly.

Deeni Madrassahs: These institutions are engaged in teaching Dars-e-Nizami (Nizami School of Learning) in its original or modified form. The curriculum includes the Quran, Tafsir, Hadith and Fiqah, together with some elements of logic and philosophy. Most Madrassahs have regular classes, an examination system and, generally, a nine-year course, and award sanads (certificates) either independently or through affiliated organizations.. Madrassahs have their own libraries and hostel facilities. Nearly 50 per cent of students live in hostels and benefit from free boarding and lodging. Estimates put the number of Madrassahs in Sindh at 1,885, with an enrolment of 326,244 pupils.

² According to the World Bank, key determinants of private school enrolment are urban/rural location and household wealth. Private schools attract mainly students from households in quintile 3 and upwards in urban areas. Neither distance to schools nor mother-tongue as the language of instruction were statistically significant in the World Bank's analysis of reasons for private school enrolment.



The formulation of the Sindh Education Sector Plan (SESP) 2014-18 represents an important policy and planning milestone in the ongoing education reform process in Sindh. It provides an opportunity to take systematic steps towards implementation of Article 25A of Pakistan’s Constitution, which mandates the State to provide free and compulsory education to all children aged five to sixteen years. Sindh has led this effort amongst provinces by passing the ‘Sindh Right of Children to Free and Compulsory Education Act, 2013’ (March 2013). SESP empowers the Government of Sindh to assume full jurisdiction over the provincial education system with all partners, focusing on key areas of education policy planning, curriculum standards, centres of excellence and Islamic education, in the spirit and the letter of the 18th Amendment of the Constitution.

SESP’s implementation period 2014-2018 straddles the end of MDGs in 2015 and the emergence of the Development Goals for post-2015 period. Thus SESP must be forward looking to ensure that the principles and core areas feature prominently in the priority areas.

The United Nations Secretary-General in his report, A Life of Dignity for All: Accelerating progress towards the Millennium Development Goals and Advancing the United Nations development agenda beyond 2015 has drawn upon a vast pool of global consultations on all key areas that have informed the Post-2015 scenario to date. The vision and transformative agenda section of the report highlights the following 14 goals articulated for debate at the UN Assembly on September 25, 2013 (paras 83-96). Poverty, gender and education remain cross-cutting areas.

- 83. Eradicate poverty in all its forms through a multifaceted approach
- 84. Tackle exclusion and inequality
- 85. Empower women and girls –with equal access of women and girls to all services
- 86. Provide quality education and lifelong learning: Young people should be able to receive high-quality education and learning, from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education and training.
- 87. Improve Health
- 88. Address Climate Change
- 89. Address environmental challenges
- 90. Promote inclusive and sustainable growth and decent employment
- 91. End hunger and malnutrition
- 92. Address the Demographic Challenges
- 93. Enhance the Positive Contributions of Migrants
- 94. Meet the challenges of urbanization
- 95. Build peace and effective governance based on the rule of law and sound institutions
- 96. Foster a renewed global partnership

Source: http://www.un.org/ga/search/view_doc.asp?symbol=A/68/202 [accessed February 2014].

The SESP is built upon the fundamental tenets of the National Education Policy (NEP) 2009, its policy priorities, goals and targets for education, and the National Curriculum 2006. SESP’ vision and overall objectives are aligned with those of the NEP, aiming to contribute to Pakistan’s achievement of the National Poverty Reduction Strategy, the internationally-agreed Education for All (EFA) commitments, Millennium Development Goals (MDGs) and, most importantly, the recently passed ‘Sindh Right of Children to Free and Compulsory Education Act, 2013’ (for all children 5-16 years of age without discrimination including the most disadvantaged and those with special needs).

Lessons from the recently completed Sindh Education Reform Programme (SERP-I) 2009-2012 have been incorporated into SESP strategies and programmes, in order to ensure that policy targets can be realistically achieved over the next five fiscal years.



The principal achievements of the first phase of the Sindh Education Reform Programme (SERP-I) were:

- Merit and Needs Based Teacher Recruitment: 13800 teachers from primary to high schools recruited on merit.
- Free Textbooks for Students: 4.3 million book sets delivered in SY 2008-09; 4.4 million in SY 2009-10; and 4.7 million in SY 2010-11.
- Stipends for Girls (Grades 6-10): 259,000 beneficiaries in SY 2007-08; 331,000 in SY 2008-09; 380,000 in SY 2009-10; and a differential stipend policy adopted in 2011.
- School Management Committees (SMCs): More than 70 per cent of schools received funds through public sector and private commercial banks; Institutional strengthening through third party mobilization; and capacity building and community linkages.
- Teacher Education & Development (TED) Reforms: TED policy approved in 2009; Establishment of the Sindh Teacher Education Development Authority (STEDA); Piloting of the associate degree in education; and CPD accreditation criteria developed and piloted.
- Education Management Reform (EMR): EMR policy approved in 2009; Pilot programme in three districts (2010-2011) and plans for expansion into new districts.
- Promoting Private Schools in Rural Sindh: Over 392 schools opened in rural/disadvantaged areas and enrolled 67,513 students.
- Improved public finance management.
- Improved monitoring through Annual School Census.
- Assessment (PEACE and SAT).

Furthermore, SESP 2014-18 takes into account initial experiences of implementing education governance reforms and continued challenges. The SESP recognizes the need for further clarification of the responsibilities and functions of all Education Development Partners, and proposes measures to make system functions accountable for results. The role of the provincial department in policy development, standard setting and performance reporting will be strengthened, enabling better harmonization of responsibilities and functions with the district and sub-district education offices, the school and its school management committees (SMCs). Decisions will be taken regarding appropriate budgetary and decision-making autonomy at the district and sub-district levels, as well as for developing more robust mechanisms for participation, communication and mutual accountability at all levels of the system, especially by parents, schools and communities for optimized access, equity and quality outcomes.

2.2 Strategic Sector Assessment: Equity and Access

Schooling access in primary and secondary education has shown modest improvements over the past five years. Gross enrolment rates (GER) have improved at all levels, especially at middle secondary level (Grades 6-8), but net enrolment rate (NER) gains have been modest, a possible indication of an overall pattern of late admission into Grade One as well as low transition opportunities for each level of education.

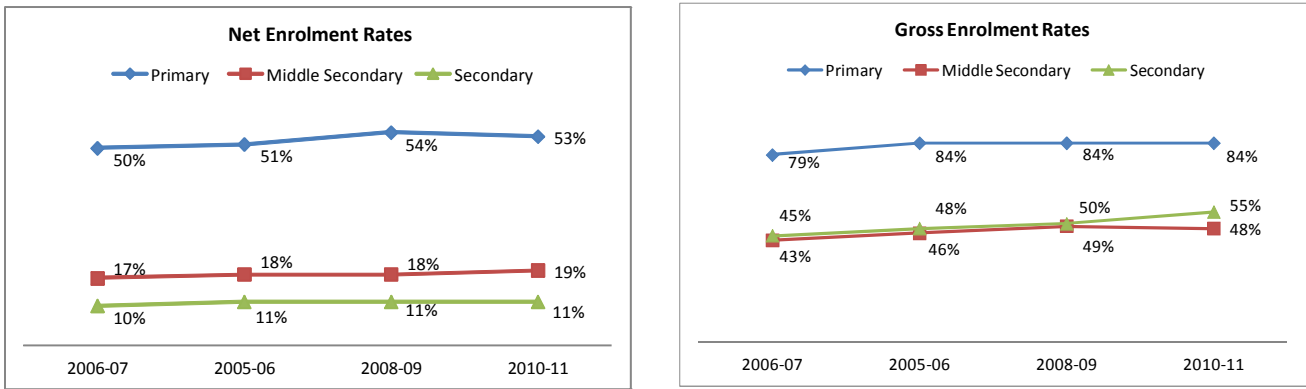


Figure 2.1: Enrolment Trends in Government Schools (Age 5-9) (source: PSLM)

Emergencies and Floods

The flood disasters in 2010, 2011 and 2012 had adverse effects on the education system. The Department’s assessment was that 6,847 public schools - 14 per cent of all public sector schools - were completely destroyed. In addition, it is estimated that around 43 per cent of schools were damaged by floods and 17 per cent by heavy rains. Somewhat surprisingly, however, school enrolments have held up reasonably well.

Gender gaps have been reduced at post-primary levels of education, especially at the middle secondary (Grades 6-8) level. The Gender Parity Indexes (GPI) for middle secondary NER and GER have improved from 0.74 in SY 2006-07 to 0.81 in SY 2010-11.

Notwithstanding these positive developments, Sindh continues to under-perform compared to national norms in spite of its large urban population and economic endowments. For instance, the primary GER in Sindh is roughly 7-8 percentage points below the national average and net NER 3-4 below. GPIs for primary NER and GER are also below the national averages.

One of the main constraints to improving education participation is high student dropouts. In SY 2010-11, dropout rates in public primary and middle secondary were about 17 per cent. The dropout rate at secondary level (Grades 9-10) was lower at 8 per cent, but more than 30 per cent at the higher secondary level (Grades 11-12).

An analysis of dropout rates by Grade highlights an exceptionally low transition rate from primary to middle secondary. In SY 2010-11, over 40 per cent of students left schooling after completing primary Grade 5. The main factor for this poor transition rate is the lack of secondary school provision, especially at the middle and secondary level. In SY 2011-12, only 5,237 out of 49,846 public schools (10.5 per cent) offered secondary level education (Grades 6-12).

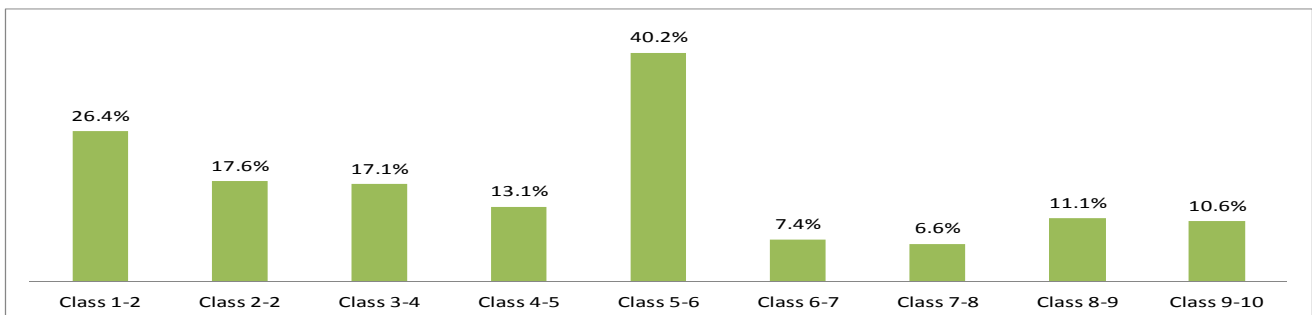


Figure 2.2: Drop Rates, for SY 2011-12 (source: SEMIS 2011-12, E&LD)



The key Grades with higher drop outs are 1-2 and 5-6; highlighting that transitions are difficult to sustain from pre-primary to primary and post-primary levels. Another challenge is to minimize district disparities in access to education opportunities. At all levels, access disparities between the best and the worst performing districts are significantly higher than between urban and rural areas. For instance, the primary NER gap between the best and worst districts is 37 per cent, compared to 16 per cent between urban and rural areas (see Table 2.1 below). Raising the standards and accountability of under-performing districts is therefore a high priority for Sindh in terms of improving equity in education opportunities across the province.

Table 2.1: District and Urban/Rural Performance Gaps (2010-11)

	District Comparison			Geographical Comparison		
	Best District	Worst District	Performance Disparity	Urban	Rural	Performance Disparity
Primary NER	67%	30%	37%	63%	47%	16%
Middle NER	28%	4%	24%	28%	13%	15%
Secondary NER	19%	2%	17%	16%	6%	10%

Source: PSLM 2010-11

Given the low rates of school entry and high attrition rates, a high percentage of school-age children are out of school. According to PSLM 2010-11, it is estimated that nearly 4.1 million children (or 40 per cent) in the basic schooling age bracket (5-16 years) are currently out of school.

Table 2.2: Out-of-School Children (age 5-16 years)

Education Level (Age Cohort)	Cohort Population	Out of School No.	Out of School %
Primary (5-9 years)	4,650,744	1,880,231	40.4%
Middle (10-12 years)	2,659,965	850,176	32.0%
Secondary (13-16 years)	2,881,642	1,349,525	46.8%
Total	10,192,351	4,079,932	40.0%

Source: PSLM 2010/11

World Bank and UNICEF analysis of the PSLM data identified several key determinants for out-of-school children:

- Girls are more likely to be out of school, especially in rural areas. The gender divide decreases in wealthier households.
- Children in wealthier households are significantly less likely to be out of school, and this trend is stronger in urban areas.
- There does not appear to be a rural/urban divide in the poorest quintile. The rural/urban divide is larger in higher wealth quintiles.
- Although most out-of-school children live within 15 minutes of a primary school, proximity to school is important to the likelihood of a child being out of school.
- Pre-primary attendance is very low: only 13.9 per cent of 4-year-olds attend pre-primary education, with attendance lowest in rural areas.
- Children from households speaking minority languages are more likely to be out of school.
- Out-of-school children are more likely to be in forced labor or other situations of vulnerability.

The demand-side socio-cultural barriers to schooling include: (i) lack of awareness of the importance of education; (ii) attitudes to gender; (iii) early or forced marriage; (iv) home environment; (v) mother's literacy



level; (vi) health and nutrition; and (vii) exclusion of children with special needs. The limited availability of early childhood education in poor rural areas is another contributing factor.

2.3 Strategic Assessment: Quality and Learning Outcomes

Improving the quality and relevance of education is a critical component of the reform process. Under SERP, two student assessments were conducted: (i) Grade 4 mathematics tests in 2009; and (ii) Grade 4 language tests in 2010.

The mean score for the mathematics test was 44.7 per cent. District-level disparities were significant, with district mean scores ranging from 55.4 per cent to 24.1 per cent. Boys (45.6 per cent) performed better than girls (43.7 per cent) and students in rural areas (45.5 per cent) achieved better scores than those in urban areas (43.1 per cent).³

Table 2.3: 2009 Grade 4 Mathematics Assessment Results

	Urban	Rural	Overall
Boys	44.0%	46.1%	45.6%
Girls	42.2%	44.3%	43.7%
Overall	43.1%	45.5%	44.7%

Source: E&LD PEACE

The mean score for the language test was 44.0 per cent. The performance gap between districts was significant, though narrower than for the mathematics test, ranging from 51.3 per cent to 31.4 per cent.

In terms of proxy indicators of quality, the Sindh public education system performs well in the majority of categories. Repetition rates, student/teacher and student/class ratios all are exceptionally low by regional and international standards. However, the student/class ratio of 67.5 in higher secondary schooling is high and an area of concern.

Table 2.4: Public School Quality Proxy Indicators, SY 2011/12

	Primary	Middle	Secondary	Higher Sec
Repetition Rates	0.2%	0.7%	0.2%	0.2%
Student Teacher Ratio	30	22	25	38
Student Class Ratio	37.7	25.1	40.8	67.5

Source: SEMIS 2011-12

The academic and professional qualifications of Sindh public school teachers are generally good. In SY 2011-12, there were a total of 146,103 public school teachers, of whom nearly 75 per cent held a university-level degree, including 32 per cent with a post-graduate degree. Furthermore, the number of untrained teachers has been steadily reduced in recent years. At present, more than 95 per cent of teachers hold professional teaching qualifications (PTC, CT, B.Ed., M.Ed.).

³ The finding that public school students in rural areas did better than urban students could be attributed to better-off urban families sending their children to private schools. Other findings of the assessment results included: (i) Class size did not appear to have any effect on the results; (ii) Students had the greatest success in solving problems related to money (e.g. coins and notes) and least success in word problems; and (iii) When students were allowed to ask the teachers to explain aspects of mathematics in the classroom, the students performed better in tests.

**Table 2.5: Public School Teacher Academic Qualifications, SY 2011-12**

Academic Qualification	Ph.D.	Masters	Graduates	Higher Secondary	Secondary	Below Secondary	No Info
No.	394	47,300	63,180	25,386	11,180	160	1,801
%	0.3%	31.7%	42.3%	17.0%	7.5%	0.1%	1.2%

Source: SEMIS 2011-12

A major quality constraint is the generally poor condition of school infrastructure in Sindh. Poor planning and low capacity means that schools have often been built without proper need analysis and planning. In ASC 2011-12, SEMIS estimates that fewer than 23 per cent of school buildings can be classified as ‘satisfactory’, while 14 per cent of schools are ‘dangerous’ and 17 per cent are ‘shelter-less’. Furthermore, 45 per cent of schools have no toilet facilities and 53 per cent have no drinking water facility; both of these are particular barriers for girls.

Persistent sub-optimal functioning of public sector ECE and primary education provision is illustrated by the key figures below:

- Shelter-less schools = 8,280
- One Room Schools = 8,920
- Two Room Schools = 17,923

Finally, Government spending on education amounts to nearly one-fifth of its total budget outlay. In the current financial year GoS has allocated more than PKR110 billion for the education sector. Out-of-pocket expenditure from parents is also substantial. It is estimated that household expenditures on schooling are roughly PKR25 billion per annum. In spite of the significant resources available, there is a general consensus that the system is underperforming. Various reports on student assessment (e.g. NEAS, PEACE, ASER) have indicated that the majority of students do not perform at their Grade level. A lack of good governance in education has been identified as one of the major obstacles to ensuring quality-related inputs delivering better student learning outcomes.

2.4 Strategic Assessment: Sector Governance and Accountability

The Education Management Reform (EMR) Policy of 2009 highlighted that the education management system has not kept pace with increased devolution of education management responsibilities to the district government since 2001. Key areas of weakness include: (i) lack of systematic training and professional development; (ii) lack of formal job description; (iii) declining staff capacity; (iv) absence of strategic planning for school development; and (v) lack of career path. The policy paper concluded that the provision and quality of schools has declined, precipitating a lack of confidence in public schooling.

Under SERP 1, some progress has been made on sector management system development. Guided by the District EMR roadmap, a number of new management and organizational reforms were initiated, such as district office capacity building, merit-based teacher recruitment and quality assurance functions. The EMR roadmap defines a new education management structure, posts and job descriptions, and envisages the introduction of district education development plans and quality assurance mechanisms for schools. The roadmap also sets out the framework and principles guiding entry into district education management from the civil service or teaching force, and merit-based progression along a career path of education leadership and management. However, in spite of initial piloting, governance reform is not yet self-sustaining, due in part to inconsistent support to the innovations for cluster based monitoring. The constraints include lack of support to



monitoring/travelling expenses by the government, low or no culture of ownership of the reforms and their measured impact through regular evidence-based reviews by district-based SEMIS teams.

In addition, the Department has introduced a new management structure with clearly defined job descriptions and responsibilities for each post in selected pilot districts. This change management process has been accompanied by training and revised procedures for performance appraisal. A new inspection and advice/support system is also being introduced gradually in these districts, including school performance evaluation. Other key accomplishments in EMR policy implementation include: (i) implementation of a Quality Assurance Framework (QAF) for improving the quality of education to be implemented through District Quality Assurance Teams; (ii) consolidation of primary and elementary schools through a Cluster Based School Management (CBSM) System; (iii) leadership development training to improve the understanding and management skills of sector managers and officials; (iv) introduction of an human resource system with performance appraisals; (v) formulation and implementation of the teacher rationalization policy with school-specific teaching posts based on needs; and (vi) programme coordination with the districts.

However, sector management continues to face many challenges, especially at the field management level. Over the years, the span of managerial control assigned to each officer has grown. A typical District Education Officer now oversees more than 2,000 schools and 10,000 staff. A typical supervisor in a Union Council can be tasked to monitor between 40 and 80 schools spread across a 10-20 km radius. Due to the absence of a professional management cadre at the district level, however, all local education officials are appointed from the headmaster cadre for positions such as supervisors, assistant and district education officers. The recruitment for the headmaster cadre is either through direct public service commission or through promotion of higher secondary school teachers. Hence most newly promoted local education officials lack basic management skill sets and do not receive induction training to meet their new job requirements.

Other challenges in the current education administrative system are:

- Lack of clear performance and quality standards for schools/teachers and education by level administration/management.
- Lack of transparency in personnel recruitment and selection methods and effective employee placement.
- Limited intra- and inter-departmental coordination (e.g. with finance, civil service commission, health) and uneven flow of communication.
- Lack of expertise and job specialization in human resource management, planning, financial management and procurement in the current system.
- Lack of a coherent framework for in-service continuous capacity building.
- Administrative system is not rationally organized where managerial workload is not proportionate to jobs, leading to system inefficiency and poor service delivery.
- Misalignment between functional and budgetary accountability.
- Ineffective utilization of public financial resources, including allocation of maintenance funds.

During the SESP phase 2014-18, building the quality of district and sub-district education management and leadership capacity will continue to be a key sector reform priority, including introducing a specialized education cadre in districts. Another priority is to strengthen school leadership and management through phased introduction of headmasters'/head teachers' posts in primary, middle and elementary schools. All new head masters will be recruited and promoted based on merit-based criteria and will receive induction training in accordance with the revised job description, in order to ensure that new head masters can effectively perform their new assigned roles and responsibilities in school.



2.5 Strategic Assessment: Sector Financing

The financing of public sector education depends on the policy priorities of provincial governments. The provincial budget revenue stream largely comes from its share in federally administered tax revenue which is determined on the basis of a formula agreed under the 7th National Finance Commission Award. Sindh's own revenue sources are minimal – only 13.5 per cent of the total provincial Consolidated Fund receipt estimates for 2013-14 budget, for example. Although additional taxation powers are granted to provinces under the 18th Constitutional Amendment, the GoS is yet to expand the tax net to raise additional revenue resources. Revenue sources within the education sector itself are largely non-existent due to the Government's commitment to providing free education. Presently, Development Partners are making additional funds available for the Education sector in Sindh. What follows is an analysis of budgetary trends within the education sector and potential models for the efficient deployment of resources in order to achieve the objectives set out in SESP.

Table 2.6: Sindh Education Budget Structure

Re-Current Budget (Function wise classification)		Annual Development Plan (Sector wise classification)	
Salary	Non-Salary	Capital	Revenue
(0911) ECE, Primary Education and NFE		1) Elementary Education	
(0921) Secondary Education		2) Teacher Education	
(0931) Tertiary Education		3) Sindh Education Foundation	
(0941) Special Education		4) Secondary Education	
(0951) Archives Library and Museums		5) College Education	
(0961) Administration		6) Higher Education	
		7) Miscellaneous	

2.5.1 Sindh Education Sector Budget Allocations

Table 2.7 shows allocations to education sector out of the total GoS budget for the last seven years, for both recurrent and development expenditures.

Table 2.7: Sindh Education Sector Budget Allocations

(PKR millions)	2007-08 (BE)	2008-09 (BE)	2009-10 (BE)	2010-11 (BE)	2011-12 (BE)	2012-13 (BE)	2013-14 (BE)	Increase since 2007-08
Total Education Budget	49,723	58,854	63,739	77,987	127,373	115,908	132,341	166%
Recurrent	43,083	48,628	54,299	68,787	110,953	103,689	118,743	176%
Development	6,640	10,226	9,440	9,200	16,420	12,219	13,598	104%

Source: Appropriation Accounts, AG Sindh, based on Budget Estimates (BE)

Sindh's overall education budget has grown by 166 per cent over the past seven years. The recurrent component has grown by 176 per cent, and the development budget (starting at just PKR6, 640 million) by only 104 per cent. The bulk of the increase has been cancelled out by inflation, leaving little space for the funding development requirements of the Education sector. The economic outlook suggests that inflationary trends and low economic growth rates are likely to persist at least during the first years of SESP implementation. These economic trends are likely to have a negative impact on tax revenue generation and to continue to deplete the real value of additional budget allocations to the Education sector.



Achieving the ambitious developmental targets of SESP will, therefore, depend largely upon increased contributions by Government of Sindh and continuous support of development partners. Generating surpluses within existing outlays could also make a significant contribution towards funding SESP, however this would be contingent on effective implementation of the measures described in the Plan for improving administrative and financial governance.

2.5.2 Education Sector Share in Provincial Budget

Table 2.8 shows the percentage of Education sector annual allocations in current and development budgets out of the total GoS budget.

Table 2.8: Education Budget Allocations against Total GoS Budget

PKR in millions	2009-10	2010-11	2011-12	2012-13	2013-14	Increase since 2009-10
Total GoS Budget*	311,302	403,352	424,238	546,475	585,911	88%
Current Rev Exp	213,397	268,267	283,148	315,301	355,974	67%
Development Exp	97,905	135,085	141,090	231,174	229,937	135%
Total Education Budget	63,739	77,987	127,373	115,908	132,341	108%
- Current	54,299	68,787	110,953	103,689	118,743	119%
- Development	9,440	9,200	16,420	12,219	13,598	44%

Source: Appropriation Accounts, AG Sindh. *Finance Department GoS/ SESP

Since 2009 the total, current and development budget allocations for Education have grown by 108 per cent, 119 per cent and 44 per cent respectively, compared to overall Sindh budget increases of 88 per cent, 67 per cent and 135 per cent respectively. Increases in Education current and development budgets are, however, noted to be uneven. Inconsistent allocations for development schemes/projects in the Education budget may adversely impact on achievement of the developmental targets in the Plan.

Table 2.9 shows budget allocations for the Education sector as a proportion of the total provincial budget.

Table 2.9: Sindh Education Budget as a Proportion of total GoS Budget

	2009-10	2010-11	2011-12	2013-14	2014-15
Total Education Budget (%)	20.5	19.3	30	21.2	22.6
Recurrent (%)	25.4	25.6	39.2	32.9	33.4
Development(%)	9.6	6.8	11.6	5.3	5.9

Source: Appropriation Accounts, AG Sindh

During the past five years budget allocations for Education as a proportion of the total annual provincial budget have averaged around 23 per cent overall, 31 per cent for recurrent and 8 per cent for development. The aggregate Education sector share in the total GoS budget meets the minimum 20 per cent criteria. The present level of allocations could in fact prove sufficient for meeting SESP requirements if prudently prioritized, effectively deployed and efficiently managed.

The distribution of the total Education budget between the recurrent and development budgets must be rationalized on the basis of sector development needs. The allocation to the development budget has ranged between 5.3 and 11.6 per cent of the total provincial development budget over the past five years, which falls far below the sector requirements would need to be substantially increased in order to meet SESP



requirements in the coming years, whilst simultaneously containing rapid growth in the salary component of the recurrent expenditure.

2.5.3 Budget Utilization

Table 2.10 shows budget utilization since 2007.

Table 2.10: Variance between Education Budget and Actual Expenditures

	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Variance (%)	-28%	-19%	-28%	-15%	-32%	-19%

Source: Appropriation Accounts/ AG Sindh

Education sector budget utilization has ranged from 68 per cent to 85 per cent since 2007. This works out at an annual average utilization of 76.5 per cent, resulting in underutilization of a total amount of PKR117.829 billion over the past six years, or an average underutilization of around PKR20 billion per year. This reflects systemic weaknesses in budget estimation, delayed releases against budget allocations and capacity issues within the Department of Education.

2.5.4 Education Sector Salary and Non-Salary Expenditures

Table 2.11 shows the details of salary and non-salary expenditure by the Education sector in Sindh since 2007.

Table 2.11: Sindh Education Sector Salary and Non-Salary Expenditures

(PKR millions)	2007-08 (Exp)	2008-09 (Exp)	2009-10 (Exp)	2010-11 (Exp)	2011-12 (Exp)	2012-13 (Exp)	Increase since 2007-08
Total Education Recurrent Expenditure	35,960	47,404	45,665	66,127	86,507	94,092	162%
- Salary	27,757	36,115	38,350	52,569	65,520	80,103	189%
- Non- Salary	8,203	11,289	7,315	13,558	20,987	13,989	70%
Salary as % of total Recurrent Expenditure	77%	76%	84%	79%	76%	85%	

Source: Appropriation Accounts, AG Sindh (Exp = Expenditure)

Employee salaries as a percentage of total Education recurrent expenditure averaged 79.5 per cent over the past six years. The total salary budget increased by 189 per cent over a seven year period, compared to a growth in non-salary expenditure of only 71 per cent.

The two categories of expenditure need to be balanced in the long term to ensure that the deployed manpower remains fully operational and productive for efficient and effective service delivery.



2.5.5 District Education Budgets

A major chunk of the Education sector budget is utilized to meet expenditure at district and local levels, predominantly for payment of salaries to teachers and staff. Therefore, a review of trends in district budget allocation is required, from which we can infer how effective financial management has been across the Education sector as a whole. Table 15 shows the proportion of the provincial budget allocated to districts under the current and development categories since 2007.

Table 2.12: Sindh District Education Budget as a Proportion of the Total Education Budget

Rs in million	2007-08	2008-09	2009-10	2010-11	2011-12	Increase/ (decrease) since 2007- 08
Total Education Budget						
Rs in million	49,723	58,854	63,739	77,987	127,373	156%
- Current	43,083	48,628	54,299	68,787	110,953	157%
- Development	6,640	10,226	9,440	9,200	16,420	147%
Total Districts Budget	31,870	37,672	41,097	52,739	58,636	94%
- Current	28,527	33,572	37,804	49,266	55,431	94%
- Development	3,243	4,100	3,293	3,473	3,205	(1%)
District Budget as % of total Education Budget	64%	64%	64%	68%	46%	
- Current	66%	69%	70%	72%	50%	
- Development	49%	40%	35%	38%	20%	

Source: Appropriation Accounts, AG Sindh

Note: District funds had to be transferred at provincial level after discontinuation of Local Governments in the Province. Thus, the budget allocations for 2011-12 shown in above table are exclusive of district budgets expensed directly at province level. The comparison below is therefore based on 2007-08 to 2010-11 data.

Between 2007-08 and 2010-11 total, current and development budget allocations to districts ranged between 64 and 68 per cent, 66 and 72 per cent and 35 and 49 per cent respectively, of the total Education budget under respective budget heads. This indicated that major districts share in payroll expenses, managed through District Accounts Officers. Development works and bulk procurements are generally managed centrally at provincial level, utilizing budget allocations of respective budget heads. The SESP financing strategy must therefore focus on budgeting at both provincial and district levels in order to meet planned targets and build capacity building for more effective financial governance.



2.5.6 Salary and Non-Salary Expenditures of Districts

Table 2.13 shows the proportion of current expenditure under salary and non-salary heads of accounts at district level compared with total Education expenditure under respective budget heads.

Table 2.13: Salary and Non-Salary Expenditures by Districts

(PKR in million)	2007-08	2008-09	2009-10	2010-11	2011-12
Total Education Current Expenditure	35,960	47,404	45,665	66,127	86,507
- Salary	27,757	36,115	38,350	52,569	65,520
- Non- Salary	8,203	11,289	7,315	13,558	20,987
Total Districts Current Expenditure	25,496	33,002	34,842	47,395	18,943
- Salary	24,903	32,364	34,081	46,441	18,853
- Non- Salary	593	638	761	954	90
Total Current District Expenditure as % of total Education Current Expenditure	71	70	76	72	22
- Salary (%)	90	90	89	88	29
- Non- Salary (%)	7	6	10	7	0.4

Source: Appropriation Accounts, AG Sindh

Between 2007-08 and 2010-11 the total current, salary and non-salary expenditures of districts as a proportion of total Education current, salary and non- salary expenditures ranged from 70-76 per cent, 88-90 per cent and 6-10 per cent respectively. Thus the bulk of salary expenditure is incurred at district level, where majority of HR is deployed. On the other hand, much of the non-salary component of current expenditure is spent centrally at provincial level, thus squeezing allocations to districts under this budget head. The attainment of SESP objectives may thus require decentralization of non-salary allocations, to improve school service delivery at the local level.

2.5.7 Strategic Interventions for Improving PFM in the Education Sector

Budgeting, the single most significant component of Public Financial Management (PFM) under the provincial domain, is currently undergoing a reform process during which medium term budgeting will be introduced. The reforms are designed to improve transparency and accountability in the allocation and utilization of the provincial budget, and will create stronger linkages between budget allocations to different sectors and the outputs and outcomes that the government hopes to achieve within each of these sectors. The Finance Department has already begun to print medium-term budget allocations under the Medium-Term Budgetary Framework (MTBF) for all sectors including the Education sector, alongside the standards annual budget documents. Budgeting under the MTBF has, however, not yet been fully conceptualized nor incorporated into the working of education sector at provincial and district levels. Once the MTBF has been fully adopted it is expected to create the required space within existing budget resources for funding SESP.

The additional funding required to meet ambitious ESP objectives will necessitate strategic planning in different areas of PFM, including prudent utilization of existing budget allocations; the introduction of effective budget M&E, internal audit and public accountability mechanisms; improvements to budget prioritization and estimation; timely releases of budget allocations to improve budget utilization, rationalization of allocations and spending through the adoption of the Output Based Budgeting (OBB) concept; capacity building for efficient financial management, particularly with respect to processing development schemes and projects; and effective financial governance through a complete restructure of existing financial management and practices.



2.6 Sector Reform Lessons Learned

Results of the Sindh Education Reform Process (SERP) carried out over the past three years have been uneven. A number of important lessons have informed the formulation of SESP 2014-18.

Firstly, strong political commitment and ownership are critical for successfully steering a sector-wide reform process, especially for addressing governance and accountability constraints to effective service delivery. The government's approval of the policy and successful implementation of the merit-based and transparent recruitment of teachers serves as a good example of government leadership in overcoming vested interests and breaking from the patronage-based teacher recruitment of the past.

The results-based approach of SERP, which incorporated disbursement indicators with predefined implementation progress and performance targets, can be a good vehicle to improve sector governance and accountability, and help focus on development outcomes.

Programmes must be designed taking into account existing capacity: a realistic assessment of capacity is important to inform both the design and the sequencing of programmes for optimal impact. The SERP foresees a move away from centralized initiatives and capacity building, towards district-level initiatives and capacity building. This will be a key consideration for establishing priorities among programmes.

The existing access strategies have proven insufficient to accelerate movement towards universal basic education in the short to medium term. Systemic interventions that address the fundamental problems of non-enrolment, dropout and low rates of transition are required, alongside interventions targeted to the districts that are farthest from EFA goals.

A related lesson learned is that strategies to expand primary education must include opportunities for progression to secondary education. This is critical for sustaining demand for education, especially amongst the poorest families. In addition, formal and non-formal education strategies need to avoid duplication of parallel systems and provide economies of scale. This will enable non-formal programmes and resources to increasingly focus on community-based lifelong learning and life skills training programmes responsive to local labour market requirements.

Quality strategies and access objectives will be linked. Parental perception on quality schooling is a key factor in whether to send children to school and to keep them in school. Improving student learning outcomes will also motivate school participation by attracting and retaining both boys and girls in school. Regular classroom-level assessments of student achievement are good initial steps towards improving student learning outcomes.

A lesson learned from a number of pilot projects is that while additional resources are needed in some areas, extra funding is not a sufficient condition for sustained improvements. Any additional funding needs to be carefully targeted towards quality improvement measures, especially engendering a culture of excellence at the school level. Measures to inform parents and communities about overall school, student and teacher performance are critical as part of strengthening governance and accountability systems. A further lesson is that pilot projects must be designed for scalability and sustainability – too many pilot projects have failed to attain critical mass and have had limited impact on the system, while making significant demands on administrative and financial capacity.

A hard lesson learned is that increasing teacher salary alone does not lead to better teacher performance and quality of education. Improvements to teachers' welfare need to be carefully integrated with better teacher



development, teacher management, community recognition of teacher service and other support systems in order to help teachers perform at their optimum level and capacity.

Using government procedures to implement development activities was a major achievement under SERP Phase I, with Development Partners aligned more closely to government rules and regulations. This approach has had a positive effect on the overall discipline and governance of programme activities. Procedural harmonization and activity coordination between the European Union and the World Bank, such as joint preparation and implementation review missions, minimized the transaction costs to the government.

Finally, a number of cross-cutting issues will need to be addressed in the next phase of reform. Firstly, there is a need to implement district-specific programmes to reduce inter-district disparities. Secondly, the scope for a systematic ICT strategy for education, for improved teaching and learning and aspects of service delivery, requires further analysis. In particular, the use of ICT as part of public awareness raising and information dissemination has significant potential in terms of strengthening sector management and governance.





3. Policy Framework and Priorities 2014-18

3.1 SESP Vision

The **Constitution of the Islamic Republic of Pakistan** states in Article 37 (b) that the state of Pakistan shall ‘endeavor to remove illiteracy and provide free and compulsory education within a minimum possible period’. Article 38(d) speaks of ‘instilling moral values and providing education to be citizens irrespective of gender, caste, creed and race’.

Sindh Vision 2030: The broad vision stated by the Government of Sindh is of: ‘A united, just, resilient, productive, innovative, industrialized and prosperous Sindh with a disciplined, caring society comprising of healthy, happy and educated people and built upon the enduring pillars of self-reliance, respect, tolerance, equity and integrity.’

National Education Policy (NEP 2009): This vision was further addressed in the National Education Policy, which calls for the education system to ‘provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan’.

The Sindh Education Sector plan (SESP) is built around the following vision statement:

‘Education as the fundamental right of the child, the government must provide equal opportunity of quality education to all children to realize their full potential and contribute to the development of society and economy creating a sense of nationhood and inculcating values of tolerance, social justice and democracy.’

This can be translated in practical terms as a commitment under the SESP to focus on: **(i) delivering educational services to the most vulnerable and marginalized children, (ii) improving student learning outcomes, and (iii) supporting greater community and parental involvement in their children’s education.**

3.2 SESP Policy Context

The 18th Amendment led to the abolition of the Federal Ministry of Education and gave full authority to the provincial governments. In September 2011 a National Education Conference agreed that the National Educational Policy 2009 (NEP 2009), subject to such adaptations in view of the 18th Amendment, would continue to guide education provision at the provincial level.

The NEP 2009 found two key deficiencies at all levels of education: low access to educational opportunities, and low quality of education. Weak performance in the Education sector is attributed to gaps in commitment and in implementation.

Recommended policy actions include: achieving universal and free primary education by 2015; promoting equity in education; commitment towards achieving EFA and MDGs; improving the quality of education; establishing monitoring and inspection systems; making education more relevant to the labour market; placing emphasis on research; and creating a system that can capitalize on the opportunities presented by globalization as well as minimizing the potential negative impacts of globalization.



Sindh Vision 2030 recommends permanent elimination of gender inequality, providing quality education at the elementary level, significantly improving enrolment, providing skilled education to meet national and international requirements, increasing the competency of educators and teachers, and eliminating all forms of disparity and imbalance in the system.

The provincial autonomy provided through the 18th Amendment and the abolition of the Concurrent Legislative List empowered provinces in many ways, including policy-making in the education sector. Article 25A, which was incorporated into the 18th Amendment, reads: **‘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’** This Article makes education a right and obligates the province to provide free and compulsory education to all children between the ages of five and sixteen years. The amendment empowered provincial governments to legislate and administer all key areas, including policy, planning, curriculum standards, centres of excellence and Islamic education.

Joint Declaration of Education 2011: A ‘Joint Declaration of Education’ signed by the Prime Minister and Provincial Ministries was issued in 2011, stating that:

- The Federal and Provincial Governments reaffirm their commitment to education as a priority.
- The National Educational Policy 2009, subject to such adaptations as necessitated by the 18th Constitutional Amendment, shall continue as a jointly owned national document.
- Education is a fundamental right of all children aged 5-16, guaranteed through Article 25A of the Constitution following the 18th Amendment; Provincial governments shall enact Legislation for the implementation of the Article 25A.
- Each province shall develop an Action Plan which shall commit to raising allocations for education and setting priorities according to provincial needs, in order to meet international commitments including Millennium Development Goals (MDGs) and Education for All (EFA) targets.

The Sindh Right of Children to Free and Compulsory Education Act, 2013:⁴ Once this act comes into force it is expected to be a key vehicle for achieving the objectives of SESP. The Act contains 30 comprehensive articles and eight chapters articulating the right of ALL children aged 5-16, including those who are out of school, disadvantaged and with special needs; to education Inclusive education principles will be derived from the National Policy for Persons with Disabilities (2002) and international conventions.

Pakistan is a signatory to the World Declaration on Education For All (EFA, 1990) and the Dakar Framework of Action (2000), which aims to meet basic learning needs in six main areas of action by 2015: (1) expanding early childhood care; (2) universal access to and completion of primary education; (3) improvement in learning achievement; (4) reduction of adult illiteracy; (5) expansion of basic education and skills; (6) knowledge, skills and values for better living. The Millennium Development Goals (MDGs), established by the UN Millennium Development Summit in 2000, identified eight goals to be achieved by 2015. Goal 2 reiterated the above goal of universal primary education. It is imperative for all signatories to respect, protect and fulfill EFA and MDG goals.

Children with disabilities have the same right to education as able-bodied children. Since the UN Universal Declaration on Human Rights was released in 1948, various legislation has been passed on providing education for all children, for example the Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and has 145 signatories (as of June 2010) including Pakistan. Article 25 of the Convention is on education, urging state parties to ensure that children with disabilities are not excluded from

⁴ SINDH ACT NO. XIV.



free and compulsory primary education, or from secondary education, on the basis of disability, and that children with disabilities are mainstreamed into regular schools as far as possible.

3.3 SESP Purpose and Objectives

An integrated and holistic approach to planning and development is made essential by the extreme complexity of the process of education. Mindful of the two key deficiencies in the education system - access to educational opportunities and low quality of education -, SESP focuses on equity in access, quality of education, governance and service delivery, and equity in resource allocation. The integration of these components towards development demands a comprehensive sector plan.

The principle objectives of the Sindh Education Sector Plan (SESP) 2014-18 are as follows:

- Increasing equitable access to quality ECE, primary and secondary education, with the aim of eliminating social exclusion, enhancing transitions, promoting social cohesion and providing greater opportunities for access, participation and learning to marginalized groups, particularly girls.
- Improving the quality of learning outcomes through strengthening the teaching/learning process: combining formative and summative assessment for the development of self-reliant individuals capable of analytical thinking and self-learning; improving the quality of teachers through merit-based selection and recruitment; improved accountability, and establishing a competency-based constructivist system of educational professional development.
- Strengthening governance and service delivery by improving the functioning capacity from the school-community level up to district and province level. This will include: agreed school standards; IT-enabled evidence for accountability at all levels of trained management, aligned to education devolution; School Consolidation Policy and School Based Budgets and Management; and strong public-private partnerships. Priority will be given to strengthening district-level management.
- Enhancing the equity of resource allocation and improving the fiscal sustainability and effectiveness of educational expenditure, thereby fostering transparency and accountability in the use of public resources.

Each of these objectives requires a set of policy discussions and reforms for effective implementation. These are described below (see Policy Pillars 1-4 below).

3.3.1 SESP Policy Pillar 1: Governance and Accountability

Governance and accountability are central to promoting efficient and effective delivery of education. Structures, roles, and responsibilities of governance should be determined and developed in ways that maximize capacity to significantly improve quality education, which can be measured through accessible evidence. Achieving good governance will require the sector to follow and strengthen basic principles of transparent procedures, and provide opportunities for capacity building and leadership.

Education governance refers to the alignment of standards, authority and decision-making within the education system to demonstrate accountability of quality and performance. Effective governance and accountability requires the system to link authority and responsibility at all levels. Good accountability measures should ensure that responsibilities are effectively carried out and progress and outcomes are evaluated so that impact can be demonstrated and corrective measures can be taken as appropriate.

NEP 2009 has identified two main gaps of commitment and implementation. The latter can be traced to governance issues. Parallel systems of education (public, private, Madrasah) create social divides through lack of professional standards and expertise, lack of data for planning and evidence-based decision making, lack of involvement of stakeholders in policy development, control by politicians over schools (especially in rural areas), and school head who are unable to meaningfully engage with SMCs and the local community.



SESP policies for sector governance and accountability are:

- Good governance should meet the demand of objectivity, efficiency and effectiveness. Policymakers, planners and administrators should understand that objectivity is essential for achieving both efficiency and effectiveness. Transparency can be achieved by making all critical information available to all stakeholders.
- Efficiency in governance should be enhanced by setting performance targets for all programmes and performance contracts with officers at all levels of education service delivery.
- A properly constituted education service/management cadre should be established to provide leadership in building the Sindh Education system, along with a management structure with clearly determined functions.
- Needs and merit-based recruitment procedures and performance-based promotion policies should be followed, and continuous professional development should be linked to promotion (promotion should not be based solely on seniority).
- Programmes for capacity and professional development should include pre-service, induction and continuous professional development (CPD), as well as reorientation when educational reforms are enacted.
- SEMIS should be strengthened by improving data accuracy, accountability, capacity building, GIS mapping of schools, and periodic updates of key indicators to inform policy formulation, planning decision making and implementation.
- Ensure effective community mobilization by strengthening School Management Committee (SMC) policy, funding and implementation.
- Education decentralization must be fully realized to move decision-making closer to implementation and eventually down to school level. Management role functions should be developed to ensure that this can be done effectively.
- Legislation should be passed to ensure accountability and transparency in Education governance, in order to curtail and eventually eradicate political interference and corruption.

3.3.2 SESP Policy Pillar 2: Enhanced Equity in Education Access and Participation

Equity in educational access and participation has two dimensions: (i) fairness which implies that one's personal and social circumstances such as gender, socio economic status, and ethnic origin should not be an obstacle to participation in education; and (ii) inclusion, which implies ensuring basic minimum of standards of education for all.

Equity should also ensure that differences in educational outcomes are not the result of differences in socio economic status, income, gender, geographical disparities and parallel school systems. Equity is also important as a human rights imperative under which the Province of Sindh is the guarantor of education for all, ensuring that it is available, accessible, acceptable and adaptable.

SESP policies for enhanced equity in education access and participation are:

- Transition from ECE to primary and from primary to middle and secondary education will be a priority focus. Primary schools will be upgraded to include the middle level, and the two initiatives of school consolidation and clustering will be strengthened.
- Greater access to ECE will be provided to children from marginalized groups in order to promote equity and eliminate social exclusion.



- Targeted interventions will address disparities at all levels, including geographic (district-wise and urban-rural), gender, socio-economic status, poverty and disabilities; by supporting measures such as stipends for needy children and conditional cash transfers for low income households.
- An appropriate physical and learning environment will be guaranteed to promote enrolment, retention and learning.
- In recognition that the government alone cannot provide for all children in Pakistan through free and compulsory schooling, the Education Department will pursue a policy of Public-Private Partnership. Private schools will be independently regulated to ensure minimum standards are upheld.
- Alternative, flexible and non-formal education provision will be made available to children excluded from formal schooling.
- Formal and non-formal education provision will be made relevant to real life and living needs of children beyond the school.

3.3.3 SESP Policy Pillar 3: Improved Quality and Student Learning Outcomes

Education quality will be defined by student learning outcomes, and the development of skills, attitudes, and values that are judged essential for good citizenship and effective life in society. Six elements will be given priority as a way to ensure improved quality. These elements are: (1) a common curriculum based on the holistic development of the child; (2) content and process that are student-centered and non-discriminatory; (3) teachers professionally qualified, performing a facilitator role; (4) a learning environment which is safe, disciplined, physically facilitating and inclusive; (5) assessment systems that provide support to classroom-level teaching using both summative and formative approaches; and (6) measurable outcomes that provide the basic skills required for positive adaptation to society and economy.

SESP policies for improved quality and student learning outcomes are:

- Curriculum development will be outcomes-based and will focus on developing knowledge, skills and values and providing for self-directed learning skills of inquiry, critical thinking, problem solving, teamwork, leadership and citizenship. Reading skills will be a priority during early grades. Language of instruction and measures to ensure the availability of grade-level reading books will be carefully reviewed and appropriate policies developed.
- Assessment and evaluation will be integral parts of the teaching and learning process and will be undertaken not only to measure the attainment level of a child but as a development mechanism, using a combination of both formative and summative evaluation.
- Management of teachers' selection, recruitment, deployment, promotion, transfers, professional appraisal, rewards and discipline will be undertaken by STEDA to help strengthen teacher accountability and performance.
- Professional development in Education Leadership will be provided by transforming PITE into an autonomous, empowered institution with a highly competent professional faculty and other allied facilities.
- Career guidance and counseling will be introduced at the secondary level. Employers will provide information about job openings and the nature of work and will review courses at secondary level with a view to making them more relevant to the needs of the labour market.
- Quality assurance and standards for educational inputs, processes and outputs will be determined by an independent provincial authority for standards and performance assessment.

3.3.4 SESP Policy Pillar 4: Sustainable Sector Financing

The most productive investment for development is to invest in education. Funds for education come from many sources (public, private, philanthropic and from international donor agencies). The case for funding



education is strong in view of the high social returns. The current public outlay on education in Sindh is 17 per cent of government expenditure. Most of this is recurrent and at school level 90 per cent of expenditure goes on salaries, as compared to 80 per cent in the overall education budget. The share of non-salary expenditure in the recurring budget is very low and insufficient to allow for adequate provision of basic facilities and maintenance costs.

Most development funds come through funding by international development partners or donor agencies. The project mode of financing by donor agencies must give way to more coordinated and aligned approaches that minimize duplication and lead to sustainability. Donor interventions will only be approved where they support Sindh's own priorities and align with the SESP.

SESP policies for sustainable sector financing are:

- The annual allocation for education spending will be increased to 20 per cent of government expenditure in Sindh.
- Improving Public Financial Management (PFM) by continuing the Medium Term Budgetary/Fiscal Framework (MTBF/MTFF) mechanism.
- Promoting accountability and transparency by institutionalizing the public expenditure tracking system; alongside ensuring regular and timely fund releases.
- Enhancing pro-poor dimensions in education financing through progressively increasing the share of primary/elementary school expenditure in overall education spending.
- The share of non-salary budget in overall education spending will be increased to 20 per cent.
- School-specific budgets with school-specific, non-transferable posts (teacher rationalization) will be introduced across all districts, in order to improve governance and accountability and ensure the availability of adequate resources.
- A standardized School Maintenance System will be introduced with budgetary provision at 2 per cent of the replacement cost of the physical assets to safeguard the deterioration of the building and other physical assets.
- Capacity building of all education officials from provincial government level down to school level in education budget planning and financial management.
- Sector aid effectiveness will be enhanced by working through the Local Education Group to strengthen coordinator and aid alignment/harmonization mechanisms.



3.4 SESP Targets

SESP targets have been set on the basis of four key indicators: Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), learning outcomes and literacy rate. Since SEMIS captures only GER (not NER), SESP also uses PSLM data for the purposes of target setting.

SESP TARGETS FOR 2018	
ECE / Katchi Targets:	
•	Gross Enrolment Ratio (GER)* From 32 per cent to 45 per cent for pre-primary age children (3-5 years).
Primary & Middle Targets:	
•	Net Enrolment Ratio (NER) From 59 per cent to 77 per cent for primary school age children.
•	NER From 34 per cent to 50 per cent for middle school age children.
Secondary & H. Sec Targets:	
•	From 23 per cent to 35 per cent for lower secondary school age children.
•	From 19 per cent to 30 per cent for higher secondary school.
Literacy Targets:	
•	An increase in the number of adults who are literate from 59 per cent to 70 per cent.

Figure 3.1: SESP targets for GER, NER and literacy.

* NER was not available for pre-primary level (PSLM data) so GER was used instead.⁵

At Pre-Primary level (age 3-5 years), the current estimated population in Sindh is 2,973,621 and GER is 32 per cent. Total enrolment in Pre-Primary education is estimated at 951,559; 576,467 in public schools and 375,092 in private schools. The SESP target for 2018 is to increase GER from 32 per cent to 45 per cent (i.e. an additional 240,000 children will be enrolled in Katchi as well as ECE in public schools). To achieve this, the Education Department will need to recruit an additional 8,000 ECE teachers and build 8,000 additional classrooms as well as 121 new ECE centres at taluka level. The SESP target for Primary level (6-10 years) is to increase NER from 59 per cent to 77 per cent by 2018 (i.e. an additional 1,364,240 children will be enrolled in public Primary schools). To achieve these targets, the Education Department will need to recruit 44,174 additional teachers and build 45,475 additional classrooms.

At Middle/Elementary level the SESP target for 2018 is to increase NER from 34 per cent to 50 per cent (i.e. an additional 471,446 children will be enrolled in public Middle/Elementary schools). To achieve this target, the Education Department will need to recruit an additional 16,023 teachers and build an additional 20,445 class rooms.

The SESP target for Secondary level is to increase NER from 23 per cent to 35 per cent by 2018 (i.e. additional 203,164 children will be enrolled in public Secondary schools). To achieve this target, the Education Department will need to recruit an additional 11,287 teachers and build an additional 4,876 classrooms.

The SESP target for Higher Secondary level is to increase NER from 19 per cent to 30 per cent (i.e. an additional 152,335 students will be enrolled in public Higher Secondary schools). To achieve this target, the Education Department will need to recruit an additional 8,463 teachers and build an additional 3,656 classrooms.

⁵ SESP makes use of two data sources: PSLM (2011-12) and SEMIS-ASC (2011-12). An overview of PSLM data is available in Annex A; an overview of SEMIS-ASC data is given in Annex B.



The SESP target for literacy is to increase the number of adults who are literate from 59 per cent to 70 per cent by 2018.

3.5 District Education Plans

The Education department has planned to develop District Education plans in local languages i.e Urdu and Sindhi, based on the need, situation analysis of particular district. These plans will be developed in consultation with district Local Education Groups and community participation. In District Education Plans, school based indicators and activities will be identified and funded through schools specific budgets/ funding. These activities will be monitored through an independent monitoring system under Director Monitoring and Evaluation



4. Governance and Accountability

'Governance in the educational system is very weak. The Educational Policy, informed by the ideals of democratic governance, implying a partnership amongst the principal societal actors in the making and implementation of public policy, would try to effect a better allocation and management of public resources.' (NEP 2009, Section 1.3, p.4)

Governance and accountability are critical for effective implementation of plans and policies. Results are linked to the effective management of the associated functions of service delivery.

The Government of Sindh has been suffering with the issues of planning, development and implementation of its various policies, plans and strategies. This is one of the principal reasons for low performance against education indicators. It is mainly due to issues of educational governance - in particular at the service delivery level – and weak monitoring and accountability systems. EMIS data is only made available to Education managers around a year after the annual school census, which does not allow for timely response or corrective measures.

For SESP to achieve its objectives the provincial government will need to effect comprehensive reforms to governance and accountability mechanisms, - including but not limited to effective and professional education management geared to deliver; effective monitoring and data management systems; availability of reliable and timely data; transparency in government operations; involvement of the community and stakeholders in education sector decision making; forming public private partnerships; and introducing technology to management.

4.1 Policy Context and Situation Analysis

Governance and accountability have featured in previous national Education policies in Pakistan as a key concern (1970, 1972, 1992 and 1998-2001). The National Education Policy (NEP) 2009 focuses on educational governance and considers gaps in commitment and implementation as key reasons of poor performance of the education system.





The NEP identifies the following governance issues:

1. Absence of a holistic view of the Education sector
2. Lack of policy coherence
3. Unclear roles and fragmented governance
4. Parallel systems of education (public-private divide)
5. Widening structural divide
6. Weak planning and management
7. Lack of stakeholder participation
8. Lack of accountability, capacity to deliver and manage
9. Weak monitoring and evaluation system



The matrix here provides an overview of the policy actions proposed by the NEP against each governance issue.

Key Policy Actions for Education Management and Governance – NEP 2009

Issue	Developing a Whole-Sector View
 Policy Actions	<ol style="list-style-type: none"> 1. A comprehensive Human Resource Development (HRD) policy shall be developed integrating all types and branches of HRD institutions from Early Childhood Education (ECE) to tertiary education. 2. Organizational fragmentation of education at federal and provincial levels shall be assessed for rationalization and where feasible various streams, including literacy, shall be managed by one organization.
Issue	Ensuring Policy Coherence
 Policy Actions	<ol style="list-style-type: none"> 1. The Ministry of Education shall be responsible for ensuring coherence with other socioeconomic policies of the Government. 2. Inter-provincial/area exchange of students and teachers shall be encouraged with a view to promoting cultural harmony, mutual understanding, tolerance, social integration and brotherhood. 3. A mechanism for a strong coordination among different entities at the federal and provincial levels shall be developed.
Issue	Overcoming Fragmented Governance
 Policy Actions	<ol style="list-style-type: none"> 1. To remove ambiguities between the different roles of federal and provincial governments in the field of Education, their respective role and responsibilities shall be mapped and clarified through a national consultative processes. 2. The federal role shall be that of a facilitator and coordinator. 3. The Federal Ministry of Education shall be the focal point for development of the National Education Policy through feedback from and consultations with the provincial and area governments within the Implementation Framework. 4. The Inter-Provincial Education Ministers (IPEM) shall oversee the implementation of the National Education Policy and review its progress periodically. 5. An overarching framework shall be developed to aggregate the initiatives taken by the Federal Education Ministry, provincial/area Education departments and organizations. 6. Decentralization shall be pursued at each level of governance to devolve decision making closer to the point of implementation and shall eventually move to the school level, which shall become the basic unit for planning, including school-based budgeting. 7. Decentralization within the framework of devolution shall focus on delegation of educational functions and not merely on delegation of administrative powers.
Issue	Bridging the Public-Private Divide
 Policy Actions	<ol style="list-style-type: none"> 1. Available educational resources in the private sector shall be mapped and information made available to all. The resources in this case would include more than simply private schools, which already are part of the overall education census.



2. Transparent and clear procedures shall be initiated in the Education sector to allow utilization of private sector inputs.
3. Provincial Governments shall encourage private education at the school level as an additional option available to those who can afford such education.
4. A common curricular framework for general and professional education shall be applied to educational institutions in both the public and the private sector.
5. Where there is already a private school in a particular area with additional admission space, children shall be accommodated in it through public financing, and any new public sector school shall either be built in separate vicinity, or to cater for different levels.
6. Students in Madrassahs shall receive the same quality of education as those in formal public secondary schools. This will be achieved through the introduction of formal subjects.
7. Provincial and Area Governments shall develop regulations for establishing and running private sector institutions that include transparent accountability procedures.
8. Governments shall take steps to build the capacity of regulators to monitor effectively compliance by private sector institutions
9. Non-profit educational institutions should be provided tax incentives.

Issue

Overcoming Structural Divides
Policy Actions

1. The state shall provide greater opportunities to the citizens and areas that have been largely excluded from mainstream development and participation in national processes, by ensuring even and equitable human development across Pakistan.
 2. Governments shall identify schools in less developed areas for prioritization in resource allocation and management for improving quality.
 3. The Ministry of Education, in consultation with Provincial and Area Education Departments, relevant professional bodies and the wider public, shall develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and less developed regions.
 4. The curriculum from Class I onward shall comprise English (as a subject), Urdu, one regional language and mathematics, along with an integrated subject.
 5. The Provincial and Area Education Departments shall have the opportunity to select the medium of instruction up to Class V.
 6. English shall be used as the medium of instruction for sciences and mathematics from Class IV onwards.
 7. For the first five years, provinces shall have the option to teach mathematics and science in English or Urdu/official regional language; but after five years the teaching of these subjects shall be in English only.
 8. Opportunities shall be provided to children from low socio-economic strata to learn the English language.
 9. A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders
-



10. Federal, provincial and area governments shall develop joint strategies with Madrassah systems, through consultations, to formally integrate market-oriented and skills-based subjects in Madrassah curricula - subjects that enable children graduating from Deeni Madaris to have a wider range of employment options open to them.

Issue

Building Management and Planning Capacity

Policy Actions

1. A management cadre for Education, with specific training and qualification requirements, shall be introduced.
2. Education sector management shall be handled by Education managers without any intervention from politicians and generalist civil servants; only then can Education managers be held accountable for outcomes.
3. Education planners and decision makers shall be trained in the use and analysis of educational statistics to develop the practice of information-based decision-making and planning.
4. Conformity with the national standards shall be the criterion for a realistic assessment of resource requirements as well as a fair and equitable basis for allocation across institutions.
5. A Personnel Management Information System (PMIS) and Financial Management Information System (FMIS) shall be developed to support the planning, implementation and evaluation function. These shall be linked to the existing Education Management and Information System (EMIS).
6. A National Standards and Certification Agency for EMIS shall be established to set, monitor and evaluate the quality of education, data collection, analysis and use across all levels and tiers of education management.
7. The Provincial and Area EMIS shall cater to the data needs of all tiers of local government. It shall also provide data to NEMIS for national aggregation on a routine and timely basis.
8. A separate data base for literacy shall be developed.

Issue

Getting Communities Involved

Policy Actions

1. School Management Committees (SMC) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).
2. The tenure of the SMCs shall be enhanced, so that members are able to make use of their experience.
3. To promote greater utilization of allocated funds, provincial governments shall move from financial audit to a performance- or output-based audit system for SMCs.
4. Head teachers shall be trained in social mobilization to involve the community effectively.
5. Awareness campaigns shall be launched, at district, Tehsil and Union Council level to sensitize communities about their role in school education.



Table 4.1 gives an overview of key features of the overall Education management structure in Sindh following the 18th Constitutional Amendment.

Table 4.1: Key Features of the Education Management Structure in Sindh in the Post-18th Amendment Scenario

Management level	Key Features	Comments/ Capacity Development Needs
Provincial level	<ul style="list-style-type: none"> Overall policy-making and providing leadership in curriculum, educational standards, assessment, textbook development, programme design and implementation. Provincial Education Departments are headed by their respective Provincial Education Ministers. The provincial Education Secretary is in charge of the department. The provinces are further divided into districts for the purposes of administration 	These roles and responsibilities are either new or re-conceptualized and hence capacity development is required
District and sub-district level	<ul style="list-style-type: none"> The head of the Education Department in a district is the District Education Officer (DEO). Underneath the District Education Officer is the District Officer Education (DOE)(Secondary Education/ Elementary Education)), Assistant Sub-district Education Officer ADEO) at taluka level, . At the grass roots level (Union Council level), Learning Coordinators (LCs) provide academic guidance and Supervisors are supposed to monitor the schools. 	<ul style="list-style-type: none"> Designing and developing an integrated system of governance Planning and implementation Evidence-based decision making – use of assessment data Standards-based management and accountability Fiscal management
School-Based Leadership	<ul style="list-style-type: none"> Principally responsible for the provision of learning resources and academic supervision for improved learning outcomes. 	<ul style="list-style-type: none"> Community mobilization Supervision of learning processes School-based accountability and performance

4.2 Key Issues and Challenges

Table 4.2 summarizes key issues and challenges relating to educational management in Sindh province.

Table 4.2: Synthesis of Key Issues relating to Educational Management in Sindh

Issue	Details
Lack of holistic approach	<ul style="list-style-type: none"> Limited inter-departmental coordination (e.g. with Finance, Planning and Development, Social Welfare, Child Welfare and Development, Health, Works and Services and Sindh PPRA), infrequent consultation and sharing of new ideas, programmes and plans.
Weak HR management	<ul style="list-style-type: none"> Teacher absenteeism due to weak supervision and lack of accountability. No database and MIS for HR (teaching and non-teaching). No system for projecting teacher demand and supply



Issue	Details
Absence of standards and minimum criteria for educational inputs, processes and outcomes	<ul style="list-style-type: none"> • Lack of clear performance and quality standards in the following areas: <ul style="list-style-type: none"> - Learning environment - Lack of job description; no criteria for recruitment, selection and placement nor performance audit - Standards for teaching-learning processes - School ranking
Low performance	<ul style="list-style-type: none"> • Absence of a comprehensive performance framework (criteria, standards, incentives). • Input based budget, no relation to outputs or performance.
Limited capacity for evidence-based planning	<ul style="list-style-type: none"> • Low skill in data management and analysis, resulting in absence of evidence-based decision making.
Absence of a dedicated management cadre; issues of professionalism among educational managers	<ul style="list-style-type: none"> • Absence of a professional management cadre, in particular at the district level. There continues to be a lack of professional harmony between subject specialist and teachers. • There are no special requirements for teachers to be inducted as Educational Managers in the system; these positions continue to be interchangeable. • Retention and promotion are based primarily on the length of service rather than professional criteria/merit.
Weak internal controls and oversight of public expenditures	<ul style="list-style-type: none"> • Internal controls are weak. • Oversight mechanisms are not commensurate with the size of the financial outlay and the quantum of transactions. • Mitigation plans are not sufficient for hedging financial risks and associated risks in delivery.
Weak monitoring systems	<ul style="list-style-type: none"> • Monitoring by implementers only; independent mechanisms are not available. • Monitoring data is not available when required.
Lack of transparency in public expenditures	<ul style="list-style-type: none"> • Procurement audits not carried out despite large procurement budget. • Public access to key financial and procurement information is almost non-existent.
School Data	<ul style="list-style-type: none"> • Considerable time lag between census and data availability in SEMIS. • Basic student profiling data is not part of SEMIS, hence important data on student retention and dropout cannot be obtained reliably.

4.3 SESP Objectives, Strategies, Targets and Activities

Based on an analysis of the situation in terms of Education system governance and accountability, and suggestions and recommendations from key stakeholders, SESP has formulated the following objectives for Governance and Accountability over the next five years:

1. To develop a whole sector approach
2. To develop and implement standards for educational inputs, processes and outcomes.
3. To strengthen capacity for evidence-based planning and accountability.
4. To professionalize educational management, i.e. strengthen governance and service delivery by creating a professional management cadre, improving the functioning capacity and accountability of all levels of management, enhancing the equity of resource allocation, transparency and accountability in the use of public resources, leading to greater enrolment and reduction in the drop outs.
5. To develop and implement an effective school supervision/mentoring system by 2015.
6. To strengthen SMCs to promote effective participation of local communities in school management.



7. To promote better teacher management (appointment, deployment, performance-based promotion).
8. To establish an effective and independent data collection and monitoring system.
9. To foster public-private partnerships for improved management.
10. To establish an information and communication system.

The following will need to take place in order to achieve the SESP objectives for Education governance and accountability:

- a) Create a separate management cadre.
- b) Design and develop an independent data collection and monitoring system:
 - i. Strengthen SEMIS, in particular by introducing an independent, monitoring and data collection system at the school level.
 - ii. The school-level data collection system should include data on teacher and student attendance and financial resources, and data on key indicators should be made available on real time basis, to support timely, evidence-based decision making.
 - iii. Establish an independent monitoring system reporting administratively to the Directorate General of M&E at the Provincial level and functionally to the District Education Officers.
- c) Develop an HR Management Information System (HRMIS) - Comprehensive HRM system linked with NADRA for CNIC/biometric system verification and tracking of posting and promotion through SMART cards of teachers and education managers. This would also help to identify real needs in terms of teachers and resources, leading to improvement in the quality of teachers through merit-based selection and recruitment, as well as increased transparency and accountability of teachers and managers.
- d) Utilize ICT for improving educational governance:
 - i. There is potential to use ICT to support governance reforms and effective data management. The ICT strategy should support improved governance as well as teaching and learning and aspects of service delivery. In particular, the use of ICT as part of public awareness raising and information dissemination has significant potential in strengthening sector management and governance. A central dashboard will be accessible **online**, which will display transfer notifications. Eventually, no transfer would be actualized unless it had first been posted online via the education management web portal, which would be linked with the PIFRA payroll. However this would need to be done through a phased approach.
 - ii. Under SERP-II, LSUs are being established in every district. Negotiations are underway with PTCL to provide node-to-node connectivity. E&LD plans to start with connectivity in five divisional headquarters, to be expanded gradually to the whole province. Employee cards, enrolment cards and other interventions will be linked with these offices to provide real-time monitoring. Supervisors will be equipped with GPS/Android devices and satellite coordinates of all schools will be captured. A combination of these activities will help GoS to monitor schools and teachers. E&LD plans to use the NADRA infrastructure to capture the employment record of all staff and continuously update it. The employment data along with biometric data will help to catch ghost teachers, absentee teachers and teachers performing functions in locations where they are not posted.
 - iii. Student registration and enrolment figures have serious accuracy issues. It is imperative to improve the quality of SEMIS data, possibly with details of each individual student. NADRA has developed the SMART card for children, which can be issued to the students with some additional fields.



4.4 Financial Reporting Mechanism

The Education department receives all budgetary support either from the Government of Sindh's own local resources or from external sources, i.e. loans or grants through the Finance Department. The accountability cycle starts with the Education department at Drawing and Disbursing Office (DDO) level, where the budget is prepared for consolidation by the Finance Department. The financial year (FY) starts on 1 July each year, prior to which the draft budget is presented and approved by the Provincial Assembly.

Each DDO spends according to the budgetary grant allocated and reconciles its expenditure with the respective Accountant General (AG)/District Account Office/Treasury Office. At the end of FY the AG office, on behalf of the provincial government, prepares a financial statement consolidating expenditures made by all departments, autonomous bodies and centralized entities. In the case of external financing/grants the amount becomes part of the budget forecast and transfer the same way that the local budget is transferred. The external stakeholders deposit the foreign currency loan/grant into the Account 1 of the federal government, which is then transferred to Account 1 of the provincial government. During the FY all of these finances are consolidated in the overall budget through the regular annual budget document.

Audit

DDO offices are audited by the external auditors of the Auditor General of Pakistan (AGP). Two types of audit are conducted by the AGP office: regularity audits (DDO level) and Financial Attest Audits (provincial level). During the latter, all departments, centralized entities and autonomous bodies are assessed against International Public Sector Accounting Standards (IPSAS) and the auditor makes an informed judgment on the overall financial statements within eight months of the close of the FY. In this way all expenditures incurred in departments are certified and irregularities are investigated.

In the case of external financing/grants, a separate set of financial statements based on IPSAS are prepared and the AGP office makes a separate assessment. This should take place within six months of the close of the FY.

Annual audit reports and financial attest certificates are signed by the Auditor General of Pakistan seven months after the close of the Financial Year, and submitted to the legislature within one month following signature. The Public Accounts Committee conducts legislature reviews and discusses the audit reports issued by the Auditor General of Pakistan.

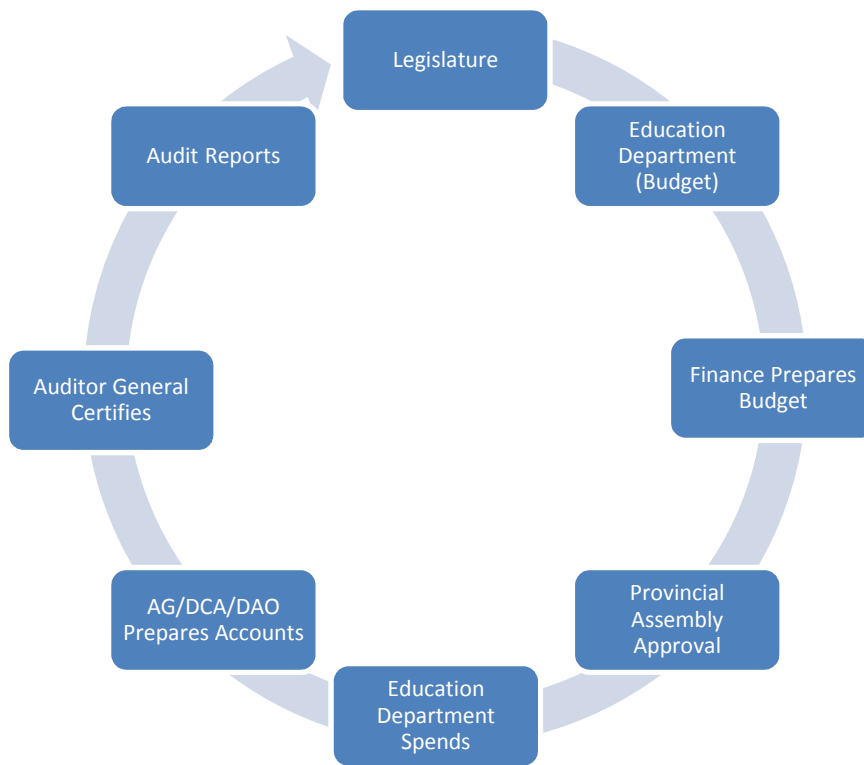


Figure 4.1: The Audit Cycle

Reporting Entity

The Government of Sindh is made up of provincial government departments and attached departments, which receive annual budgetary grants. For the purposes of financial accounting and reporting the government comprises: Centralized Accounting Entities (for which the Accountant General has primary responsibility for accounting and reporting) and Self-Accounting Entities (for which the Principal Accounting Officer has primary responsibility for accounting and reporting).

Basis of Consolidation

The financial statements have been prepared by consolidating the accounts of all Centralized and Self Accounting Entities.

Basis of Preparation

These financial statements have been prepared in accordance with Cash Basis IPSAS - Financial Reporting under the Cash Basis of Accounting and the Financial Reporting Manual (FRM), using the New Chart of Accounts which was adopted on 1 July 2004. Additional disclosures of 'Statement of Cash Flows' and 'Statements of Comparison of Budget and Actual' for GoS have been presented as stipulated in 'Cash Basis IPSAS - Financial Reporting under the Cash basis of Accounting'. Statement of Cash Flows has been prepared on the format of IPSAS – two 'Cash Flow Statements' as encouraged by the IPSAS guidelines.



Annual Audit

According to the INTOSAI Auditing Standards the full scope of government auditing includes regularity and performance audits. The regularity audit comprises the attest of Financial Statements called Certification Audit and Compliance with Authority Audit. Regularity audit embraces:

- Attestation of financial accountability of accountable entities, involving examination and evaluation of financial records and expression of opinion on Financial Statements.
- Attestation of financial accountability of the government administration as a whole.
- Audit of financial systems and transactions including an evaluation of compliance with applicable statues and regulations.
- Audit of internal control and internal audit functions.
- Audit of the probity and propriety of administrative decisions taken within the audit entity.
- Reporting of any other matters arising from or relating to the audit that the Supreme Audit Institution considers should be disclosed.

Certification Audit

The objective of the Certification Audit is to make an informed judgement on the Financial Statements to the effect that:

- The Financial Statements properly present, in all material respects, the government's financial position, the results of its operations, its cash flows and its expenditures and receipts by appropriation.
- Assessed revenue is promptly collected and deposited in government treasury and properly classified in the Financial Statements.
- The sums expended have been applied in all material respects, for the purposes authorized by Parliament and have, in all material respects, been booked to the relevant grants and appropriations.

Compliance with Authority Audit

The objectives and scope of the Compliance with Authority Audit are as follows:

1. Audit against the provision of funds to ascertain whether the moneys shown as expenditure in the accounts were authorized for the purpose for which they were spent.
2. Audit against rules and regulation to see that the expenditure incurred was in conformity with the laws, rules and regulations framed to regulate the procedure for expending public money.
3. Audit of sanctions of expenditure to see that every item of expenditure was done with the approval of the competent authority in the Government for expending the public money.
4. Propriety Audit which extends beyond scrutinizing the mere formality of expenditure to its wisdom and economy and to bring to light cases of improper expenditure or waste of public money.
5. While conducting the audit of receipts of the Government, the Auditor-General satisfies himself that the rules and procedures have been properly adopted and Checks that the assessment, collection and allocation of revenue are done in accordance with the law and there is no leakage of revenue which legally should come to Government.
6. Review, analyze and comment on various Government policies relating to different sectors.



4.5 External Monitoring and Financial Reporting

Other than the formalized internal reporting and auditing procedures, the LEG will provide external oversight. The LEG will also be responsible to harmonize other existing DP-financed activities with Sindh GPE activities. The LEG will continue to play a key role in supervising the Sindh Sector Plan implementation, expenditure, financial reports through annual JSRs, quarterly meetings and specific responsibilities as required.

Hiring of key staff i.e. Financial reporting officer, and other related staff will help to produce timely financial reports and share it with all key stakeholders and including development partners (World Bank, European Union, GPE

4.6: Objectives and Targets

GOAL: To strengthen Governance and Accountability to improve service delivery and achieve desired educational outcomes

Strategic Objective	Strategies	Targets (2014-18)	Activities
<p>Develop an Education policy based on holistic approach</p>	<ul style="list-style-type: none"> • Constitute Task force • Constitute sub committees / technical working groups on • Language of Instruction policy • Policy on Streamlining of Madrassahs • Policy Devolution of budgets to the district and school level • Integrate all other policies in one policy document • Review of current management policies and practices • Developing governance framework with whole sector approach • Capacity building for district sector planning • Develop policies on subsectors • Develop comprehensive education policy 	<ul style="list-style-type: none"> • Study report on current practices is available by 2015 • Coordination with other departments / organizations is streamlined • Provincial Education Policy developed 	<ul style="list-style-type: none"> • Develop ToR's for the task force/ TWG's • Notification of Task force and sub committees/ technical working groups • Conduct consultation workshops and dialogue • Identify departmental core team to review current policies and management practices • Review of findings • Based on the findings, develop an integrative framework for coordination at Provincial and District levels • Develop sub-sector policies on all necessary sub-sectors • Develop consolidated Education Policy • Print and publish the Education Sector Policy • Conduct dissemination and awareness workshops.



Strategic Objective	Strategies	Targets (2014-18)	Activities
Develop / establish an independent data collection and monitoring system	<ul style="list-style-type: none"> • Review of other similar systems • Develop entire system structure • Recruit staff and operationalize the system • Collect data on a monthly/ quarterly basis online and its integration with ASC data • Identify different data sources i.e PSLM , SEMIS, Population, ASER and reconcile these through a research study 	<ul style="list-style-type: none"> • Seek approval to the proposal and appropriations, establish and fully functionalize the system • System to start delivering from the 2nd year through the Directorate General of M&E 	<ul style="list-style-type: none"> • Prepare detailed paper/proposal for setting up of the independent system under the Directorate General of M&E • Seek appropriations for current and capital expenditures • Carry out transparent and rule-based recruitment and placement system in place for effective delivery • Establish office and procure vehicles and equipment required
Effectively managed and accountable HR	<ul style="list-style-type: none"> • Create a special cadre for educational managers • Develop and operationalize an HR Management Information System • Better equipped offices and facilities and provision of adequate working facilities • System for performance appraisal • Capacity Building programmes for education managers, particularly on latest challenges in educational management 	<ul style="list-style-type: none"> • Separate education management cadre • Effective HR system, including but not limited to recruitment, placements, trainings, performance appraisal • Trained and equipped education managers • Improved governance and accountability, bearing results 	<ul style="list-style-type: none"> • Prepare policy for education management • Appointment of education managers in line with the approved policy • Develop and implement training programmes for education managers • Design and develop HR Management Information System including induction of appropriate technologies such as I-cloud, SMART cards, biometric systems etc. • Prepare proposal for adequately equipping the offices of education managers across the province, particularly the offices of ADOs • Provision of equipment, vehicles, furniture and fixtures, office space and other requirements for a conducive working environment
Effective use of public funds	<ul style="list-style-type: none"> • Establish Internal Audit System • Procurement audits /performance analysis • Public expenditure tracking surveys • Capacity building for Drawing and Disbursing Officials • Payroll audits 	<ul style="list-style-type: none"> • Established system of internal audit with risks identified and managed more effectively and in a timely manner • Effective fiscal oversight for risk mitigation • Risk mitigation strategies 	<ul style="list-style-type: none"> • Prepare proposals /papers /summaries for establishment of internal audit system • Appoint officials, establish office and equip the establishment for operationalization • Procurement of services for procurement performance analysis and expenditure tracking surveys • Payroll audits carried out to identify ineligible



Strategic Objective	Strategies	Targets (2014-18)	Activities
		developed and implemented including on payroll (with availability of HRMIS)	payments <ul style="list-style-type: none"> • Training programmes designed and implemented • Reports and financial and procurement data made available through website and other means
Institutionalize research and development	<ul style="list-style-type: none"> • Develop a dedicated R&D unit at the School Education Department • Research resulting in new ideas adopted for better management 	<ul style="list-style-type: none"> • R&D unit established and research and development carried out as regular function (including on policies, strategies, plans, regulatory and management frameworks, accountability and transparency) 	<ul style="list-style-type: none"> • Proposal developed and appropriations secured on a recurrent basis • Areas of R&D identified and prioritized • R&D conducted as regular annual operations and reports /recommendations made available to the management on a regular basis for decision making • Progress reporting on a periodic basis (activities, outputs and outcomes)
Increase effectiveness of School Management Committees	<ul style="list-style-type: none"> • Review SMC act • Make necessary changes • Revised programme and authorizations for functioning of SMCs • Revise the funding formula for SMC • Capacity building of SMCs 	<ul style="list-style-type: none"> • Strengthened SMCs resulting in improved school management (including school facilities, access issues, oversight of teaching and learning process) 	<ul style="list-style-type: none"> • Revisit SMC programme and revise it with the aim of providing greater administrative and financial autonomy for effective school management • Delegation of powers revised (to include for provision of missing facilities) • Performance review system introduced • Training programmes (including handholding) designed and implemented
Increase transparency and involvement of stakeholders in decision making	<ul style="list-style-type: none"> • Establish Information and Communication Unit • Develop system of effective information dissemination and for soliciting feedback from the wider public 	<ul style="list-style-type: none"> • Information and Communication Unit and system developed for two way communication, involving the public in decision making and increasing social accountability 	<ul style="list-style-type: none"> • Prepare costed proposals for establishing Information and Communication Unit and for making it fully functional • Recruit professionals for manning the Unit • Advocacy campaigns run • Information is disseminated on a regular basis • Feedback is obtained on a regular basis and available for review of existing policies, plans and programmes and overall decision making



Strategic Objective	Strategies	Targets (2014-18)	Activities
Develop and implement standards for educational inputs, processes and outcomes	<ul style="list-style-type: none"> Capacity building for preparing standards for managing and monitoring educational programmes Standards identification Pilot testing in both rural and urban settings 	<ul style="list-style-type: none"> Standards for managing and monitoring educational programmes identified by 2016 	<ul style="list-style-type: none"> Develop minimum standards on school infrastructure Develop performance standards and benchmarks for recruitment and performance of teachers and education managers Develop a school ranking system Facilitate the development of academic calendar for all schools
Strengthen capacity for evidence-based planning and accountability	<ul style="list-style-type: none"> Build the capacity of district-based educational managers to use data collected on a quarterly basis / SEMIS data Identify data needs of educational managers Develop procedure and protocols for collecting data on new measures Use data in decision making, planning and implementation 	<ul style="list-style-type: none"> Procedure and protocols for collecting data on new measures in place by 2015 	<ul style="list-style-type: none"> Develop a plan for improving data collection processes Identify new measures for data collection such as nature and kind of professional training received Identify needs of managers in the use of data Build capacity on the use of data Follow up progress in the use of data Link decision making to data (monitoring and SEMIS data/HRMIS) in matters, such as transfer and posting; appointment; finance and budgeting; and selecting personnel for professional development initiatives

4.7 Implementation Arrangements

A) Governance – Policy Reforms								
Outcome 1: A comprehensive Education Policy								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Developme	Formation of a Task force to develop new Education Policy	<ul style="list-style-type: none"> NEP 2009 	Notification of Task Force	Academic and Training with	Administration and General	June 2014	Copy of notification	N.A



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
nt of Education Policy	Formation of Sub committees/ TWG's on	<ul style="list-style-type: none"> Free and compulsory Education Act 	Notification of subcommittees (all)	technical support of RSU	Wing	Aug 2014	Copy of Notification(s)	
	1. Language of Instruction policy 2. Policy on Streamlining of Madrassahs 3. Policy Devolution of budgets to the district and school level 4. Other policies in SESP		Minutes of meeting, Draft policies , final Policies			Dec 2014	Copies of Policies on 1. Language of Instruction policy 2. Policy on Streamlining of Madrassahs 3. Policy Devolution of budgets to the district and school level 4. Other policies in SESP	
	Development of white papers and Policies on each sub-sector (topic)		Minutes of meeting, Draft policies , final Policies			March 2015	Draft education policy	
	Integration of different sub sector policies		Copy of Education Policy			Sept 2015	Final copy of Education Policy	
Approval, dissemination and awareness	Final Education Policy							
	Approval of Education Policy from CM / Cabinet	N/A	Approved copy of Education Policy	Academic and Training wing	Administration and General Wing	Dec 2015	Approved copy of Education Policy	N/A
Printing and Publication of Education Policy	N/a	Printed copy of Education Policy	Academic and Training wing	Administration and General Wing	April 2016	Printed copy of Education Policy		



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
of Education Policy	Dissemination and awareness workshops	N/a	Reports of Dissemination and awareness workshops	Academic and Training wing	Administration and General Wing	June 2016	Reports of Dissemination and awareness workshops	N/A

B) Governance - Monitoring & Evaluation

Outcome 1: Reliable and timely data, available for effective and efficient decision-making

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Establishment of Independent Data Collection and Monitoring System	Prepare cost summary for establishing Data Collection and Monitoring System	No independent data collection and monitoring system. Directorate General of	Endorsement of summary by the Secretary/ Minister Education, for onwards approval by the Govt.	Directorate General of Monitoring and Evaluation, School Education Department, Government of Sindh (in consultation with services, regulations, law and finance departments, RSU)	Reforms Support Unit and PDF wing, School Education Department, Government of Sindh	March '14	Copy of signed summary	PKR 4.678 billion (includes cost of salaries for the period of SESP and capital costs)
	Approval by the Government and appropriations in the budget	Monitoring established without the remaining structure with outreach at service delivery level.	a) Approval of the summary by the CM including criteria, qualifications and term of appointment; b) Public advertisement for recruitment floated; c) Recruitment recommendations made and approved by competent forum			April '14	Signed summary by the Chief Minister and copy of approved budget	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Recruitment rules framed, recruitment of data collectors carried out and appointments of District Monitoring Officers made		Appointment and transfer orders issued			Sept '14	Notification of recruitment rules, public advertisement and order/notification of appointments / placements	
	Procurement of equipment, vehicles, furniture and fixture for the Data Collection System, with regional and district outlets		Purchase orders issued following public process, new procurement taken on inventory			Nov '14	Finalized contracts	
	Offices established and District Officers/Data Collectors placed in the districts/talks		Placement orders issued, confirmation by education authorities regarding office establishment and joining by the collectors/officers			Dec '14	Joining reports and first salary release order	
Training programme designed for data collectors, data entry operators & others on functioning & performance standards for the system	Study to be conducted for expansion of SEMIS to cater to quarterly inflow of data, along with the annual census data (system and resource requirements)	SEMIS cater to annual census data only	a) ToR developed; b) ToR consulted with major stakeholders including decision makers at School Education Department, and approved; c) Study commissioned / awarded after public process	SEMIS of Reforms Support Unit, School Education Department, Government of Sindh (in consultation with DG M&E)	PDF Wing, School Education Department, Government of Sindh	June'14	a) Copy of draft and approved ToR; b) evidence of circulation/consultation; c) Study draft and final reports, approval of Government /letter.	PKR 10 million (possible support by EU/GPE/GIZ TA)



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Results incorporated in the form of proposal (PC-II) for seeking changes and resources for doing so	N/A	Results shared and detailed cost plan/PC II prepared	SEMIS of Reforms Support Unit, School Education Department, Government of Sindh (in consultation with DG M&E)	PDF Wing, School Education Department, Government of Sindh	Sept '14	a) Allocation in PSDP; b) PC II approved; c) Funds Released	
	Procurement of services for system expansion including hardware/software requirements and capacity building of SEMIS staff	N/A	a) ToR developed and approved; b) Procurement Notice floated; c) Contract Awarded; d) Hardware/software purchased; e) User Manual developed and Training conducted	SEMIS of Reforms Support Unit, School Education Department, Government of Sindh (in consultation with DG M&E)	PDF Wing, School Education Department, Government of Sindh	Dec'14	a) Inventory entries for new hardware/software; b) Executed contract; c) System expansion completion report by RSU; d) Approved Training report by RSU	PKR 50 million (possible support by EU/GPE/GIZ TA)
	Appropriations made, Procurement of services undertaken for preparing training programme and its implementation	Trainings conducted on SEMIS.	ToR developed and approved, procurement notice floated and firm selected	SEMIS of Reforms Support Unit, School Education Department, Government of Sindh (in consultation with DG M&E)	PDF Wing, School Education Department, Government of Sindh	July-Sept '14	Copy of procurement notice and award letter/contract agreement with the firm	PKR 5 million (possible support by EU/GPE/GIZ TA)
	Programme designed for training of all officials and staff of the integrated SEMIS and Independent data collection and monitoring system		Programme designed by the selected firm and approved by RSU (in consultation with DG M&E)			Oct '14	Letter of approval by RSU	
	Training programme conducted for all concerned officials, and at all levels		Programme conducted for all officers/staff			Nov/Dec '14	Training completion intimation by DG M&E/RSU	
	Training completion report including recommendations for		Report prepared and approved			Dec '14	Letter of approval by RSU	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	retraining							
System operationalized with first round of quarterly data collection with 100% school coverage completed and information / data available to Education Management for decision making	Teams formed by each District Monitoring Officer, for ensuring coverage of 100% schools	Nonexistent independent data collection and monitoring system, monitoring unstructured where carried out, no collation of data/utility	Work plans prepared	Directorate General of Monitoring and Evaluation, School Education Department, Government of Sindh	PDF Wing, School Education Department, Government of Sindh	Jan '15	Copy of approval of work plans by DG	Cost covered under first output
	Instrument for data collection with codes designed and provided to the field formation, funds available and resources deployed for mobilizing the teams in the field		Approval of the instruments for data collection			March'15	Copy of approval (letter) of instrument by the office of DG M&E and RSU SEMIS	
	The M&E wing and its senior central and regional officials monitor field activities		Monitoring visit reports by DG M&E			May '15	Approved monitoring/oversight reports by office of DG M&E	
	Data collected and entered in the system, Quality Assurance, and complete quarterly data available for Education Managers through SEMIS		Field operation and data entry completed, Quality Assurance and results generated			June '15	Letter by DG M&E to all concerned certifying completion of field operations and first monthly data report issued by DG M&E	

C) Governance – Improved Human Resources Management

Outcome 2: Improved performance of HR (management, teaching and non-teaching) leading to better educational outcomes

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Establish Edu. Management cadre	Prepare policy for establishing management cadre (review other comparable practices) including criteria for absorption	Separate cadre for Education Managers does not exist	Draft policy developed	Administration and Schools wing, School Education Department,	Reforms Support Unit , School Education Department,	March '14	Copy of draft policy for Education Management Cadre	PKR 1 million (possibly met through



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	of teaching staff into management cadre			Government of Sindh	Government of Sindh			EU/GPE/GIZ/WB TA)
	Finalize the policy contours after deliberation with the relevant stakeholders		Draft shared with all concerned education authorities, services and regulations departments and DPs			May '14	Copy of letter, circulating the drafts	
	Approval by Government of the policy of establishing Education Management Cadre		Policy approved by Government, after concurrence of concerned departments			June '14	Approval of the summary/policy by the CM	N/A
	Prepare and finalize recruitment rules for Education Management Cadre (policy including criteria, procedures, processes, notice templates and rules through procurement of consulting services)		Draft recruitment rules based on principles of transparency, fair play and equal opportunity, shared with stakeholders and revisions made for approval by the Government			Aug '14	Notification of recruitment rules	PKR 1 million
	Plan (including budget appropriations) and undertake merit based recruitment through open competitive process		Prepare recruitment drive public notice, scrutinize and evaluate applications and recommendations by recruitment committee to the			Dec '14	Copy of public notice for inviting applications, notification of recruitment committee (or through public service commission),	Any additional posts to be existing management positions required will be ascertained



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
			competent authority for approval				approval of appointing authority to the recommendations	at the time of policy preparation. Cost implications to be worked out.
	Issue appointment and placement orders		Appointment orders and placement orders issued			Jan '15	Appointment orders, placement orders	N/A
Develop HR Management Information System	Procurement of services for development of HRMIS	HRMIS does not exist	ToR developed and procurement notice issued (including hardware / software)	Reforms Support Unit, School Education Department (in consultation with the Information Technology Department, GoS)	Reforms Wing, School Education Department, Government of Sindh	Aug '14	Copy of procurement notice	PKR 15 million (possible support by EU/GPE/GI Z/WB) (includes system maintenance costs across SESP period)
	System analysis and design including forms for HR data		System analysis and design report prepared			Oct '14	Copy of system design report	
	Development of HRMIS, data entry and warehousing		HRMIS developed and data of all employees warehoused			March ' 15	Certificate for completion of development, successful test run by RSU/IT Dept.	
	Payroll audit conducted using HRMIS and payroll data		Payroll audit conducted and audit report generated, identifying compliance, control and other related issues (such as ghost employees, ineligible/wrong payments)			Reforms Support Unit, School Education Department and Accountant General Office, Sindh	PDF wing, School Education Department, Government of Sindh	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
			regarding human resource and financial management					
	Preparing district HR reports using HRMIS / generating need based reports for effective decision making by management (such as HR forecasting, placements)		Management Reports on HR generated by HRMIS (housed with SEMIS wing of RSU)	Reforms Support Unit, School Education Department	Administration, PDF and Reforms wing, School Education Department, Government of Sindh	Sept' 15 onwards	Management reports	N/A
Better equipped offices, logistics and improved working conditions	Design criteria for a standard ADO/DEO and other education management offices, at provincial, district and Taluka offices (in view of their job descriptions)	Education Management Offices are grossly deficient in equipment, vehicles, logistics, furniture and fixtures and other necessities	Standard Education Manager's office (at all levels) defined	Administration and Schools wing, School Education Department, Government of Sindh	Internal Audit Wing/ DG M&E / PDF wing, School Education Department and SPPRA, Government of Sindh.	Sept '14	Approval of criteria / standard for an education office (notification/letter communicating approvals)	PKR 330 million
	Based on standards, carry out needs assessment in terms of equipment, vehicles, furniture and fixtures for effective functioning of these offices	(working conditions are quite depressing, particularly in the case of ADOs) for effective functioning	Needs Assessment Report prepared			Dec '14	Needs Assessment Report approved by Secretary School Education	
	Prepare PC-1 for equipping offices of education management, particularly those close to the service delivery	Approval of PC-1 by DDWP/PDWP (as appropriate)	March '15			Minutes of DDWP/PDWP communicating approval of PC-1		
	Procurement of equipment, vehicles, furniture and fixtures	Appropriations made, procurement notice and bidding document made, procurement orders	Sept' 15			Purchase Orders / contract agreements		



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
			made/contract agreements executed					
	Update department's inventory		Complete stock taking of the new inventory and handing/taking over memorandums executed and circulated among all concerned			Dec' 15	Handing over / taking over memos by all offices	
Establish new system for performance appraisal and compensation	Procurement of services for designing and establishing new system for performance appraisal and compensation	The existing system of annual confidential reporting is not reaping desired results. Performance is not the primary basis for placement, compensation or promotion	ToR developed and procurement notice issued, contract executed	Administration and Schools wing and RSU, School Education Department, Government of Sindh	Internal Audit Wing/ DG M&E / PDF wing / Reforms wing, School Education Department, Government of Sindh.	Dec '14	Copy of approved ToR/procurement notice clipping	PKR 5 million (possible support by EU/GPE/GIZ/WB)
	New system designed (parameters for measuring performance against standards including outputs, results and training, etc. approved by the department / competent authority and enforced		Designed system with templates, standards, performance measurement tools, compensation and correction actions proposals made, after due process of consultation, approval by competent authority/School Education			June' 15	Approval of newly designed performance appraisal system - letter of intimation by School Education Department / Secretary Schools	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	First quarterly appraisal conducted for a selected tier of management and recommendations made for compensation/bonus and corrective actions		Appraisal conducted and recommendations made to the Secretary School Education			Dec' 15	Copy of Order to commence appraisal and certificate of completion by Admin wing	
	Conduct appraisal across all tiers of education management, recommendations made and implemented		Appraisal conducted and recommendations made to the Secretary School Education			July '16	Copy of Order to commence appraisal, certificate of completion by Admin wing, order for corrective measures (stopping increment or other punishment) and bonus on the basis of appraisal	
Capacity Building of Education Managers	Procurement of services for TNA, review and revision of Sindh Education Sector Management Course	Training of Education Managers	ToR developed, procurement notice prepared and firm contracted	Academic and Training Wing, School Education Department, Government of Sindh along with PITE (in the longer run)	Reforms Wing and RSU, School Education Department, Government of Sindh	June '14	Copy of ToR, procurement notice, letter of award	PKR 20 million (possible support from CIDA/EU/GPE/GIZ/WB)
	Conduct training needs assessment of education managers, including managers placed in organizations under the administrative control of School Education (STBB, BoC, STEDA, SEF, RSU)		TNA report prepared			Aug '14	Approved questionnaire for TNA, TNA report approval (letter by A&T wing)	
	Review and revise existing programme for training managers including any additional module development		Revised / modified training modules and materials for training education managers			Nov ' 14	Copy of approved training modules	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Impart training to trainers and trainees (the education managers) across, first complete round		Training work plan approved and implementation reported			Dec '14 - Mar '15	Training completion report endorsed by A&T wing	
	Training declared mandatory for promotion at all levels of education management and linking the results with performance appraisal		School Education Department declares it mandatory and issue necessary direction in this regard			Dec '15	Notification.	

D) Governance - Improving transparency, accountability and efficiency in Public Financial Management

Outcome 3: Better 'value for money' and efficiency in public expenditure by strengthening internal controls and capacities and internal audit unit function

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Establish Internal Audit Unit	Prepare cost summary and HR structure for setting up of internal audit unit in School Education	Internal Audit Unit does not exist despite a large financial outlay of the School Education Department,	Summary prepared in consultation with Finance Department and concurred by the Secretary / Minister of School Education Department	PDF and Reforms Wing, with the technical support of RSU, School Education Department, Government of Sindh, in the first year. In subsequent years, it shall be the responsibility of Internal Audit Unit	Secretary School Education / Finance Secretary / ACS	Mar '14	Copy of signed summary, by Secretary/Sr. Minister	N/A
	Approval of the summary by the Government	Department, Government of Sindh	Summary approved by the Chief Minister			May '14	Copy of signed summary by the Chief Minister	
	Securing budget appropriations for the unit (current budget)		Allocations made for capital and recurrent expenditures in annual budget for School Education			June '14	Published budget	PKR 126 million for SESP implementation period (capital and recurrent)
	Placement of internal auditors (either through transfer or fresh recruitment or both in		Criteria made for selection and approved, requisition made for			Aug '14	Copy of posting orders	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	stages/step wise)		transferring officials to internal audit unit on deputation					
	Prepare internal audit charter, procedures and processes, templates and annual work plan		Approval by the competent authority, of the Internal Audit Charter, procedures and processes			Oct '14	Copy of approval granted on charter, procedures and processes	
	Approval of the internal audit charter, procedures, processes by the competent authority							
	Procurement of office space, vehicles, equipment, furniture and fixture for the Internal Audit Unit		Procurement notice issued, bidding documents prepared and made available and contracts awarded			Nov '14	Copy of ad clipping, approved bidding document and award letters	
	Agreement of the Secretary School Education on the first annual work plan, for internal audit (systemic, risk and transactional audit)		Communication of the agreement / endorsement of the Secretary School Education GoS to the audit plan			Dec '14	Letter of agreement	
	Internal audit carried out, for the identified substantial risk areas, in accordance with the approved audit plan		Internal Audit Unit's communication to the Department, for initiating internal audit (at least 6 weeks prior to commencement) and completing Internal Audit			Jan-March '15	Copy of signed letters (both)	
	Internal audit report prepared, presented to Secretary Education.		First internal audit report perused in a meeting of internal			June '15	Minutes of meeting held to deliberate on the first internal audit report	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Internal Audit system institutionalized with management reports (both regular and special reports prepared on specific /special tasks assigned) produced on quarterly basis.		audit committee (to be chaired by Secretary Schools / Finance Secretary) Audit reports produced quarterly, special audit reports produced for special tasks (such as projects, large and complex procurements, payrolls etc.)			July '15	Minutes of meeting held to deliberate on the audit findings, follow up, resolution of audit paras and actions to be taken	
Procurement Performance Analysis & Public Expenditure Tracking Survey	Develop ToR and bidding documents, publish procurement notice for procurement of services for PPA and PETS	Currently, Procurement performance analysis and PETS are not been carried out. No major focus on improving financial and procurement management (efficiency in public expenditure)	ToR and bidding documents prepared and approved	PDF Wing, with the technical support of RSU, School Education Department, Government of Sindh	Reforms Support Unit, School Education Department, Government of Sindh	July '14	Copy of approved ToR and bidding documents, clipping of procurement notice	PKR 61 million (possible support by EU/GPE/GIZ/WB) - for 5 years of SESP implementation
	Procurement of services for carrying out procurement performance analysis and public expenditure tracking survey (two separate processes)		Contracting / procurement process completed for hiring of firms, to carry out procurement performance analysis and PETS			Sept '14	Award letters	
	Contracted firm 1 to prepare procurement performance plan including samples for small, medium and large contracts		Work plan and sample methods / size / selection			Oct '14	Copy of approved plans	
	Contracted firm 2 to prepare PETS work plan		Detailed plan worked out			Oct '14		
	Approval to the plans, samples.		Approval granted			Nov '14		



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Surveys and analysis carried out and reports prepared		Reports prepared and major findings shared with the Senior Management of the School Education Department, GoS			Jan '15	Copy of approved reports	
	Reports actions by the Department / Secretary School Education GoS		Disciplinary action against officials / corrective actions / ordering detailed inquiry into preliminary findings			March '15	Copy of letters conveying directions, actions	
Capacity Building of Finance and Procuring Officials	ToR and bidding documents developed for procurement of services (firms) and publish procurement notice	Only one training under SESM carried out	Procurement initiated	Academic and Training Wing, with the technical support of RSU, School Education Department, Government of Sindh	Provincial Institute of Teacher Education, Teachers Training Institutes (TTIs), DG M&E, RSU	June '14	Copy of approved ToR and bidding documents, clipping of procurement notice	PKR 20 million (possible support by CIDA/EU/GPE/GIZ/WB) - for 5 years of SESP implementation
	Procurement of services for training of DDOs including HMs, officials dealing with financial management and procuring officials of School Education Department		Contract awarded to the successful firm, through competitive process			July '14	Copy of award letter	
	Prepare training plan and refine / finalize modules available with the department (in consultation with finance, Act. Gen and SPPRA), on financial and procurement management		Training plan and modules prepared			Sept '14	Copy of approval to the training plan and modules	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Impart training to the DDOs / procuring officials under single firm contract, across Education Department		Training report prepared and discussed			Oct-Nov '14	Copy of training report	
	Train trainers of PITE and TTIs for annual re-training		Training completion report			Dec '14	Copy of training report	
Public access to financial and procurement data	Prepare content list for public access, in relation to the financial and procurement data	Public access now available to RSU, but limited in terms of financial and procurement management related data / information / statements	Content list prepared	Reforms Support Unit, School Education Department, Government of Sindh	Internal Audit Unit of the School Education Department, Information Department and SPPRA, Government of Sindh	Apr '14	Copy of approval on contents and SOPs/Process by competent authority	PKR 3 million (possible support by CIDA/EU/GPE/GIZ/WB) - for 5 years of SESP implementation
	Prepare standard operating procedures in line with the relevant laws (public disclosure) and rules (financial and procurement) for making financial and procurement related information/statements/reports, public (central repository to be defined / RSU)		SOPs prepared in line with the laws and rules			June '14		
	Approval of the process and standard operating procedures		Approval by the competent authority, for public disclosure			July '14		
	Hoisting of information for public access		Website of RSU/department displays key data / info / statements - both financial and procurement related			Sept '14		



E) Governance – Research and Development

Outcome 4: Improve governance through better informed decision-making based on research and development (R&D)

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Establish Research and Development (R&D) Unit at SED	Prepare concept paper / proposal for establishment of research and development unit in School Education Department with the mandate of undertaking research on host of education related matters, particularly on Governance and educational management	No existing R&D Unit at SED Sindh. Some R&D activities are undertaken by RSU, which are part of the programmes been implemented with DPs	Concept note or proposal developed by RSU	PDF wing of the School Education Department, with the technical assistance of RSU	Reforms Support Unit, School Education Department, Government of Sindh	Feb '14	Concept note	PKR 100 million to establish, operationalize R&D and for R&D activities across 5 years of SESP implementation (possible support and contribution by EU / GIZ / WB / GPE / UNICEF / UNESCO / other DPs)
	Approval of the competent authority to the proposal along with a block allocation for the unit		Approval by the Secretary to the note/proposal for establishing R&D			Mar '14	Approval of the concept note by the Secretary	
	Preparation of summary for creation of additional posts (to be determined) or by re-designating posts from the available pool		Summary prepared for creation of posts / re-designation from existing pool			Apr '14	Copy of signed summary by Secretary/Sr Minister Education	
	Approval of the competent authority for creation of posts		Summary approved by the Government			May '14	Copy of approval of CM	
	Appropriate resources in annual budget and allocate a separate budget code for R&D		Allocations made for R&D under a separate head of account in the annual education budget			June '14	Published annual budget	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Posting / placement of officials at R&D unit		Job descriptions drafted / approved and posting of officials according to the job descriptions			July '14	Copy of approval of job descriptions by Secretary/competent authority	
Operationalize R&D Unit, SED	R&D team to consult all directorates, autonomous and semi-autonomous organizations under the administrative control of the School Education Department including all its wings	N/A	Consultations held with all major (both internal and external) stakeholders	PDF wing of the School Education Department, with the technical assistance of RSU	Reforms Support Unit, School Education Department, Government of Sindh	Aug '14	Report on consultations held / consolidated approved minutes of meeting	
	Prepare first annual operational plan (along with prioritization of the areas for which immediate research is required)		Work and operational plan prepared			Sept '14	Draft operational plan for R&D unit	
	Prepare procurement plan for the research studies to be undertaken		Procurement plan with estimates and timeline prepared			Oct '14	Draft procurement plan	
	Approval of the procurement plan along with resource allocation, for the first annual R&D plan		Approval of the procurement plan by the Secretary, School Education			Nov '14	Approval by the competent authority (copy)	
	The R&D Unit to initiate procurement of services for various R&D activities as per approved plan		ToR and bidding documents developed, procurement notice issued			Nov '14	Clipping of procurement notice	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Contracted firms / individuals to conduct research and findings to be presented to the concerned management for decision making		Contract agreements / awards			Jan '15	Letters of award	
	Review the performance of the R&D unit at the end of the first year and prepare/approve second yearly plan and so on, for implementation		Impact assessment or evaluation of R&D unit and its services rendered during the first year			June '15	Impact Assessment / Review Report on R&D	

F) Governance – School Management Committees (SMCs)

Outcome 5: Improved school management and social accountability through institutionalizing and strengthening School Management Committees (SMCs)

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Revisit and revise sub-programme on SMCs	Prepare ToR and bidding documents for procurement of services for revisiting and revising the sub-programme of SMC, including its impact assessment and evaluating gaps in service delivery vs. objectives and expected outcomes	Sub programme for SMC requires revisit and revisions.	Copy of approved ToR/bidding documents and procurement notice	Reforms Support Unit,	School Education Department	Feb '14	Clipping of published procurement notice	PKR 7 million
	Procurement of services for impact assessment and revising the SMC sub-programme		Contract awarded to the selected firm			March '14	Letter of award	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost	
	Findings to be deliberated with the stakeholders to inform the revision of the sub programme		Review Report issued and approved			May '14	Copy of approval of review report		
	Design revised programme including guidelines for financial and procurement management, advocacy and awareness, enhanced role of parents and community in school management and supervision, social accountability, capacity building, delegation of powers, provision of missing facilities and school expansion through SMCs		Draft complete revised sub-programme prepared			May-June '14	Copy of approval by competent authority, of the revised sub- programme and guidelines for financial and procurement management		
	Approval of the revised sub- programme by the competent authority		Approval of the sub-programme			June-July '14	Copy of approval of the sub-programme by competent authority		
	Appropriations for the revised sub-programme on SMCs		Appropriations worked out and made part of the budget			June '14	Published budget		PKR 7 million
	Disseminate the details of the new sub-programme on SMCs to stakeholders		Communication to the districts and SMCs			Aug-Sept '14	Copy of the signed communication to the SMCs		PKR 13,989 million (SMC funds), PKR 4,781 million (for furniture)
Delegation of financial and administrative powers, carrying out annual	As per approved sub-programme, prepare guidelines for administrative and financial management	Delegation of powers, not commensurate with the responsibilities	a) Draft guidelines prepared in consultation with finance and in view of the existing	PDF Wing, School Education Department in consultation with Finance	Reforms Support Unit, School Education Department	Sept '14	Notification of approved guidelines	PKR 2 million	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
operations	by SMC, with a view to improve oversight, school management and educational outcomes	and expectations	procurement rules; b) delegation of powers drafted; c) deliberation on the drafts, approval	Department, Government of Sindh (support of RSU)				
	Prepare annual calendar for activities related to the sub-programme implementation including budget appropriations, account info, disbursements, school improvement, reporting and accounting		Draft annual calendar of activities			Oct '14	Copy of approval of calendar of operational activities	
	SMCs to take lead in the management, according to the roles assigned		Record keeping of the SMC activities				Copy of SMC register (on activities)	
	Reconciliation of disbursements with the bank accounts / SMCs		Reconciliation statements issued			Dec '14	Certification of reconciliation	
Capacity building of SMCs	Procure services for designing and implementing capacity building programme for SMCs	Some training programmes have been conducted, however a	ToR and bidding document prepared and approved, procurement notice floated	Academic and Training Wing, in consultation with PITE/TTIs (technical support by RSU), School Education Department	Reforms Support Unit, School Education Department	Nov '14	Clipping of published procurement notice	PKR 150 million (for 5 years)
	Module and material development on the revised sub-programme for SMC, including its implementation and associated guidelines issued from time to time	focused and structured approach is lacking	Finalized set of modules and materials, on the revised sub-programme and guidelines for management			Feb '15		
	Implement the training / capacity building		Work plans, progress and training			Apr - June '15	Letter of completion from the oversight / procuring	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	programmes		reports				agency	
Performance and outcome review of the SMC sub programme	Performance and outcome reviewed through publically contracted firm	No formal performance and outcome review is carried out	ToR and bidding document prepared and approved, procurement notice floated	PDF Wing, School Education Department (support of RSU)	Reforms Support Unit, School Education Department	July '15	Review report	PKR 25 million (for 5 years)
	Results and findings deliberated upon by the management for next year's operations and appropriations		Workshop held for dissemination			Sept '15	Workshop report	
	Working out a performance linked disbursement and incentive plan for SMCs, after the first year's implementation of the annual plan		Approved criteria			Oct '15	Approval of criteria for disbursement	
	Implementing the recommendations of the review and performance linked disbursements criteria. Process to be repeated every year		Progress reviewed from time to time			Nov '15 onwards	Progress Reports	

G) Governance - Information and Communication

Outcome 6: Improved educational management through a well-functioning information and communication system

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Establish Information and Communication Unit	Revisit the existing information and communication arrangements at School Education	Efforts for information and communication had not	Review undertaken by the department in consultation with the stakeholders and in view of the	Reforms Wing with the assistance of RSU and Information Department,	RSU, School Education Department	Mar '14	Review report	PKR 15 million



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Department / Reforms Support Unit	followed a structured and focused approach and these had been rather few and far in between	objectives of effective information and communication for education development	Government of Sindh				
	Identify the gaps and recommend measures (in consultation with stakeholders/workshop) for moving on to a fully functional system of information dissemination and two-way communication		Recommendations firmed up			Apr '14	Report on recommendations drawn up in consultation with stakeholders	
	Prepare note for the management including resources required to reinvigorate efforts for information and dissemination and for setting up a fully function unit		Approval by the Secretary / competent authority for the establishment of information and communication unit for School Education Department, Government of Sindh			May '14	Approval by the competent authority	
	Approval by the Secretary School Education					May '14		
	Summary for creation of posts / contract appointments (method of recruitment / appointment to be determined) and for appropriations / grants for establishing the unit		Summary prepared and endorsed by Secretary/Sr. Minister			May '14	Signed summary by Secretary/Minister	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Summary approved and appropriations made		Budgetary grants approved			June '14	Approval by the Chief Minister; published budget	
	Appointments made for the Unit		Individuals appointed to the unit, through transfer or contract appointment followed by regular appointments			Aug '14	Letter of appointments / notification of transfer	
	Provision of resources and equipment for the unit		Required resources at the disposal of the unit			Sept '14 onwards	Certification by unit, for been adequately equipped	
Operationalize Information and Communication Unit	Prepare plan and strategize for public dissemination of information on approved programme, plans, annual operations and future actions	N/A	Plan prepared in consultation with the stakeholders	Schools Wing with the assistance of RSU, district offices and Information Department, Government of Sindh	RSU, School Education Department	Oct '14	Approval of the plan by competent authority	PKR 40 million
	Procure services for designing and development of advocacy campaign and communication strategy for the department (short, medium and long term)		ToR and bidding documents prepared, procurement notice issued			Dec '14	Clippings of published procurement notice	
	Establish system of two way communication (feedback system including setting up hotline for complaints / suggestions)		Complaints and suggestions system developed. Complaints received, logged and redressed			Feb '15	Complaints and suggestions log; details of action	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Run the campaign and implement the strategy (first round)		Advocacy and information dissemination campaign carried out and feedback on plans and service delivery been received from public			April '15	Completion certification by the Info & Communication Unit	
Fully functional Information and Communication Unit	Review the contents, information and data availability on the existing website, in line with the objectives of public participation in decision making, social accountability	N/A	Review report prepared in consultation with the reform managers	Reforms Support Unit, in consultation with the Information Department, Government of Sindh	Reforms, Academic and Training and PDF wings of School Education Department, Government of Sindh	June '15	Approved review report	PKR 100 million (for SESP implementation period)
	Prepare SOPs for dissemination of information from the department's website and mechanism of flow and timeliness of data and information, for web hoisting		Set of SOPs on information generation, flow, dissemination, feedback and timeliness prepared			July '15	Approved SOPs	
	Website upgraded and information dissemination according to the approved strategy, objectives and SOPs		Website upgraded with additional features and provision for information dissemination and feedback			Sept '15	Upgraded website	
	Review the results / impact of the first round of campaign and strategy implementation (by		Contract award, impact assessment carried out			Oct '15	Impact Assessment Report	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	the unit or through procurement of services)							
	Provide recommendations (to become a regular feature, possibly on monthly basis and as the need arise) in line with feedback received, to the Education Management for decision making		Report prepared for management, based on the feedback obtained from the public through the information and communication system			Nov '15	Management Report	
	Revise implementation plan for the campaign, strategy and information dissemination and communication systems, for next year		Implementation plan reviewed and revised / improved on an annual basis			Dec '15 (to be repeated at the end of each calendar year)	Revised Implementation plan	





5. Early Childhood Education (ECE)

‘Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.’ (NEP 2009, p. 27)

Almost 15 per cent of Pakistan’s population is under 5 years of age (PSLM 2011-12). The infant mortality rate (IMR) is 63/1,000 and only 37 per cent of under 5 in Sindh are fully immunized. According to the latest ASER 2012 report 39 per cent of children aged 3-5 years in rural areas are attending an ECE programme, compared to 62 per cent of children in urban areas. Globally the value of ECD (0-8 years) and ECE (3-5 years) has been recognized as a critical investment to help children and families engage early in child survival, protection, development and transition from pre-school to primary and post-primary education. Therefore a broad-based investment in young children’s survival, development and education is a corner stone of SESP (2014- 2018).

One of the six goals of Education for All (EFA) Declaration is ‘expanding and improving comprehensive early childhood care and education’. To date, however, the Government of Pakistan has not made concerted efforts to increase access to Early Childhood Education and Development, or towards improving the quality of ECE. The province of Sindh, has not systematically built upon earlier efforts to promote Early Childhood Education (ECE).

5.1 Policy Context and Situation Analysis

5.1.1 Current Policy and Historical Roots

Early Childhood Education (ECE) in Pakistan’s public education sector can be traced back to the country’s first Education Conference in November 1947. Then, the Terms of Reference for the primary and secondary committee included the provision of pre-primary education through a clause that the committee shall ‘recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial governments in setting up Nursery schools’ (TEC, 1947). The age bracket for early childhood education mentioned in the 1947 proceedings was 3-6 years.

Table 5.1 provides a snapshot of the history of policy developments on ECE in Pakistan.

Table 5.1: Policy Development on ECE: A Timeline

Timelines	Policy Developments on ECE – A Historical View
1947	<ul style="list-style-type: none"> Viewing Nursery as an integral part of mainstream education at the Education Conference in 1947
1950s – 1980s	<ul style="list-style-type: none"> Katchi classes as a means of familiarizing children with the school setting; no education policy during the four decades made any reference to ECE
1992	<ul style="list-style-type: none"> Education policy proposed to mainstream Katchi classes
1998	<ul style="list-style-type: none"> National Education Policy charts out the need for ECE
2001-2015	<ul style="list-style-type: none"> National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in the formal education system, through sensitization of stakeholders, allocation of funds, engaging with the private sector, etc.
2002	<ul style="list-style-type: none"> National ECE Curriculum developed Sindhi version of the revised National ECE Curriculum made available
2001-2004	<ul style="list-style-type: none"> In the Education Sector Reform Action Plan, ECE is introduced as an Innovative



Timelines	Policy Developments on ECE – A Historical View
	Programme implemented across Pakistan with federal funds.
2009	<ul style="list-style-type: none"> National Education Policy proposes that ECE is made part of mainstream education, integrated in all primary schools, and suggests action plans.

The above table shows that an important milestone in ECE was achieved with the development of an ECE Curriculum in 2002, which was later revised in 2007. The curriculum document provided policy and curricular guidelines pertaining to ECE in Pakistan.

Since 2000, a greater emphasis on Early Childhood Education and Development has been witnessed, both in the public sector and in the non-governmental sector. During this period, multiple early childhood programmes were developed by a number of organizations in collaboration with the public sector and independently in the form of projects; although many initiatives were not sustained over time. A number of projects were initiated in Sindh, primarily through NGOs and the Sindh Education Foundation (SEF), which works to promote ECE. Some significant ECE projects, the majority of which were initiated by non-governmental and private sector organizations are described in Table 5.2 below.

Table 5.2: Examples of Past Projects on ECE in Sindh

Agency	Project title	Timeline	Areas covered	Description
Ministry of Education	ESR Action Plan – Innovative ECE Programme	2002-2005	Whole of Sindh province	Setting up ECE-specific classes in selected primary schools with ECE teachers/assistants equipment and learning materials
CRI	Interactive teaching and learning programme	2006-2009	Karachi, Hyderabad	Programme initiated with funding from USAID
AKF, HANDS, AKES, SEF, AKUHDP, TRC	Releasing confidence and creativity	2003-2011	A number of districts in Sindh province, e.g. Hyderabad, Tando Muhammad Khan, Thatta, Badin, Khairpur, Matiari, TandoAllahyar	A flagship programme for ECE, covering a number of government, private and community-run schools
SEF	Early Learning Programme	2009-2012	5 districts in Sindh province: Tando Muhammad Khan, Badin, Khairpur, Ghotki, Nousheroferoze	A PC-1 project funded by GoS; aimed at establishing ECE classes in 150 schools
TRC	Early Childhood Education Programme	1997-2002	Karachi, Shikarpur	CIDA funded programme; first of its kind in Sindh
CGN-PK /RTP	School-based ECE centres	2009-2011	Khairpur, Mirpurkhas, Umerkot, Sanghar, Thatta	UNICEF funded programme
Idara-e-Taleem-o-Aagahi (ITA)	Panjho Vehro ECD and School-Based ECE centres	2011-2013	Shikarpur	Dubai Cares Funded

Apart from the projects detailed here, children in government schools in Sindh have also benefitted from a number of projects on physical wellbeing, health and nutrition.



Both Pakistan's National Education Policy (NEP) 2009 and the EFA goals place significant emphasis on ECE, and the Government of Pakistan has committed to mainstreaming ECE into the education system, with an initial focus on the most vulnerable children. The NEP details the following five policy actions on ECE:

Policy Actions for ECE – NEP 2009

Policy Action 1	Improvements to the quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.
Policy Action 2	ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
Policy Action 3	Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
Policy Action 4	For ECE teachers, a two-year specialized training in dealing with young children shall be a requirement.
Policy Action 5	This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

In response to ECE-related commitments, a number of donor agencies have also initiated some ECE specific interventions, for instance:

Table 5.3: Current and Future ECE Interventions in Sindh (Donor-funded)

Donor	Nature of Intervention	Nature of support
UNESCO	a) ECE Resource Centre: Continuation of technical assistance to ECE Resource Centre established at PITE, Nawabshah b) Guidebooks: Improvement, printing and dissemination of teacher guidebooks on ECE c) Training of Trainers workshops on ECE methodologies (this has been done by UNICEF also)	Technical and financial assistance to the implementing agency
World Bank	Opening of new schools under public private partnership with ECE as inbuilt feature of the schools	Technical and financial support to the implementing agency

Although ECE initiatives are undertaken by the government, there is still a need to identify a generic implementation framework to streamline ECE in schools. These policy actions will be progressively implemented with an initial focus on access for four-year-old children, particularly those least likely to attend primary school at present. Collectively, these policy actions will help all children prepare for a smooth transition to primary schooling.



5.1.2 Theoretical Analysis

Educational research suggests that the early experiences of a child have a profound effect on their attainments later in life. Therefore, it is important to invest in children’s education to provide positive and enabling experiences from an early age. Adequate early childhood programmes not only help in brain development but also contribute to the physical, emotional and social development of the child.

5.1.3 Current Situation

According to SEMIS Census 2011-12, the total enrolment in Katchi in government schools is more than half a million. This figure includes only admitted children.

Girls’ enrolment is slightly less than boys’. This can be attributed partly to cultural reasons, however, what is alarming is that overall enrolment has declined to 16 per cent per year according to SEMIS data. It is important to note that enrolment data alone is not an indicator of the number of children actually benefiting from ECE. For a child to get benefit from ECE, it must consist provide age- a child-friendly environment, a variety of learning resources and age-appropriate curriculum and teaching methodologies.

Table 5.4: Enrolment of Katchi

Gender	2009-2010	2011-2012
Boys	395,886	314,047
Girls	308,684	262,420
Total	704,570	576,467

Source: SEMIS 2009-2010 & 2011-2012

Table: 5.6: Availability of Rooms at Schools

Number of Rooms	Type of Schools		
	Boys	Girls	Mixed
5 rooms	239	250	494
6 rooms	273	247	675
7 rooms	159	148	293
8 rooms	111	117	223
9 rooms	59	57	142
10+ Rooms	228	192	438
Total	1,069	1,011	2,265

Source: SEMIS 2010-11

Since ECE has not been formalized, there is no separate identification of ECE schools/classes in the SEMIS data. Moreover, the SEMIS data collection form does not contain a category for pre-primary schooling, as the pre-primary schooling does not stand on its own as a separate entity.

Most pre-primary classes (Katchi) are attached to primary schools with or without proper rooms allocated. Sometimes children are treated as ‘non-enrolled’ children and are

therefore not formally considered or counted in the enrolment figures. In Sindh, there are a total of 44,522 primary schools. Of these, only 4,025 have five or more rooms (see Table).

All private schools in Sindh offer ECE in form of Montessori, Kindergarten or Nursery. The Directorate General of Private Schools is responsible for regulating and maintaining the registration of private schools. According to official estimates there are almost 12,000 private schools in Sindh and 90 per cent of these offer some form of ECE. According to the ASER 2012 report these schools share nearly 10 per cent of total ECE enrolment. Private organizations tend to offer three years of ECE, compared to one year in public schools (Katchi).

Mainstreaming ECE will require concerted efforts and significant investment of financial and human resources. It will need to be implemented through a phased approach. The current infrastructure of schools can be seen as a starting point for establishing ECE centres/classrooms, but it is important that the focus remains on priority support to the most marginalized and vulnerable children. On the positive side, demand appears to be very high and the willingness of the community to send their children to ECE classes is evident through Katchi enrolments.



5.2. Key Issues and Challenges

Early Childhood Education (ECE) in Sindh faces many issues and challenges in relation to policy and implementation, for example:

- There are no comprehensive ECE policy or minimum standards for ECE in Sindh; hence, various models are in use by the public and private sector. There is a need for a clear policy on ECE, which would define various forms of ECD/ECE services, including Katchi, and strategies for ensuring stakeholders' understanding and awareness, especially that of parents and teachers.
- There is no teacher development and/or deployment strategy, nor an ECE-specific cadre of teachers.
- There is a lack of ECE materials, facilities and resources at the school level, including teachers, supplies and separate rooms for ECE.
- The learning needs of children are different, requiring different strategies and/or flexible approaches in ECE provision. It is essential to develop ECE resource centres, giving initial priority to rural areas. These centres could either be based in existing schools or established separately according to the resources available.
- There is no proper system for supervising and monitoring the ECE classes.
- There is a need for mainstreamed budget allocation (in ADP) for ECE.

5.3. SESP Objectives, Strategies, Targets and Activities

The following objectives have been formulated for ECE within SESP:

1. Develop ECE policy and minimum standards (e.g. space, enrolment, teacher requirements, teaching and learning materials, etc.)
2. Establish ECE Resource Centres through a phased approach, focusing initially on the most vulnerable populations across the province and transforming 8,000 Katchi into ECE classes.
3. Establish an ECE teachers' cadre (recruit and train 8,121 teachers).
4. Review and revise the ECE curriculum and ensure the provision of teaching and learning materials, as prescribed in the ECE-curriculum.
5. Support learners' transition from home to school, and from ECE to Class I (Primary).

Objectives	Strategies	Targets (2014-2018)	Activities
Develop an ECD/ECE policy and minimum standards for ECE	<ul style="list-style-type: none"> • Mobilizing stakeholders for dialogue, policy development, approval/legislation • Documentation of existing ECE models, particularly in Pakistan and at the international level • Development and approval of an ECE policy • Development of ECE Standards • Sindh to become member of ECD/ECE professional networks 	<ul style="list-style-type: none"> • By June 2014, ECD/ECE policy options are developed and approved through legislation • Minimum standards for ECE / Katchi developed and approved by E&LD by Nov 2014 and disseminated • Establish ECE teaching cader 	<ul style="list-style-type: none"> • Arrange dialogues on ECD/ECE policy through a consultative process • Hold technical dialogues on the minimum standards (hard/soft) • Develop ECE policy and minimum standards for ECE • Approve the policy and minimum standards • Monitor the provision of ECE to ensure that both public and private schools are following the minimum standards
To transforming Katchi classes into ECE classes	<ul style="list-style-type: none"> • Awareness and capacity building of ECE teachers and Education Managers • Media campaigns and community awareness • Develop ECE classes in selected schools as per ECE policy • Community engagement for the promotion of ECE • Minimum standards for Katchi implemented 	<ul style="list-style-type: none"> • By the end of 2018, at least 8,000 Katchi classrooms are transformed into ECE classes (in public sector schools) 	<ul style="list-style-type: none"> • Identify the schools based on established criteria / minimum standards • Set up 121 ECE model resource centres in target schools • Establish proper ECE classrooms in selected government schools • Explore private sector partnerships for meeting ECE targets • Mobilize SMCs and communities for ECE enrolment and support
To increase enrolment in ECE	<ul style="list-style-type: none"> • Electronic and print media Enrolment Campaign for increase in enrolment • Mobilize SMCs for the enrolment in ECE / Katchi classes • Use private sector partnerships for meeting ECE targets • ECE targets for each district agreed and every district needs to meet minimum NER targets 	<ul style="list-style-type: none"> • By 2018 to enhance ECE NER from 32 per cent to 45 per cent • By 2018 all districts will have to achieve minimum enrolment of 30 per cent 	<ul style="list-style-type: none"> • Media Campaign designed • Community mobilization strategy developed and approved • Mobilization activities carried out



Objectives	Strategies	Targets (2014-2018)	Activities
To establish model ECE Resource Centres across the province	<ul style="list-style-type: none"> Develop concepts, prepare and approve PC-I for resource centres Establish model ECE centres at every district and Taluka level in existing schools with space Model ECE centres will be used for teacher training and refresher courses 	<ul style="list-style-type: none"> 121 ECE Resource Centres established, equipped and running by 2016 	<ul style="list-style-type: none"> Prepare Concept notes and PC-1 Approve PC-1 Award contract as per rules Monitor construction Procure furniture and equipment as per minimum standards, rules and regulations
To recruit ECE teachers	<ul style="list-style-type: none"> Recognition of ECE teachers and provision of sanctioned posts Develop ECE teacher recruitment policy which targets female teachers Recruit teachers on need and merit basis 	<ul style="list-style-type: none"> 8,121 sanctioned posts for ECE teachers are created with appropriate title/designation Recruit and train 8,121 ECE teachers by April 2015 	<ul style="list-style-type: none"> Approve SNE for ECE teachers Notify establishment of ECE teachers' cadre Develop recruitment rules and secure approval Take on board third party for testing and recruitment Recruit ECE teachers
To train ECE teachers	<ul style="list-style-type: none"> Implementation of ECE certification/diplomas for teachers Engaging PITE and Private sector for ECE teachers' professional development Teachers training will be done in phases 	<ul style="list-style-type: none"> 8,121 ECE teachers trained by Dec 2015 	<ul style="list-style-type: none"> Design comprehensive ECE teachers' professional certification Identify key institutions for training Develop a comprehensive plan for training All sanctioned ECE teachers undergo Professional Development by 2016
To review and revise the ECE curriculum and provide appropriate learning materials	<ul style="list-style-type: none"> Support ECE learning materials through non-salary budgets Review and upgrade of ECE learning materials aligned to ECE curriculum Dissemination and use of ECE Teaching and Learning Materials (TLM) 	<ul style="list-style-type: none"> By the end of 2016, ECE TLMs are available in target schools TLMs are actively used in target schools 	<ul style="list-style-type: none"> Translate the ECE curriculum into Sindhi and Urdu Dissemination strategy in place for ECE curriculum Workshops for use of ECE checklists in classrooms
To support learners' transition from ECE to Class 1(Primary School)	<ul style="list-style-type: none"> Developing transition protocols for ECE teachers to facilitate children's transition from home to school and ECE to Class I (Primary School) Engage parents in transition of children from pre- primary to Class 1 primary 	<ul style="list-style-type: none"> All ECE teachers receive guidelines for transition to Class I Parents receive transition orientation for timely enrolment/transition to class 1 through ECE teachers 	<ul style="list-style-type: none"> Develop and disseminate ECE transition to Class I with children's enrolment report cards with support from teachers, parents and communities Conduct awareness campaign for parents based on guidelines to send their children to schools.





* Model ECE Centres comprise: a) construction/upgrade of a large open plan room with store room and toilets – inbuilt fixtures; furniture and learning play equipment; b) first year human resources teacher, assistant and ayah; c) TLMs and assessment folders.

ECE Baseline for Sindh Education Sector Plan (2012)						
Enrolment and other targets						
	Population	GER	Total Enrolment	Public	Private	
Katchi (4-5 years)	2,973,621	32%	951,559	576,467	375,092	
SESP (2014-18) Targets						
	Population	GER	Public	Private		
ECE/Katchi	3,476,819	45%	1,564,569	769,169	795,400	
Education Level (Targets)	2014	2015	2016	2017	2018	Total
Enrolment (Additional)	-	25,000	55,000	80,000	80,000	240,000
ECE (Accumulated)	-	25,000	80,000	160,000	240,000	240,000
Katchi (Accumulated)	505,170	529,170	529,170	529,170	529,170	769,170
Rooms (Additional)		833	1,833	2,667	2,667	8,000
ECE centres		121	-	-	-	121
Teachers		954	1,833	2,667	2,667	8,121
Teacher Training (Induction)	-	954	1,833	2,667	2,667	8,121
Teacher Training (CPD)				954	1,833	2,788
Teaching Learning Materials (Manuals)	10					10

Technical Notes and Assumptions for SESP 2014-18:

- Baseline calculated from PSLM 2011-12 and SEMIS.
- Enrolment projections from 2014-18 are using enrolment figures from 2013-14 with implications for higher figures than the baseline for that year.
- The estimated ratio of Public-Private provision is 64(public)/ 36 (private).
- Private sector growth is assumed at the rate of 5 per cent per annum based on its own resources.
- Government is open to providing subsidy/vouchers/grant-in-aid to private sector providers to support SESP targets based on the assumption of 64/36 public private provision ratio.
- Where rooms are added they are also overlapping with upgrading/consolidation.
- Where teachers recruitment is listed it also carries new posts for upgrading – final need for recruitment subject to adjustment in numbers after rationalization in accordance with the needs.
- Where upgrading of primary to middle and middle to secondary/higher secondary is reflected it would carry actions for level re-categorization in SEMIS database and other necessary operational matters.

Early Childhood Education								
Outcome: NER Increased to 45 per cent at ECE level								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
ECD/ECE policy and minimum standards Developed and implemented	Notify a task force/ working committee to prepare draft of ECE policy	No ECE policy, Katchi classes are running with non-formal and record status	Task force / working committee ToRs drafted and nominations made	Academic and Training wing with Technical support of RSU, Education Department,	Reforms and School Wings, Education Department	Mar '14	Notification with ToR issued	PKR 1.5 million
	Arranging dialogue and consultations with relevant stake holders on ECE policy		Consultation workshop held			Jun '14	Copy of Minutes of meetings and proceedings of dialogue with all stake holders	
	Development of ECE policy through consultative process		Policy developed and approved			Sept '14	Copy of approved policy endorsed by major stakeholders	
	Develop draft of the minimum standards for ECE		Draft 'Minimum ECE standards' developed			Dec '14	Copy of minimum standards	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Consultation with all stake holders on minimum standards for ECE and finalized		Finalized 'ECE minimum standards' and approved by competent authority			Jan '15	Approved copy of minimum standards	
	Procurement of services of training service provider		ToR and bidding documents development and procurement notice issued			Mar '15	Clipping of published procurement notice	PKR 150 million
	Awareness and capacity building programme carried out on ECE policy, minimum standards and implementation		8,121 ECE teachers trained			Jun '15	Training completion report endorsed by A&T wing	
Transformed Katchi classes into ECE classes	Develop Minimum criteria for introduction of ECE classes	Katchi enrolment reported in 17,578 schools	Criteria Developed	Academic and Training wing with Technical support of RSU, Education Department, Government of Sindh	School Wings, Education Department, Government of Sindh	Jun '15	Notification of criteria for ECE classes	PKR 1 million (infrastructure, quality and training costs covered under respective
	Identify the schools based on established criteria for ECE centres		Approved list of Schools for ECE Classes			Jun '15	Notified list of schools for ECE centres / letter of approval	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Establish proper ECE classrooms in selected government schools		ECE policy with minimum standards implemented in at least 8,000 schools			Dec '15	Progress and Monitoring reports	implementati on matrices)
	Implement ECE policy with minimum standards in selected schools		8,000 Katchi classes transformed into ECE classes			Mar '16	Monitoring and implementation reports	
Enrolment in ECE enhanced	Electronic and print media Enrolment Campaign for increase in enrolment	Katchi enrolment reported as 576,467 (in SEMIS), 461,174 in PSLM	Campaign plan developed	School Wing and district Education Officers with Technical support of RSU,	Reforms Wing, Education Department	Mar '16	Attendance records, pictures of the events	Costs covered under Info and Communication and SMC implementation matrices
	Mobilize SMCs to promote sustained enrolment in ECE / Katchi classes		Mobilization campaigns carried out			Jun '16	SMC mobilization reports	
	Use private sector partnerships for meeting ECE targets		Stakeholders consultation held / workshop conducted			Mar '16	Minutes of meeting and LOI, MoU with private sector	
Model ECE Resource Centres	Develop concept notes for establishment of ECE resource centres	No resource centre	Concept Note approved	PDF wing , Planning and development	Office of Director General	Mar '14	Approved copy of concept note	Costs covered under



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
across the province established	Prepare and approve PC-1		PC-1 approved by DDWP/ PDWP	department	M&E	Jun '14	Approved PC-1	infrastructure development component
	Procurement of firms and issuance of work order		Bidding document prepared and procurement notice floated			Dec '14	Copies of published tenders and issued Work Orders	
	Construction of classrooms.		Resource centres constructed			Till Dec 17	Copy of PC-IV	
	Procurement of training and other related equipment		Fully functional resource centre			Till June 2018	Procurement documents.	
ECE Teachers Recruited	Approval of re-designation of existing PST Teachers as ECE teachers or sanctioned new posts of ECE teachers	No ECE teachers	8,121 sanctioned posts for ECE teachers	Administration and School wing, with technical support of RSU, Education Department,	General Administration Wing and RSU, Education Department	June '14	Notification of re-designation / SNEs (budget)	PKR 3,070 million
	Recruitment policy developed and approved by competent authority and recruitment rules framed		Policy and rules developed and approved			June '14	Approval of Teachers Recruitment Policy by Chief Minister and Notification of	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Recruit ECE teachers, on merit and needs basis		Placement of teachers: 8,121 teachers posted in phased out approach			Jan '15	Recruitment Rules Posting orders and joining reports of teachers in specified schools	
ECE Teachers trained	Design comprehensive ECE teachers' professional development courses leading to certification	There might be some ECE trained teachers, but no data available	Training modules prepared and shared with stakeholders for finalization	BoC, PITE and STEDA	Academic and Training Wing and RSU, Education Department, Government of Sindh	Feb '15	Training completion report endorsed by A&T wing	PKR 159 million
	Training through public and private certified providers		Training work plan approved and implementation reported			On-going	Training completion report endorsed by A&T wing	
ECE curriculum and provision of learning materials reviewed and revised	Provide ECE learning material budgets through non-salary budgets	ECE Curriculum developed	Budgets approved	BoC and Textbook Board and STEDA	Academic and Training Wing and RSU, Education Department	Jun-14	Copy of budget books	PKR 18 million
	Review and up-gradation of ECE learning materials		Learning material printed			Sep-14	Copies of printed learning material	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	aligned to ECE curriculum						(complete set)	
	Translate curriculum into Sindhi and Urdu languages		Curriculum translated into local languages			Jan-15	Copies of translated versions (complete set)	PKR 5 million
	Disseminate and use of ECE Teaching Learning Materials		ECE material disseminated			Mar-15 to Jun-18	Dissemination reports	





6. Primary and Elementary Education

‘The foundation for future prosperity is based upon present basic schooling’

Elementary education consists of 8 years of schooling (from Grades 1 to 8), in two stages – Primary (Grades 1-5) and Middle (Grades 6-8), and in some cases preceded by Katchi (Class K). Children are enrolled in primary schools from the age of 5. There are three categories of schools: girls, boys and mixed or co-education schools. The mixed schools constitute 61 per cent of schools in the province, of which primary-only schools constitute 91 per cent. Some schools are run in two shifts – morning and afternoon. The media of instruction at the primary level are Sindhi, Urdu and English, with the majority of schools opting for Sindhi. English is also taught as a subject in all schools, from Grade 1 onwards.

Service providers for elementary education (K-8) include:

- The Education and Literacy Department (E&LD).
- The Sindh Education Foundation (SEF) – a semi-autonomous government body established in 1992 and financed by the GoS to support non-elite, not-for-profit community and private schools across Sindh through various schemes.
- The Private sector or non-state providers (for and not-for-profit including Madrasahs).
- Community-based formal and/or non-formal alternatives offering options from K-8.

Whilst the private sector is the main provider in urban areas (Karachi 76 per cent, Hyderabad 54 per cent) – in rural areas private provision is less than 10 per cent (ASER 2012). The three categories of providers (public, private and community-based) offer a range of options – both mainstream and alternative learning pathways (ALP) – through which GoS can meet the obligations of Article 25A.

6.1. Policy Context and Situation Analysis

6.1.1 Current Policy and Historical Roots

Historically, numerous programmes and attempts have been made to achieve universal primary education (UPE) and to increase the overall literacy level in the country. However, the level of commitment and capacities required to achieve these overarching goals were lacking, since no policy has been implemented/enforced. What follows is a brief synopsis of previous education policies and strategies.

Table 6.1: Historical Overview of Education Policies related to Primary/Elementary Education

Timelines	Policy	Policy directions/considerations	Strategies
1947	National Education Conference	<ul style="list-style-type: none"> • Emphasized free and compulsory primary education • Considered problems of medium of instruction, teacher training, physical education, etc. • Achieve UPE in two decades 	<ul style="list-style-type: none"> • Levy a special tax to finance primary education • Primary school age group 6-11 • Encourage private sector to open schools



Timelines	Policy	Policy directions/considerations	Strategies
1951	National Plan of Educational Development	<ul style="list-style-type: none"> • 66 per cent of children in the age group of 6-11 years were out of school • The principal constraint was the lack of trained teachers (50 per cent of teachers in primary schools were untrained) and the expansion of primary schools would require more than 86,000 additional teachers 	<ul style="list-style-type: none"> • Establish over 24,000 new primary schools with a total capacity of 3.7 million pupils • Develop more teacher training institutions to fill the teacher gap
1959	Report of the Commission on National Education	<ul style="list-style-type: none"> • Less than 50 per cent of children of primary school age were enrolled in schools • Achieve UPE within a period of 15 years 	<ul style="list-style-type: none"> • Eight years compulsory education to achieve literacy • Female teachers for primary education • Resource mobilization for additional funds
1970	The New Education Policy	<ul style="list-style-type: none"> • Reaffirmed the government’s commitment “to the objective of universal elementary education” • Achieve UPE by 1980 • Particular emphasis on girls’ education 	<ul style="list-style-type: none"> • Rapid expansion of primary schools • Emphasis on female enrolment • Female teachers for primary schools
1972	The Education Policy	<ul style="list-style-type: none"> • Equalizing access to education through provision of special facilities for women, under-privileged groups. • Free and universal up to Class X • Achieve UPE for boys by 1979 and for girls by 1984 • Achieve UEE up to Class VIII for boys by 1982 and for girls by 1987 	<ul style="list-style-type: none"> • Construct 61,000 additional classrooms for primary classes • Train 150,000 teachers • Recruit an additional 75,000 teachers through the National Literacy Corps
1979	National Education Policy and Implementation Programme	<ul style="list-style-type: none"> • Achieve the Boys UPE by 1987 and Girls UPE by 1992 • Eliminate wastage to achieve 60 per cent retention by 1983 and 100 per cent thereafter 	<ul style="list-style-type: none"> • Reconstruct/improve 17,000 existing primary schools • Open 13,000 new primary schools, mainly in rural areas • Establish 5,000 mosque schools for boys
1986	Various schemes under the National Education Plan, e.g. Drop-in schools, Nationwide Literacy Programme, Nai Roshni Schools, etc.	<ul style="list-style-type: none"> • To provide an opportunity to school dropouts and out of school children, especially children from households in low income strata, to complete primary education • To impart lower secondary education through non-formal methods to 2,25,000 children and enable them to join formal upper secondary classes by 1989 	<ul style="list-style-type: none"> • Reduce dropout population/out of school children through school monitoring and community mobilization • Introduce a system of non-formal primary education



Timelines	Policy	Policy directions/considerations	Strategies
1992	National Education Policy	<ul style="list-style-type: none"> • Basic education for all shall be pursued not merely as a sector-based target, but as an integral part of human development • Emphasis on female teacher recruitment • Eliminate disparities in education provision: • Achieve UPE by 2002 • Increase the literacy rate to 70 per cent by the year 2002 • Make primary education compulsory 	<ul style="list-style-type: none"> • Setting up model schools (male and female) in rural areas • Introducing compulsory social service for students • Opening of 107,000 new primary and mosque schools • Training and recruitment of 265,000 new primary teachers
1998	National Education Policy	<ul style="list-style-type: none"> • Double the rate of literacy by the year 2000 • Involvement of donor agencies • The Policy relating to elementary education was based on the agreed themes and strategies of the Social Action Programme • Key issues: more than 5.5 million primary school age (5-9 years) children are out of school; high dropout rates; teacher absenteeism ; weak instructional supervision; around a quarter of primary school teachers are untrained and the present training infrastructure does not appear to improve the quality of instruction • By 2002-3, 90 per cent of children in the primary age group (5-9 years) will be in schools and by the year 2010, the gross enrolment will rise to 105 per cent • Consequently, the promulgation and enforcement of Compulsory Primary Education Act will be possible by 2004-5 	<ul style="list-style-type: none"> • The Policy proposed to construct 190,000 new formal primary schools, 250,000 non-formal basic education centres, and 57,000 mosque schools, upgrade 60,000 primary schools, begin double shifts in 20,000 existing primary schools, and recruit 527,000 additional teachers • Necessary resources were also been pledged at the highest level to raise the expenditure on education from 2.2 to 4 percent of GNP
2001-2004/5	Education Sector Reform - Action Plan	<ul style="list-style-type: none"> • Universal Primary/ Elementary Education is the most challenging milestone for the Government of Pakistan • Targets: • Access: Increase participation rate at primary level (I-V) by 4 per cent annually (baseline 89 per cent) through formal and non-formal delivery systems • Equity : Reduce gender disparity by 10 per cent annually • Completion: Increase completion rate by 3 per cent annually (baseline 50 per cent) • Increase gross participation rate from 89 per cent to 100 per cent (4 per cent per annum) • Reduce gender disparity by 10 per cent annually • Enhance primary completion rate from 50 per cent to 70 per cent (6 per cent per annum) 	<ul style="list-style-type: none"> • National Ordinance for Compulsory Primary Education • Improving infrastructure in existing primary schools • Construction of new schools • Upgrading of existing primary schools to elementary facilities • Initiating Early Childhood Education in existing Katchi classes • Capacity building for Decentralized management at district and local level



It is evident from the past policy analysis that the main focus of all educational policies was to achieve Universal Primary Education. However, the targets were revised with each policy. Since 1998, there has been a growing realization that the government did not have the necessary capacity to achieve the targets instantly and some benchmarking needed to be done for every three or five years. ESR Action plan document is a representative example of such a policy shift.

In light of the above inconsistent policy measures and deteriorating indicators of education, the current National Education Policy 2009 was formulated. Like the previous policies, this policy also indicates its commitment to achieving universal primary education. However, it also highlighted the loopholes in the system, suggesting some action points to fill in the gaps.

Policy Actions for Primary/Elementary Education – NEP 2009

Policy Action 1	Achieve UPE by 2015.
Policy Action 2	Official age for primary education shall be 6 to 10 years.
Policy Action 3	Efforts to provide the necessary financial resources to achieve the EFA goals.
Policy Action 4	Wherever feasible, primary schools shall be upgraded to middle level.
Policy Action 5	International development partners shall work together through a well-developed plan for expanding school facilities.
Policy Action 6	High priority shall be paid to reducing dropout rates.
Policy Action 7	Food-based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
Policy Action 8	Schools shall be made more attractive by providing an attractive learning environment, installing basic facilities and other measures.
Policy Action 9	Government shall establish at least one residential school in each province.
Policy Action 10	Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.



In recent years, the GoS has not only increased the overall education budget by 15 per cent, but has also tapped into international funding through development partners. A number of projects have been designed and delivered through international development agencies and through annual development programmes (ADPs).

Table 6.3: Recent Education Programmes

Programme	Key components	Response to Policy
Sindh Education Reform Programme (SERP 1), 2009-2012 (funded by the World Bank and European Union)	<ul style="list-style-type: none"> • School rehabilitation and improvement • Free textbooks • Girls stipend • Improved data collection • learning outcomes of students through assessments • Opening up of schools through public private partnerships (PPRS-SEF) • Merit-based recruitment of teachers, • Education Management Reform • School Management Committees • Improving public finances 	Improving access; mobilizing international development agencies; schools with better learning environment; student profiling and tracking
Education Fund For Sindh, 2012-2015 (funded by DFID)	<ul style="list-style-type: none"> • Support to low cost private and government schools for out-of-school children • Focus on three districts (Karachi, Khairpur and Kambar Shahdadkot) • Established intermediaries delivering low cost private education • Implementing a voucher scheme which has proven to be effective elsewhere in Pakistan • Adoption of public schools on a small scale 	Improving access; mobilizing international development agencies; schools with better learning environment; students tracking students
ADP Schemes (2012-2013)	<ul style="list-style-type: none"> • Establishment of Cluster Hub Schools in Sindh at UC Level • Up-gradation of Primary Schools to Middle Schools in Sindh (450 units) • Establishment of Elementary Schools in Sindh (400 units) • Rural Based Community Schools (RBCS) – SEF • Integrated Education Learning Programme (IELP) • Improving Teaching Learning Quality in SEF schools • Introduction of academic and infrastructural reforms in 200 rural/Katchi areas • Educational development for juvenile and adult inmates (especially women) in prison approved and one school established by SEF • Establishment of English Medium Schools in Sindh (46 units in Cambridge System, Nursery to 0 Level) • Construction/repair of dangerous schools in Sindh (100 units); Consolidation/ improvement of missing facilities (public school Sukkur, Mithi, Noushero feroze, Chachro and Badin) 	Access to schooling; up-grade of schools; schools with better learning environment

Over the last five years, as a result of the afore-mentioned development initiatives some significant achievements have been made. Through a rigorous and transparent placement exercise 13,800 teachers have



been recruited purely on the basis of merit and need, and 20,000 teachers are currently being recruited. Teaching and learning environments have been improved through the provision of basic facilities to 3,500 schools as part of the quality improvement initiative. Recognizing the complex issue of inequity across the province, GoS is providing free textbooks to all children and stipends to girls (Grades VI-X). 42,000 School Management Committees (SMCs) have been reactivated across the province, to provide much-needed community support to schools.

The Government of Sindh has now embarked on the implementation of the Sindh Education Reform Programme (SERP-II) with assistance from the World Bank. This result-based education development programme has the following major components.

Programme	Key components	Response to Policy
Sindh Education Reform Programme (SERP-II), 2013-2017	<ul style="list-style-type: none"> • Programme budget and expenditure management • Annual School Census • Student Achievement Test • School Specific Budgets • School Management Committees • School System Consolidation • School Infrastructure Development • Public-Private Partnership for Education - PPRS • Education Management • Teacher Management 	Access; up-grade of schools; reduction of dropouts; involving international agencies; provision of textbooks; tracking learning outcomes; persistence and quality

6.1.2 Theoretical Analysis

Education is primarily about the holistic development of the child. The education system must equip each student with the basic knowledge and motivation to become a life-long learner, including critical thinking, universal values, civic awareness and the ability to cope with the demands of a changing world. In a context such as Sindh, where the mere provision of elementary education has been a daunting task, the provision of quality education aligned with global education standards seems even more challenging. However, the SESP takes the position that quality and quantity need not be seen as trade-offs, and that efforts to improve quality can also enhance access.

6.1.3 Current Situation

Access and Equity

As Table 6.4 shows, enrolment of boys is significantly higher than that of girls at primary level, however, the situation does improve in the middle and elementary schools.

Table 6.4: Number of Schools according to Gender and Level

	Boys	Girls	Mixed	Total
Primary	10,331	6,471	26,287	43089
Middle	537	594	870	2001
Elementary	122	137	294	553
Total	10,990 (24%)	7,202 (16%)	27,451 (60%)	45,643

Source: SEMIS 2011-12

**Table 6.5: Elementary Schools Basic Statistics**

Indicators	Primary	Middle	Elementary
Student-School ratio	69.17	87.02	191.69
Student-Teacher ratio	30.03	21.53	26.67
Teacher-School ratio	2.30	4.04	7.19
Boys enrolment ratio	0.59	0.52	0.48
Girls enrolment ratio	0.41	0.48	0.52
Percent male staff	0.72	0.63	0.48
Percent female staff	0.28	0.37	0.52

Source: SEMIS 2011-12

that there are far fewer girls-only schools than mixed schools, i.e. girls' schools account for only 16 per cent schools in the province. Although there are also a large number of mixed

Table 6.6: Number of Schools according to Gender over a five-year period

Year	Boys	Girls	Mixed	Growth Rate (%)
2007	11,022	8,401	27,989	Base
2008	15,728	8,137	23,440	-0.23
2009	11,095	8,172	28,445	0.86
2010	12,055	7,870	27,102	-1.44
2011	10,990	7,202	27,451	-2.94

Source: SEMIS 2011-12

over the past five years (see Table 6.6) depicts that the growth rate in the number of schools is decreasing, i.e. instead of an increase in the number of schools, there is actually a reduction of schools in the overall public elementary education system. The reduction of schools is mostly related to the closure of non-viable schools and clustering of schools (school consolidation). Currently, around 2,200 new schools have been identified to

Table 6.7 Condition of School Buildings

	Satisfactory	Need Repair	Dangerous	No info
Boys	2,613	4,493	1,470	87
Girls	1,576	2,975	1,080	66
Mixed	6,175	11,370	3,825	166
Total	10,364	18,838	6,375	319

Source: SEMIS 2011-12

The majority of teachers in primary and middle schools are male. Both of the indicators show that there are huge gender disparities in the system. The provision of female teachers has a positive relationship with the enrolment of girls, particularly in rural areas, where communities are generally reluctant to send girls to schools with male teachers. It is evident from Table 6.6 girls-only schools is 75 per cent as compared to 25 per cent in mixed schools and 14 per cent in boys' schools. This demonstrates the importance of establishing separate facilities for girls and hiring female teachers.

The trend of availability of schools to expand access to education in Sindh.

In addition to existing school facilities, the status of the building conditions (see Table 6.7) is another limiting factor impacting on access, equity and quality. Only a third of school buildings in Sindh are in a satisfactory condition. Most have little or no resources and facilities such as electricity, water supply and toilets are absent.

Efficiency

Every education system must be assessed on the basis of how efficient it is in terms of providing consistent quality education to children. The basic efficiency indicators (see Table 6.8) demonstrate that education in Sindh is lagging far behind the desirable level. The transition rate from primary to middle school (i.e. percentage of children in Grade 5 who enrol in Grade 6) is around 60 per cent. This means that over a third of children in Sindh do not continue their education after primary level.

Table 6.8: Efficiency Indicators

Transition rate from primary to middle	62%
Retention rate from Grade 1 to Grade 5	49%
Retention rate from Grade 1 to Grade 8	27%

Source: SEMIS 2011-12

The situation is more critical if the retention rate of children from Grades 1 to 5 and Grades 1 to 8 is considered. Just under half of students remain in school from Grades 1 to 5, implying a very high dropout rate.

Table 6.9: Enrolment compared to Number of Teachers

	Male	Female	Total
Enrolment	1,890,162	1,370,412	3,260,574
Teachers	78,844	32,473	111,317

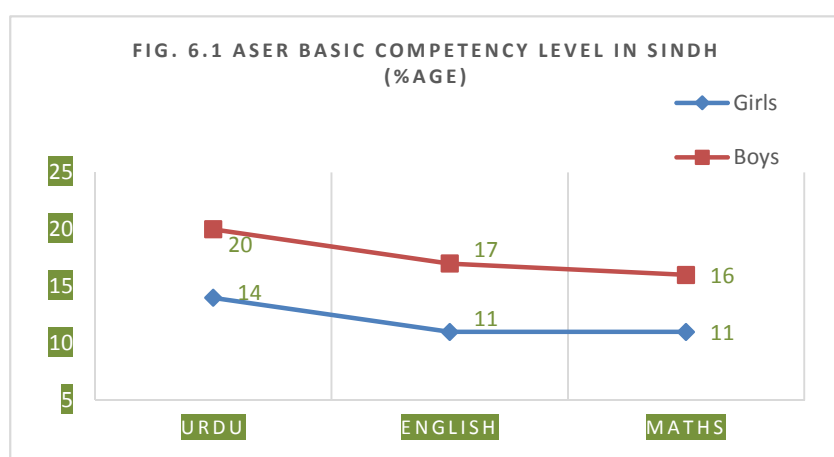
Source: SEMIS 2011-12

When we look at Grades 1-8 we see that out of every 100 children, the system is able to retain only 27 in school. After reviewing these simple statistics, it is evident that the elementary education system needs to be revamped and expanded in an

accelerated manner if UPE targets are to be achieved by 2020.

Quality

Quality of education is a determining factor for completion. The performance of Sindh in terms of quality of education is perhaps lower than any other indicator. The recent ASER survey indicates that even the basic literacy and numeracy competencies are not imparted to students and their test results are not more than 20 per cent (see Figure 6.1 opposite).



Sciences, and 15 per cent in Mathematics across Sindh.

Under SERP-I, the E&LD established the Standardized Achievement Test (SAT). An independent organization, IBA Sukkur, is employed to carry out assessment of students AT Grade 6 in Mathematics, Languages and Sciences. The result shows a poor state of learning. A cumulative average score of 22 per cent was achieved in all three subjects: 32 per cent in Languages, 19 per cent in



The quality of education consists of multiple factors ranging from quality of teachers, learning environment, children's health, and support mechanisms for children, both at school and at home. These factors impact heavily on learning outcomes. Table 6.10 shows that the majority of schools lack electricity, toilets and water facilities. Laboratories and libraries are virtually non-existent (at only 0.3 per cent) in elementary schools.

6.2. Key Issues and Challenges

Key issues in the provision of Primary and Elementary Education are as follows:

- Low primary enrolment and increasing gender disparity in participation – and retention with low transition rate of students from one grade to another and from one education level to another (primary to elementary).
- High prevalence of small schools (e.g. 50 per cent with only one room and one teacher) leading to poor education quality.
- Lack of basic facilities (e.g. proper classrooms, washrooms, drinking water, security, etc.), especially in rural areas.
- Shortage of qualified, competent and specialized teaching force focused on quality learning outcomes.
- Shortage of female teachers at middle and higher levels, and in rural areas.
- Limited capacity for effective school governance and education management at all levels; in particular, the supervisory and accountability system is weak. Basic student profiling data is not part of SEMIS, and important indicators of student retention and dropout cannot be obtained reliably.
- Assessment of learning is not systematic, and formative assessment needs to be introduced in schools. In addition, the assessment data is not maintained or disseminated widely at the department and school level thus outcome indicators cannot be tracked reliably.

The current state of the elementary education system is the result of poor use of available resources and low capacity of educational managers. The deteriorating situation of law and order and migration puts further strain on the system. In fact, supply side deficiencies trigger demand issues, such as lack of trust in the system. These challenges require a system-wide approach and strategic orientation in creating a reliable, resilient and efficient education system.

6.3. SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for primary and elementary education over the next five years:

1. To increase equitable access to primary education, with a focus on under-served areas and marginalized groups (increase NER in Primary schools (Grades 1-5) from 59 to 77 per cent).
2. To improve the delivery of elementary education services, particularly in the most disadvantaged districts (increase NER in Middle schools (Grades 6-8) from 34 to 50 per cent).
3. To increase efficiency of primary and elementary schools through an effective school-based supervision system.
4. To improve learning outcomes through implementing formative assessment in schools.

Table 6.10: Proportion of Schools with Basic Facilities

Electricity	38.44
Toilets	54.22
Drinking Water	47.17
Boundary Wall	56.49
Science Lab	0.32
Library	0.39
Playground	25.15
SMC	87.02

Source: SEMIS 2011-12

Objectives	Strategies	Target/Outcomes (2014 – 2018)	Activities
Increase Access at Primary Level	<ul style="list-style-type: none"> • Addition of classrooms for schools for additional enrolment and for shelter-less, one room and two room schools • Provision of basic facilities in schools • Opening of viable closed schools • Increase role of private sector • Setting district wise NER targets • Priority will be given girls' schools • Basic facilities will be provided on a priority basis, i.e. toilets will be given preference over boundary walls • Innovative methods such as solar systems for electricity will be made use of where possible 	<p>General:</p> <ul style="list-style-type: none"> • Primary: Increase NER from 59% to 77% with annual growth rate of 3-4%/year by 2018 <p>Year-Specific:</p> <ul style="list-style-type: none"> • Primary NER increased to: <ul style="list-style-type: none"> ○ 63% by 2014 ○ 66% by 2015 ○ 70% by 2016 ○ 73% by 2017 ○ 77% by 2018 • Reduce dropout by 3% at primary level each year. • Build 45,475 additional classrooms. • Provide 9,678 schools with electricity (40%), 6,920 schools with toilet facilities (40%), 20,346 with drinking water (100%), and 6,525 with boundary walls. • All viable schools are functionalized • 50% of under-served areas to get access to primary education. 	<ul style="list-style-type: none"> • Guidelines for needs-based additional classrooms developed and implemented. • Prepare PC-I for additional class rooms, missing facilities. • Construct additional classrooms and provide basic facilities • Conduct survey for viable closed schools. • Open viable closed schools. • Develop policy to reuse school space through flexible school timings. • Identification of under-served areas and developing relevant programmemes with the help of the private sector. • Increase role of private schools through mapping and implementation of Article 3(3) of the Free and Compulsory Education Act, regarding private schools for provision of 10% free Education.
Increase Access at Middle and Elementary level (Grades 1-8)	<ul style="list-style-type: none"> • Additional classrooms for one-, two- and three-room schools • School up-grade and consolidation to elementary schools; Strengthening of 2nd shift schools policy on need and merit basis (through additional classrooms) • Public-private partnership for under-served areas • Financial support to low income and vulnerable children in private schools 	<p>General:</p> <ul style="list-style-type: none"> • Middle: Increase NER from 34 to 50% with an annual growth rate of 3-4%/year by 2018. <p>Year Specific:</p> <ul style="list-style-type: none"> • Middle NER increased: <ul style="list-style-type: none"> ○ 35% by 2014 ○ 38% by 2015 ○ 42% by 2016 ○ 46% by 2017 ○ 50% by 2018 	<ul style="list-style-type: none"> • Guidelines for additional classrooms/up-grade developed and implemented. • Prioritise schools for additional class rooms and basic facilities • Develop PC-1 classroom constructions and baci frailties • Construct class rooms and provide basic facilities • Initiate policy development process to reuse school space through flexible school timings. • Identification of underserved areas and developing relevant programmemes with the help of the private sector.



Objectives	Strategies	Target/Outcomes (2014 – 2018)	Activities
	<ul style="list-style-type: none"> Stipends to girls in government schools Increasing the number of female teachers at middle level (gradually moving to females only at elementary level) Reduction in dropouts and increase in transition rates 	<ul style="list-style-type: none"> Increase Transition from Primary to Middle by 4-6% each year. <p>Physical:</p> <ul style="list-style-type: none"> Build an additional 20,445 classrooms Consolidate/upgrade 4,000 Primary and Middle schools Provide subsidy/vouchers to 280,204 students Stipends to all female students in government Middle schools (Grades 6-8) with priority to under-served districts Recruit 16,023 Elementary school teachers 	<ul style="list-style-type: none"> Financial support/subsidy to poor and vulnerable students through vouchers and per child subsidy. Recruit more female teachers. Develop pilot projects for testing innovative approaches and ideas. Enhance enrolment drive in all districts.
To move towards Inclusive Education	<ul style="list-style-type: none"> Develop policy to provide education to disadvantaged children (Article 7 (4-a), Free and Compulsory Education Act) Review curriculum Train teachers for inclusive education 	<ul style="list-style-type: none"> 8,000 teachers trained to impart inclusive education. Impart inclusive education to selected schools 	<ul style="list-style-type: none"> Arrange stakeholders' dialogue and discussions for inclusion of inclusive education. Conduct survey to map need for specific inclusive education requirements. Review Curriculum, to include necessary contents for inclusive education/ disadvantaged children. Prepare modules for teacher training based on inclusive education. Train teachers for inclusive education. Implement phase wise education for disadvantage children.
To recruit qualified teachers according to merit and need	<ul style="list-style-type: none"> Review existing recruitment rules and policies Create SNEs for additional teachers Recruit teachers through third party Deploy teachers on merit and needs basis 	<ul style="list-style-type: none"> 44,174 additional Primary school teachers recruited 16,023 additional Elementary school teachers recruited 	<ul style="list-style-type: none"> Review and approve Recruitment Policy based on lessons learned from recruitment round-III. Identify schools for additional Primary school teachers based on additional enrolment. Create SNEs in consultation with Finance department. Procure the services of a third party for conducting test for the recruitment. Recruit additional Primary school teachers as per need of additional enrolment.



Objectives	Strategies	Target/Outcomes (2014 – 2018)	Activities
To adopt a set of Quality Standards for Primary and Elementary Schools⁶	<ul style="list-style-type: none"> Develop and approve minimum quality standards for Primary, Middle and Elementary schools Awareness programme for communities and teachers for school standards Implement quality standards in selected schools 	<ul style="list-style-type: none"> Implemented quality standards in at least 5,000 Primary, schools Implemented quality standards in all Elementary and Middle Schools. 	<ul style="list-style-type: none"> Carry out needs assessment and gap analysis with detailed costing. Develop through consultations, and approve, Quality Standards for Primary Schools to ensure adequate/ minimum quality of education. Develop through consultations, and approve, Quality Standards for Elementary Schools to ensure adequate/ minimum quality of education. Identify schools for implementation of 'School Quality Standards'. Implement approved set of quality standards in selected primary and secondary schools.
To increase retention rates and track key educational indicators	<ul style="list-style-type: none"> Set Educational indicator targets for each district Arrange meeting and share district-wise targets with District Education Officers SEMIS office at district level to be strengthened District Education managers capacity building for evidence-based planning 	<ul style="list-style-type: none"> Collect data quarterly in High Enrolment Primary Schools Online quarterly data collection through web site in all Middle and elementary schools 	<ul style="list-style-type: none"> Develop Concept Note for 'online school based management and enrolment tracking system' through SEMIS Procure firm to develop an 'online school based management and enrolment tracking system' Develop and implement the online tracking system (linked with independent data collection and monitoring system) Conduct training workshops Collect data monthly of selected schools Generate, analyse and share enrolment reports Capacity building of Teachers/ Education managers
To create demand for Education in communities	<ul style="list-style-type: none"> Review current supply side interventions Develop strategy for supply side and demand side interventions 	<ul style="list-style-type: none"> Streamlined all supply side interventions by 2018 	<ul style="list-style-type: none"> Study on impact analysis of current supply side interventions i.e. free textbooks, SMCs, School Specific Budgets, etc. (procurement of services). Review and develop policy, based on impact analysis of existing supply side interventions. Provide supply side interventions based on new policy to enhance enrolment.

⁶ Only school quality is discussed here. Other quality-related strategic objectives are discussed in subsequent chapters.



Objectives	Strategies	Target/Outcomes (2014 – 2018)	Activities
			<ul style="list-style-type: none"> • Develop policy for financial support/subsidy to poor and vulnerable students through vouchers and per child subsidy (Article 6 (3) of the Free and Compulsory Education Act). • Map poor and vulnerable communities/areas for financial support/subsidy through vouchers and per child subsidy. • Carry out enrolment drive through electronic and print media.
To increase the efficiency of Primary and Elementary schools through an effective school-based supervision system	<ul style="list-style-type: none"> • Ensuring that schools work as a system, i.e. with annual plans, school timetables, school standards, annual performance audit, etc. • Whole school development plan to improve learning environment • Strengthening of the education management information system for reliable data • Capacity building of supervisory skills (through CPD courses) • Enhanced communication between parents and teachers • Integrated EMIS 	<ul style="list-style-type: none"> • By the end of 2016, Grade-wise efficiency shall increase as follows: <ul style="list-style-type: none"> ○ Reduction in dropout from 17.4% to 10% ○ Transition rate is increased from 62% to 75% ○ Survival rate is increase from 47.9% to 65% • By the end of 2016, 15,00 Supervisors receive CPD in school supervision skills • Integrate EMIS with student, teacher and assessment profiles by 2016 	<ul style="list-style-type: none"> • Development, approval and implementation of whole school development policy for improvement in infrastructure, learning environment (co-curricular activities, enriched learning experiences). • Development, approval and implementation of Education Manager and Teacher Performance policy. • Develop and implement courses for development of supervisory cadre. • Improved regular mandatory SMC interactions with children’s engagement. • EMIS redefined for accessible tracking of core indicators.
To improve learning outcomes through implementation of formative assessment in schools	<ul style="list-style-type: none"> • Study current practices in student assessment in schools • Capacity development of teachers to implement formative assessment • Implementing formative assessment in schools • Develop and implement reading and numeracy programmes in Sindh 	<ul style="list-style-type: none"> • Every school has at least one teacher who can use formative assessment and can guide her/his peers by 2016. • 40% schools use formative assessment by 2018. • Increase average assessment scores from 32% in Languages to 60%, 19% in Science to 45%, and 15% in Mathematics (basic numeracy) to 40%. 	<ul style="list-style-type: none"> • Study current practices of students assessment in schools. • Capacity development of teacher to implement formative assessment. • Implementing formative assessment in schools.



Objectives	Strategies	Target/Outcomes (2014 – 2018)	Activities
<p>To conduct research on service delivery gaps at primary and elementary level</p>	<ul style="list-style-type: none"> • Mapping and prioritizing of issues related to education service delivery for operational research. • Document best practices in the region and local issues which prevent access to education for girls and marginalized groups especially. • Engaging the private sector. • Use of innovative approaches to address the issue of marginalized children: <ul style="list-style-type: none"> ○ Community schools ○ Mobile schools ○ Distance schools • Addition of classrooms and allied facilities in existing schools. • Construction of new schools in under-served areas. • Establishment of Community Schools. • Introduction of Mobile Schools and distance learning. 	<ul style="list-style-type: none"> • By the end of 2015, 3 research studies are conducted. • Document best practices to improve access by 2014. • 5 districts with lowest access indicators initiate innovative projects to improve access with private sector and 100 mobile vans by 2016. 	<ul style="list-style-type: none"> • Prioritize issues related to education service delivery. • Develop and implement a research framework and plan. • Conduct studies. • Document and take decisions on the basis of good practices to improve access. • Conduct research study to support access, especially for marginalized children (including poor households, girls, rural/ urban slums, religious and ethnic minorities, disabled children, remote areas including the coastal belt, deserts and mountainous areas). • Develop an engagement plan for the private sector to improve access to elementary education. • Formulate and implement innovative programmes for hard-to-reach target groups. • Document the processes and outcomes of innovative programmes.



Technical Notes on Targets, Planning and Budgeting:

- Baseline calculated from PSLM 2011-12.
- Enrolment projections from 2014-18 are using enrolment figures from 2013-14 with implications for higher figures than the baseline for that year.
- The estimated ratio for Public-Private provision is 64:36.
- Private sector growth is assumed at the rate of 5 per cent per annum based on its own resources.
- Government is open to providing subsidy/vouchers /grant-in-aid to private sector providers to support SESP targets based on the assumption of 64:36 ratio for public-private provision.
- Where rooms are added they are also overlapping with upgrade/consolidation.
- Where teacher recruitment is listed it also carries new posts for upgrade – final need for recruitment subject to adjustment in numbers after rationalization in accordance with the needs.
- Where upgrade of Primary to Middle and Middle to Secondary/Higher Secondary schools is reflected it would carry actions for level re-categorization in SEMIS database and other necessary operational matters.
- Middle school: teacher recruitment for Middle schools is projected on the assumption of 10 subject based teachers (JST-9 HST-1) and 3 non-teaching or support staff per school. An enrolment of 250 per school is also assumed in the projections.

Primary level Baseline for Sindh Education Sector Plan (2012)

Enrolment and other targets

	Population	NER		Public	Private	ALP
Primary	6,832,436	59%	4,031,137	2,579,928	1,451,209	12,795
SESP (2014-18) Targets						
	Population	NER		Public	Private	ALP
Primary	8,003,588	77%	6,162,763	3,944,168	2,218,595	102,360
Education Level	2014	2015	2016	2017	2018	Total
Enrolment (Additional-Public)	325,902	227,373	250,111	272,848	288,006	1,364,240
Primary (Accumulated-Public)	2,905,830	3,133,203	3,383,314	3,656,162	3,944,168	3,944,168
Private (Government Subsidy)	110,759	51,709	60,689	69,479	73,806	366,443
Rooms (Additional- Public)	10,863	7,579	8,337	9,095	9,600	45,475
Teacher Training (Induction)	10,863	6,278	8,337	9,095	9,600	44,174



Elementary level Baseline for Sindh Education Sector Plan (2012)

	Population	NER		Public	Private	
Middle	2,951,349	34%	944,432	604,436	339,995	
SESP (2014-18) Targets						
	Population	NER		Public	Private	
Middle	3,480,185	50%	1,740,093	1,113,659	626,433	
Education Level	2014	2015	2016	2017	2018	Total
Middle (Accumulated)	717,597	808,125	904,312	1,000,499	1,113,659	1,113,659
Enrolment (Additional)	113,161	90,529	96,187	96,187	113,161	509,223
Private (Government Subsidy)	46,653	33,073	35,363	34,426	42,990	203,164
Rooms (Additional)	4,714	3,300	3,182	3,654	4,007	18,858
Teachers	4,714	465	3,182	3,654	4,007	16,023



6.4 Implementation strategies

Primary and Elementary Education

Outcome: Increase NER from 53 per cent to 77 per cent at Primary level and from 32% to 50% at Elementary and Middle Level

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Infrastructure needs provided	Review existing infrastructural interventions (ADP and Terms of Partnership (ToP)) and donor funded interventions (USAID) to identify requirements for additional classrooms (including shelter-less schools) to accommodate additional enrolment	Currently infrastructures have been provided through ToP Programmes and ADP. Total number of classrooms at Primary level is 92,653; total number of classrooms at Elementary level is 14,659	Impact analysis report of ADP, ToP and donor funded Programmes	PDF wing of Education Department and Works and Services Department, with technical support of RSU	PDF wing and Reforms Support Unit, Education Department, Government of Sindh	Feb '14	Impact analysis report	
	Identify schools for additional Class rooms based on enrolment		Notified list of Schools			Mar '14	Copy of notification of approved schools	
	Prepare PC-1/ budgets and get approval for additional		Approved PC-1			Jun '14 to Jun '17	Copy of PC-1	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	classrooms Construct additional classrooms in identified schools		45,475 classrooms at Primary level and 18,858 classrooms at Elementary level constructed and in use			Sep '14 to Jun '18	Report of Head Teachers	
Enhance Coverage	Develop policy and implement it to reuse school space through flexible school timings	GIS of 11 districts completed. Around 1,183 Primary and 231	Policy notified	Education Department and District Education Officers with technical support from RSU	School Wing, Education Department	Mar '14	Copy of Notified Policy	
	Identify closed schools which are viable to re-open	Elementary schools are offering	Closed school Survey report			Mar '14	Copy of survey report (final and approved)	
	Re-open viable closed schools	evening shifts. 5,229 schools are closed.	All viable closed schools re-opened			Sep '14	report of District Education Officer	
	Develop policy and identify under-served areas to develop relevant programmes with the help of private sector		Policy notified and areas identified			Jun '14	Notified Policy	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Provision of labs and basic facilities	Identify schools with missing facilities (Water, Electricity, Toilet, Boundary Wall) and lab requirements	Out of 43,089 Primary and 2,554 Elementary Schools, 24,195 Primary and 1,005	List of all existing schools with basic facilities.	PDF wing of Education Department and Works and Services Department, with technical support from RSU	PDF wing and RSU, Education Department, Government of Sindh	Dec '13	Verified and approved list of schools	
	Prepare PC-1/ budgets and get approval for basic facilities and labs	Elementary are without Electricity; 17,299 Primary and 586	Budget approved/ PC-1 prepared			Mar '14 to Jun '17	Copy of Budget book/ PC-1	
	Provide basic facilities to the schools to meet minimum functional school standard	Elementary without Toilet; 20,346 Primary and 945 Elementary without Drinking water; 16,320 Primary and 506 Elementary without Boundary wall.	Provide 9,678 schools with Electricity (40%); 6,920 with Toilets (40%); 20,346 with Drinking water (100%); and 6,525 with Boundary wall.			Sep '14 to Jun '18	Report of Head Teachers / SEMIS data	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Role of the Private Sector	Constitute Working group on implementation of article 3(3) to develop implementation methodology for provision of free education in privately managed schools	Free and Compulsory Education Act (age 5-16 years) approved by Sindh Assembly.	Working group notified	Directorate General of Private schools with support of School Wing	School Wing, Education department	Mar-14	Copy of notification	
	Map and prepare implementation plan for provision of 10% free Education by private schools		School-wise list of all children , who are receiving free education in Private schools			Jun-14	Enrolment data provided by Private schools	
Inclusive Education	Develop policy to provide education to disadvantaged children (Article 7 (4-a))	Special Education is handled by a separate department.	Policy for disadvantaged children developed	Academic and Training wing, with support of BoC, PITE and Textbook Board	School Wing, Education department	May '14	Notified Policy	
	Review Curriculum, to include necessary contents for inclusive education/ disadvantaged children	There is currently no provision for disadvantaged children within the formal education system	Curriculum reviewed and updated			May '14	Approved curriculum	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Prepare modules for teacher training based on inclusive education		Training modules prepared			Sep '14	Copies of Training modules	
	Train teachers for inclusive education		8,000 teachers Trained			Sep '14 to Jun '18	Training reports	
	Implement phase wise education for disadvantage children		Impart education for disadvantaged children			Sep '14 to Jun '18	Monitoring reports	
Recruit qualified teachers according to merit and need	Review and approve Recruitment policy based on learned lessons of recruitment round-III	Teacher Recruitment Policy 2012	New policy developed based on review and learned lessons	Reform Support Unit, with support of School wing of Education Department and Finance Department	Reform Support Unit, School wing Education Department	Apr '14	Notified Policy	
	Identify schools for additional Primary school teachers based on additional enrolment.		Need based list prepared			Apr '14	Approved list of Schools for appointment of Primary teachers	
	Create SNEs in consultation with Finance department		Reflected in budget book			Jun '14	Copy of Budget book	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Procure the services of a third party for conducting recruitment tests		Third party for testing procured			Sep '14	Signed copy of contract agreement	
	Recruit additional Primary school teachers on a needs-basis according to the level of additional enrolment		45,475 additional Primary school teachers and 26,605 additional Junior school teachers recruited			Dec '14 to Jun '18	Copies of Posting orders	

Primary and Elementary Education

Outcome: Increase NER from 53 per cent to 77 per cent at Primary level and from 32 per cent to 50 per cent at Elementary and Middle Level

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Set of Quality Standards for Primary and Elementary Schools adopted	Carry out needs assessment and gap analysis with detail costing	No Quality standards exist	ToR and bidding documents development and procurement notice issued	Academic and Tainting wing, with technical support from RSU, Education Department, GoS	Schools wing and RSU and office of DG M&E, Education Department, GoS	March '14	Procurement notice, Needs Assessment and capacity gap report	PKR 4 million
	Develop through consultations and approve Primary, Elementary and Middle 'School Quality Standards'		Standards developed for learning environment for Primary education			June '14	Set of quality standards, letter of approval	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	to ensure adequate/ minimum quality of education							
	Identify schools for implementation of 'School Quality Standards'		Schools for implementation of minimum standards prepared and approved			August '14	Letter of approval along with list of selected schools for implementation	
	Implement approved set of quality standards in selected primary and Elementary schools (through hand-holding by PITE or procurement of services)		Implemented Quality Standards in at least 5,000 Primary schools and all Elementary and Middle Schools.			Sept ' 14 to June '18	Monitoring reports, certification by DG M&E	PKR 25 million (PKR 5,000/ school)

Primary and Elementary Education

Outcome: Reduce Dropout by 10 per cent

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Increased Retention Rates	Develop analysis of dropout rates at Taluka level by Grade and gender	No sharing and monitoring system	Reports available	Reform Support Unit, with support from District Education Officers	DG M&E, Secretary Education	Dec '13	Dropout and transition reports	PKR 15 million



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Share reports with district and Taluka officers		Reports shared with all stake holders	and DO (SEMIS)		Jan '14	Sharing reports	
	Develop phase wise reduction in dropouts plan in consultation with district officers		Dropout rate reduction plan developed			Jun '14	Copies of dropout reduction plans	
	Conduct training workshops		Workshops conducted for district officers			Sep '14	Workshop training reports	
	Collect enrolment data quarterly		Quarterly data available			Dec '14	Quarterly data	
	Generate analyses and share reports		Reports available			Feb '15	District / school reports	
Tracking key education indicators	Develop Concept Note for capacity building of Education Offices on Educational Indicators	No Tracking System in place	Concept note developed	Reform Support Unit, with the support of District Education Officers and DO (SEMIS)	DG M&E, Secretary Education	Sep '14	Approved note	PKR 2 million
	Capacity building of Education Managers on key educational indicators		Training Conducted			Jan '15	Training report	
	Develop indicator review/feedback mechanism		Review mechanism developed			Feb '15	Approved indicators	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Track key educational indicators from SEMIS data on quarterly basis		Quarterly monitoring reports available			Jun '15	Monthly report	
Improved delivery of services at Primary and Elementary level based on research	Identify a core group of technical people to work as Research Team	No research studies available on service delivery	Core group notified	Reform Support Unit, with the support of District Education Officers and DO (SEMIS)	Reform Support Unit, with the support of District Education Officers and DO (SEMIS)	Mar '14	Copy of Notification	
	Develop research plan		Research Plan developed			Jun '14	Copy of approved Plan	
	Develop ToR for research studies		ToR developed and approved			Sep '14	Copy of approved ToR	
	Procure firms to carry out research studies		Firm contracted			Dec '14	Copy of agreement	
	Carry out research studies		Research studies carried out			Jan '15 – Mar '16	Research reports	
	Share results and disseminate research results		Result shared with all key stakeholders			Mar '15- Jun '16	Dissemination reports	
	Plan and fix responsibilities for follow-up actions to improve the service delivery		Follow-up plan developed			Jul '16- Jun '18	Copy of approved follow-up plan	



Primary Education								
Outcome: Increase NER from 53 per cent to 77 per cent at Primary level								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Demand for Education created	Study on impact analysis of current supply side interventions, i.e. free textbooks, SMC, School Specific Budgets, Girls' stipends etc. (procurement of services)	Textbooks are given to all children from Grades1-12, free of charge; SMC grants are given to all main and functional schools,	ToR and bidding documents prepared; Impact analysis of supply side interventions	Administration and Schools wing, School Education Department, Government of Sindh	RSU, School Education Department, GoS	Mar '14	Clipping of procurement notice, Assessment/ Impact analysis report	PKR 4 million
	Develop policy and review based on impact analysis exiting supply side interventions	School Specific Budgets, etc.	Policy developed			Apr '14	Approved Policy	
	Provide supply side interventions based on new policy to enhance enrolment		All interventions provided to benefices			May '14	Monitoring reports	TBD
	Develop policy for Financial support/ subsidy to poor and vulnerable students through vouchers and per child subsidy (Article 6(3))		Policy developed			Jun '14	Approved policy	PKR 50 million (for SESP Implementation period)



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Map poor and vulnerable communities/areas for financial support/subsidy through vouchers and per child subsidy		Mapping report prepared			Sep '14	Mapping reports	
	Carry out enrolment drive through electronic and print media		Enrolment Drive conducted			June '14 onwards	Enrolment reports	







7. Secondary and Higher Secondary Education

‘While elementary education determines the contours of the life pursuits of an individual, Secondary and Higher Secondary education determine the manner and measure of an individual’s performance as a citizen and as a contributor to the economy both, for individual and State benefits’ (White Paper 2007)

In the context of Sindh, Secondary Education (also known as matriculation) refers to Grades 9 and 10, while Higher Secondary Education refers to Grades 11 and 12, which is also known as Intermediate Education.

The education system in Sindh requires young students to make early choices for their future careers into the streams of Science (further divided into Biology and Computer Science), Arts, Commerce and Home Economics (for girls only). After graduating from Secondary school, a student has the following choices:

Table 7.1: Existing Streams for Career Choices at Secondary Level

Category	Choices
Science subjects (Physics, Chemistry, Biology, Mathematics, Computer Science)	<ul style="list-style-type: none"> • In science stream, a student can choose either the pre-engineering or the pre-medical group • Student has option to take other streams of science, arts, commerce and computer studies • The graduate can join intermediate college or a higher secondary school
Graduating with Arts, Commerce and Home Economics	<ul style="list-style-type: none"> • The graduate can only opt for subjects in the same stream • The graduate can join intermediate college or a higher secondary school

7.1. Policy Context and Situation Analysis

7.1.1. Policy Context: Historical Roots and Current Policy

Table 7.2 provides an overview of historical developments with respect to national educational policies as they relate to secondary level education.

Table 7.2: Overview of Historical Developments - National Education Policies

National Education Policies	Focus on Secondary/ Higher Secondary Education
1947 First Educational Conference	<ul style="list-style-type: none"> • The ‘Committee of Primary and Secondary Education’ of the Conference proposed that ‘the intermediate stage should be abolished and these Grades (i.e. 11 and 12) should be added to the secondary level’.
1951 Second Educational Conference	<ul style="list-style-type: none"> • The policy was concerned about untrained teacher and emphasized teachers’ training at secondary levels.
1957 National Education Commission	<ul style="list-style-type: none"> • Based on thorough analysis, emphasized that secondary education should be recognized as a complete stage in itself. • At secondary level of education, the curriculum should offer a common core of subjects compulsory for all students and a variety of elective courses designed to prepare students for careers.



1969-70 The New Education Policy	<ul style="list-style-type: none"> Building on 1959 policy, it proposed the creation of a District School Authority in each district. The Authority was to be autonomous with specific functions, to streamline the primary and secondary school system.
1972-80 The Education Policy	<ul style="list-style-type: none"> Noticed the malpractices in the system of terminal examinations by the Boards of Intermediate and Secondary Education and put emphasis on making every effort to eliminate these malpractices- a goal yet to be achieved.
1979 National Education Policy	<ul style="list-style-type: none"> Proposed replacement of the existing four-tier system; namely, primary, secondary, college, university to three tiers, namely, elementary, secondary and university. All schools need to be upgraded as higher secondary schools.
1992 National Education Policy	<ul style="list-style-type: none"> The policy proposed shifting of classes XI and XII from the colleges to the general schools and vocational schools.
1998-2010 National Education Policy	<ul style="list-style-type: none"> Proposed a conceptual framework to reform secondary education. The features were: enhancing access to secondary, integration with technical and vocational education based on our experiences and adequate development of a student to enter into world of work or further studies.

The historical examination of the educational policies indicate that secondary education has been an area of neglect in the sector despite its significance in relation to providing a skilled workforce and input to tertiary education.

The National Education Policy (NEP) 2009 identified two major shortcomings:

- a) The narrow base that leaves a large number of young people out of the system.
- b) Poor quality of skills produced by the system.

The NEP emphasizes enhancing access, reducing dropouts, improving employability of graduates (through counseling services) and enhancing the ability of schools to retain students (this includes scholarships for girls and improving the teaching and learning environment).

Policy Actions for Secondary/ Higher Secondary Education – NEP 2009

Policy Action 1	Provision shall be expanded, particularly in rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.
Policy Action 2	Student support shall be increased to prevent students from dropping out of school for financial reasons.
Policy Action 3	Schools shall introduce more student-centred pedagogies.
Policy Action 4	Counseling facilities shall be made available to students from the elementary level onwards, in order to constructively utilize their energies, to deal with any displays of aggression amongst young students, and to address any other psychological distress that a student may be in, by suggesting a suitable remedy.



Policy Action 5	Life Skills-Based Education (LSBE) shall be promoted.
Policy Action 6	Counseling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the ‘accepted’ fields of study, be it technical, vocational or any other area of study.
Policy Action 7	Schooling shall also be made more attractive by adding community service programmes.
Policy Action 8	Grades 11 and 12 shall not be part of the college level and shall be merged with the school level, forming part of existing secondary schools where needed and provision of necessary human and physical resources shall be ensured.
Policy Action 9	A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extra-curricular activities and facilities provided to the students. =
Policy Action 10	To create an order for excellence in the country, a National Merit Programme shall be introduced to award bright students

7.1.2 Analyzing the Current Situation

Access and Equity

Table 7.3 shows that while the number of boys ‘schools at secondary and higher secondary levels is somewhat greater than the number of girls’ schools, the real problem of access is underscored when all types of schools are compared.

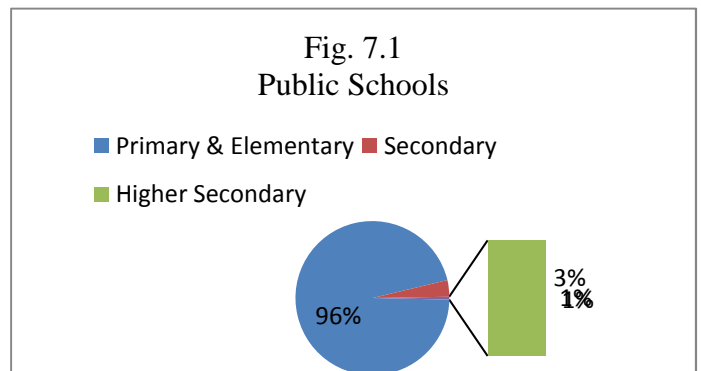
Table 7.3: Distribution of Secondary and Higher Secondary Schools by Gender

Level	Boys	Girls	Mixed	Total
Secondary	641	513	485	1639
Higher Secondary	101	86	88	275
Total	742	699	573	1914

Source: SEMIS 2011-12

Figure 7.1 provides a summary of recent data on public schools. It shows a huge gap in terms of access between the elementary and secondary levels. School facilities at the secondary level make up only 4 per cent of the total public schools.

The following tables provide data on the number of secondary and higher secondary schools for the past five years.



The Table 7.4 shows that over the past five years, only 38 schools have been added or upgraded. Table 7.5 shows that there had been an average increase of 10 schools per year for boys, while the average increase in girls’ schools is only 5 per year.



Table 7.4: Secondary Schools (over past five years)

Year	Boys	Girls	Mixed	Total
2007	638	491	472	1,601
2008	762	476	366	1,604
2009	663	518	481	1,662
2010	684	513	444	1,641
2011	641	513	485	1,639

Source: SEMIS Education Profile (ASC 2011-12)

Table 7.5: Higher Secondary Schools (over past five years)

Year	Boys	Girls	Mixed	Total
2007	49	66	83	198
2008	73	72	71	216
2009	73	71	87	231
2010	88	75	83	246
2011	101	86	88	275

Source: SEMIS Education Profile (ASC 2011-12)

Table 7.6 provides a summary of the physical status of secondary and higher secondary schools in Sindh province.

Table 7.6: Physical Status of School Buildings

Level	Gender	Satisfactory Buildings	Need Repair	Dangerous	No information
Secondary	Boys	170	353	85	5
	Girls	183	254	55	5
	Mixed	79	304	91	1
	Total	432	911	231	11
	Percentage	27.26%	57.48%	14.57%	0.69%
Higher Secondary	Boys	16	66	18	0
	Girls	27	52	6	1
	Mixed	14	59	14	1
	Total	57	177	38	2
	Percentage	20.80%	64.60%	13.87%	0.73%

Source: SEMIS Education Profile (ASC 2011-12)



Less than a third of school buildings are at a satisfactory level in secondary schools; around one-fifth in higher secondary schools. Around 14 per cent of secondary and higher secondary school buildings are in a dangerous condition.

Enrolment

The overall pattern of enrolments is presented in Figure 7.2. The figure shows that only 23 per cent of students are enrolled at secondary level. More than half of students enrolled at the primary and elementary level do not reach the secondary level. Within secondary education, the enrolments are given in Table 7.7.

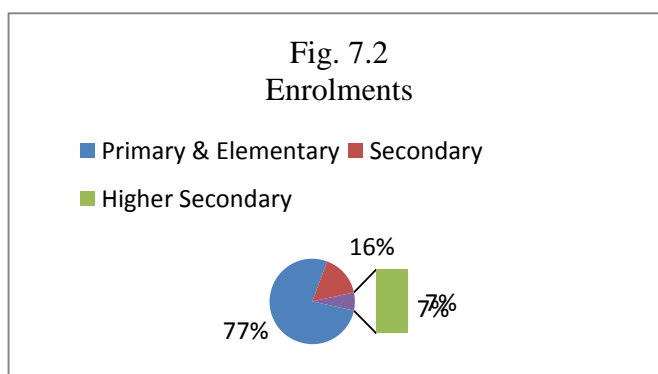


Table 7.7: Enrolment in Secondary and Higher Secondary Schools (Gender wise)

Level / Classes	Boys	Girls	Total	Comments
Secondary Schools (Grades 1-10)	393,984	278,079	672,063	Boys - 58.62% Girls - 41.38%
Secondary Schools (Grades 9-10)	197,658	128,798	326,456	Boys- 61% Girls - 39%
Higher Secondary Schools (Grades 1-12)	179,161	110,362	289,523	Boys - 61.88% Girls - 38.12%
Higher Secondary Schools (Grades 11-12)	48,635	24,789	73,424	Boys- 66% Girls- 34%

Source: SEMIS Education Profile (ASC 2011-12)

The Table 7.7 shows that the gap between male and female enrolment in Secondary Schools (Grades 1-10) is around 17 per cent, and 21 per cent for Grades 9-10. At the Higher Secondary level, the gap increases to 32 per cent for Grades 11-12.

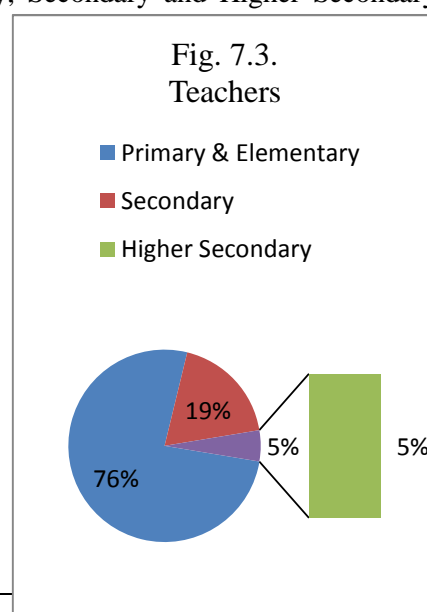
Teachers

The overall distribution of teachers at Primary and Middle/Elementary, Secondary and Higher Secondary level is shown in Figure 7.3. Table 7.8 shows that the number of female teachers decreases at higher levels in the system, with about 41 per cent female teachers at secondary and only 35 per cent at Higher Secondary school level.

Table 7.8: Male and Female Teachers at Secondary and Higher Secondary Level

Level	Male	Female	Total	Percentages
Secondary	16,104	11,005	27,109	59.40% Males 40.60% Females
Higher Secondary	4,972	2,705	7,677	64.76% Males 35.24% Females

Source: SEMIS Education Profile (ASC 2011-12)





Efficiency

Table 7.9 indicates that the dropout rate is increasing, both from elementary to secondary education and from secondary to higher secondary education. Around 80 per cent of students leave the system at higher secondary level.

Table 7.9: Dropout Rates (Grades 8 – 11)

Dropout Rates	ASC 2010-11	ASC 2011-12
Dropout rate between Grades 8 and 9	8.2%	11.1%
Dropout rate between Grades 10 and 11	77.9%	88.9%

Source: SEMIS Education Profile (ASC 2011-12)

Quality

This section assesses the quality of secondary and higher secondary education provided in Sindh, using UNICEF’s framework (2000) for quality in education. The framework has five dimensions: learner, learning environment, content, processes and outcomes.

Facilities

Table 7.10: Facilities at Secondary and Higher Secondary Schools

	Total Schools	Lab	Library	Playground	SMC	Average
Secondary	1,639	847 51.58%	482 29.41%	814 49.66%	1600 97.62%	57.07%
Higher Secondary	275	201 73.09%	144 52.36%	154 56%	264 96%	69.36%

Source: SEMIS Education Profile (ASC 2011-12)

More than 70 per cent of Secondary schools, and more than half of Higher Secondary schools, do not have library facilities.

Table 7.11: Lab Facilities at Secondary Schools

		Home Economics	Physics	Chemistry	Biology	Computer Science	Total	%
Boys	Rural	13	69	62	75	57	276	23.79%
	Urban	19	265	245	237	118	884	76.21%
	Total	32	334	307	312	175	1160	100%
Girls	Rural	15	30	23	33	29	130	16.09%
	Urban	58	170	169	170	111	678	83.91%
	Total	73	200	192	203	140	808	100%
Mixed	Rural	9	86	88	107	43	333	76.73%
	Urban	4	27	25	30	15	101	23.27%
	Total	13	113	113	137	58	434	100%
Grand Total		118	647	612	652	373	2,402	

Source: SEMIS Education Profile (ASC 2011-12)

The above table provides interesting insights into the lab facilities available in secondary schools. For example, there are more labs for Biology than there than for other subject areas such as Physics and



Chemistry. The number of Computer Science labs is nearly half that of Biology labs; and there is no data available regarding the functionality of these labs.

Table 7.12: Lab Facilities at Higher Secondary Schools

		Home Economics	Physics	Chemistry	Biology	Computer Science	Total	%
Boys	Rural	4	28	38	39	31	140	56.45%
	Urban	2	30	28	23	25	108	43.55%
	Total	6	58	66	62	56	248	100%
Girls	Rural	2	16	13	14	20	65	31.25%
	Urban	15	30	32	33	33	143	68.75%
	Total	17	46	45	47	53	208	100%
Mixed	Rural	4	48	46	47	36	181	95.26%
	Urban	0	1	1	4	3	9	4.74%
	Total	4	49	47	51	39	190	100%
Grand Total		27	163	158	160	148	656	

Source: SEMIS Education Profile (ASC 2011-12)

The above table shows that Home Economics labs are the least common facility in Higher Secondary schools. It also shows that the Computer Science labs are less common than other science labs.

Professional Qualifications of Teachers

Table 7.13: Professional Qualifications of Teachers at Secondary and Higher Secondary Levels

Level		PTC	CT	B. Ed.	M.Ed.	Other	Un-trained	No Info	Total
Secondary	Male	139	1,246	4,209	7,471	1,889	294	136	15,384
	Female	116	1,026	5,037	3,312	532	68	75	10,166
	Total	255	2,272	9,246	10,783	2,421	362	211	25,550
Higher Secondary	Male	24	234	915	2,807	353	75	38	4,446
	Female	22	104	689	1,150	83	32	4	2,084
	Total	46	338	1,604	3,957	436	107	42	6,530

Source: SEMIS 2009-10

The need to develop more comprehensive indicators of quality in secondary and higher secondary education in Pakistan is evident from this cursory analysis. Table 7.14 provides an overview of the quality of secondary level education according to the UNICEF Quality Education framework (2000).

Table 7.14: Overview of Quality in Secondary Education (UNICEF framework)

Dimension	Findings and Observations
Quality Learner	There is no data available on the profile of students' entering into secondary education and/or leaving secondary education, except academic results.
Quality Learning Environments	There is no documentation of different aspects of the learning environment (such as information regarding student clubs and fora) beyond basic physical facilities and student-teacher ratios.
Quality Content	Current content does not cover and relate well with market-oriented skills or life skills (NEP 2009).



Dimension	Findings and Observations
Quality Processes	<ul style="list-style-type: none"> • Text-based and ‘barren’ teaching learning processes (relevant policy action is also proposed by NEP 2009). • Limited opportunities for teacher learning. • Inadequate and sporadic co-curricular activities. • Lack of standards for supervision, monitoring and support. • Limited use of ICT for teaching learning and management process.
Quality Outcomes	<ul style="list-style-type: none"> • There is some data available, such as PEACE, ASER, and SAT. However, this data is rarely used to improve the educational processes. • Higher order thinking is not promoted in examination.

7.2 Key Issues and Challenges

As indicated in NEP 2009, limited provision of secondary and higher secondary education has resulted in ‘structural drop out’ of a large number of students from the system. Graduates of secondary and higher secondary education do not have relevant market and life skills.

Table 7.15: Synthesis of Issues and Challenges

Issues	Challenges
Access and Equity	Limited provision of secondary and higher secondary education.
	Low enrolment in existing schools
	Non availability of subject specialist (Science, Mathematics, English)
	Lack of subject-specific lab facilities
Efficiency (internal and external)	Limited options for females , particularly in rural areas
	Management capacity to address issues of access and quality
	Prevalent malpractices in the examination system
	Low transition rates from secondary to higher secondary
Quality	No provision for career counseling
	Quality standards / minimum specifications for educational processes and outcomes are missing
	Examination promotes rote learning
	Existing curriculum does not fulfill the needs of children or of society
	Lack of professional harmony between subject specialists and teachers
	Lack of accountability at individual and system level

7.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for secondary and higher secondary education over the next five years:

1. To expand the provision of Secondary and Higher Secondary Education in under-served areas.
2. To increase enrolment and improve the gender parity index in the existing Secondary and Higher Secondary Schools.
3. To develop a contextually relevant and broad based curriculum.
4. To revitalize vocational education within mainstream education in order to increase employability and feed in to professional institutions.
5. To facilitate students in their career choices and help in psychological issues.
6. To strengthen management and supervision capacity for Secondary and Higher Secondary Education.
7. To introduce a school ranking system, which will help teachers and parents to decide which school are performing better. This will also help to create healthy competition amongst schools.

GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh

Strategic Objective	Strategies	Targets (2014-2018)	Activities
<p>To expand the provision of Secondary and Higher Secondary Education to under-served populations</p>	<ul style="list-style-type: none"> • Upgrading of large elementary schools as secondary schools • Upgrading of large secondary schools as higher secondary schools • Re-open viable closed schools • Develop a policy for opening of Secondary and Higher Secondary schools in under-served areas with limited resources • Identify underserved areas to develop relevant programmes with the help of the private sector • Upgrading of lab facilities in higher secondary schools • District-wise NER targets set • Priority will be given to girls' schools • Basic facilities will be provided on a priority basis, i.e. toilets will be given preference over boundary walls • Innovative methods such as solar systems for Electricity will be used where possible. 	<ul style="list-style-type: none"> • 4,876 classrooms constructed for Secondary schools. • 3,656 classrooms constructed for Higher Secondary schools • Total 8,532 classrooms constructed • Basic facilities provided to all schools • Re-open all viable closed schools 	<ul style="list-style-type: none"> • Identify list of elementary/ secondary schools for upgrading • Get criteria for up-grade approved • Identify sites for new schools • Construct new secondary schools • Identify schools for additional classrooms based on enrolment • Prepare PC-1/ budgets and get approval for additional class rooms • Construct additional classrooms in identified schools
<p>Increase enrolment in existing Secondary and Higher Secondary Schools</p>	<ul style="list-style-type: none"> • Scholarships for female students from disadvantaged backgrounds • Better infrastructure and facilities at schools • Student-centered pedagogies in the schools • Enhancement of the role of SMCs in increasing transition rates from elementary education to secondary education • Provide / establish libraries at all Secondary and Higher Secondary schools 	<ul style="list-style-type: none"> • Increase in transition by 5% annually • 5% improvement in GPI • Increase Net Enrolment Rate by 5% (districts, sex and location) • Equip all Labs and Libraries in Secondary and Higher Secondary Schools. 	<ul style="list-style-type: none"> • Financial support for scholarships for females • Conduct infrastructure audit of secondary and higher secondary schools for enabling learning environment • Add facilities on the basis of audit • Drive enrolment through SMCs • Secondary schools develop and implement enrolment enhancement programmes in collaboration with nearby schools (elementary, middle). • Create boarding facilities for girls • Rationalize lab and library facilities for secondary schools



GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
			<ul style="list-style-type: none"> Organize school-based (and school-initiated) professional development sessions to improve students participation in learning processes Mobilize SMCs to enhance the retention capacity of schools through developing a more conducive learning environment
Recruit qualified teachers according to merit and needs	<ul style="list-style-type: none"> Review existing recruitment rules and policies Identify schools for additional teachers based on priority of enrolment, gender, location and Science and Arts streams of studies Create SNEs for additional teachers Recruit and deploy teachers in schools. 	Posting order issued to 11,287 HST and 8,463 teachers at Higher Secondary	<ul style="list-style-type: none"> Review and approve the Recruitment Policy based on lessons learned from recruitment round-III Identify schools for additional secondary school teachers based on additional enrolment. Create SNEs in consultation with Finance department Procure the services of Third party for conducting test for the recruitment Recruit additional secondary school teachers as per need of additional enrolment
Adopted set of Quality Standards for Secondary and Higher Secondary schools	<ul style="list-style-type: none"> Develop and approve minimum quality standards for Secondary and Higher Secondary schools Awareness programme for communities and teachers for school standards Implement quality standards in selected schools 	Implemented quality standards in at least 50% of Secondary and Higher Secondary schools	<ul style="list-style-type: none"> Carry out needs assessment and gap analysis with detailed costing Develop through consultations and approve Quality Standards for Secondary schools, to ensure adequate/ minimum quality education Develop through consultations and approve Quality Standards for Higher Secondary schools, to ensure adequate/ minimum quality education Identify needs in schools for implementation of 'School Quality Standards' Implement approved set of quality standards in selected secondary and higher secondary schools
Develop a contextually-relevant and broad-based curriculum	<ul style="list-style-type: none"> Review of existing curriculum Study to identify market relevant skills for youth in Sindh 	<ul style="list-style-type: none"> Curriculum enrichment manual is developed and implemented Study report is available on 	<ul style="list-style-type: none"> Develop life skills curriculum Create school-based clubs (e.g. environment, sports, drama, writing, health and hygiene)



GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh

Strategic Objective	Strategies	Targets (2014-2018)	Activities
	<ul style="list-style-type: none"> • Provide co-curricular activities in schools 	<ul style="list-style-type: none"> • market relevant skills for youth in Sindh by 2014 • Weightage is given to co-curricular activities in school performance criteria/ standard 	<ul style="list-style-type: none"> • Develop network of schools for student activities
<p>Revitalize vocational education within mainstream education, in order to increase employability and feed in to professional institutions</p>	<ul style="list-style-type: none"> • Strategy development for introducing vocational trades into mainstream education through linkages with STEVTA and local industry • Skills development for better employment • Capacity building of teachers in assessment and developing higher thinking assessment tasks 	<ul style="list-style-type: none"> • Approved Strategy paper is available by 2014 • 100 % secondary and higher secondary schools have at least one teacher educated in skill based education (basic level) by 2016 Teachers educated in authentic assessment and developing higher thinking assessment tasks 	<ul style="list-style-type: none"> • Notify and constitute a committee to develop the strategy paper • Conduct consultative process for inducting vocational courses • Introduce new courses of market relevance, such as repairing home appliances, cell phone, automobile; sewing; patch work; cooking, etc. • Develop IT skills as a special emphasis
<p>Facilitate students in their career choices and help with psychological issues</p>	<ul style="list-style-type: none"> • Capacity building of staff at secondary schools in career and psychological counseling (basic level) • Mechanism should be developed to use resources and expertise outside public sector to achieve this objective 	<ul style="list-style-type: none"> • 100 % Secondary and higher secondary schools have at least one staff member educated in career and psychological counseling skills (basic level) by 2015 	<ul style="list-style-type: none"> • Develop criteria for staff to be provided with counseling skills • Identify staff to be professionally developed • Engage PITE/STEDA in designing and delivering training to selected teachers • Conduct follow up of teachers after PD • Identify NGOs that can assist in career and psychological counseling • Develop a mechanism for collaboration • Plan, implement and monitor the collaborative activities
<p>Strengthen management and</p>	<ul style="list-style-type: none"> • Development and implementation of school ranking system • Capacity building of Principals and head 	<ul style="list-style-type: none"> • System of school ranking is developed • 100% of Principals at 	<ul style="list-style-type: none"> • Identify core team to develop ranking criteria for secondary schools through participatory approaches • Pilot ranking system in 4 districts



GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
supervision capacity for Secondary and Higher Secondary Education	<p>teachers in school management</p> <ul style="list-style-type: none"> • Development and implementation of a school-based quality assurance mechanism • District officer (SEMIS) office will be strengthened • District Education managers capacity building for evidence-based planning 	<p>Higher Secondary schools have received professional training by 2016</p> <ul style="list-style-type: none"> • 75% of Higher Secondary schools have internal quality assurance mechanism in place (and have produced at least one internal QA report, with clear evidence that the findings have been incorporated into school-level decision-making) 	<ul style="list-style-type: none"> • Revise and implement the ranking system • Develop QA mechanism at school level • Implement QA mechanism at school level
Improve the examination system at Secondary and Higher Secondary level	<ul style="list-style-type: none"> • Developing a comprehensive strategy for eliminating malpractices in the examination system • Improve the quality of teaching and learning in schools • Conduct public awareness campaigns to highlight the value of fair exams • Enhance the quality of paper setting, scoring • Improve the conduct of examinations • Take strong punitive measures against malpractices and publicize the application of legal sanctions 	<ul style="list-style-type: none"> • Strategy paper by June 2014 • Improving the quality of teaching and learning (ongoing goal) • SMCs have implemented awareness campaign for parents and community by 2014 • Start conducting exam in multipurpose buildings by 2016 • More effective legal framework developed by 2014 	<ul style="list-style-type: none"> • Examination boards, PEACE, SAT and other related organizations share experiences of conducting and counteracting malpractice • Develop and implement a plan of action on the basis of documented experiences. • Enhance the quality of teaching and learning in schools to reduce the tendency towards examination malpractice • Use SMCs to highlight the need and value of fair exams amongst the wider public • Paper based test mainly based on MCQs (80%) • Gradually shift from paper-based test to skills-based test (long term) • Conduct exam at multipurpose buildings/structures at Taluka Level to be used for secure conduct of exams (this will also eliminate ghost centres) • Recruit professional, free and neutral invigilators and paper examiners • Examination writers set individual questions rather than the complete paper



GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh

Strategic Objective	Strategies	Targets (2014-2018)	Activities
			<ul style="list-style-type: none"> • Take strong punitive measures against wrong doers such as bringing in unauthorized materials, impersonation and leakage of questions to students before the examination • Publicize evidence of wrongdoing and application of legal sanctions

7.4: Implementation Arrangements

Secondary and Higher Secondary Education

Outcome: Increase NER to 44 per cent at Secondary Level and 36 per cent at Higher Secondary Level

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Infrastructure provided	Review existing infrastructural interventions (ADP and Terms of Partnership (ToP)) and identify requirements of need based additional classrooms (including shelter-less schools) to accommodate additional enrolment	Currently infrastructures have been provided through ToP programmes and ADP Total Number of classrooms at secondary level: 23,502; Higher Secondary Level: 6,546	Impact analysis of ADP and TOP Programmes	PDF wing of Education Department and Works and Services Department, with technical support from RSU	PDF wing and RSU, Education Department, GoS	Feb '14	Impact analysis report	these separate matrices for Education Infrastructure Development
	Identify schools for additional classrooms based on enrolment	6,546 Total classrooms: 30,048	Notified list of Schools			Mar '14		



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Prepare PC-1/ budgets and secure approval for additional class rooms		Approved PC-1			Jun '14 to Jun '17	Copy of PC-1	
	Construct additional classrooms in identified schools		4,876 classrooms constructed in Secondary Schools; 3,656 classrooms constructed in Higher Secondary schools (total 8,532 classrooms) and are in use			Sep '14 to Jun '18	Report by Head Teachers	
Enhance Coverage	Develop and implement policy for maximizing school space through flexible school timings	GIS exercise in 15 districts completed. There are only 248 Secondary and Higher	Policy notified	Education Department, with District Education Officers with technical support from RSU	School Wing, Education Department	Mar '14	Copy of Notified Policy	
	Identify closed schools which are viable to re-open	Secondary schools offering evening shifts,	Closed school Survey report			Mar '14	Copy of survey report (final and approved)	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Re-open viable schools	and currently 13 Secondary schools are closed.	All viable closed schools re-opened			Sep '14	Report by DEO	
	Develop policy and identify under-served areas to develop relevant programmes with the help of the private sector		Policy notified and areas identified			Jun '14	Notified Policy	
Provision of Labs, Basic facilities and Libraries	Identify schools with missing facilities (Water, Electricity, Toilet, Boundary Wall) and Lab and Library requirements	There are 263 Secondary and Higher Secondary schools without Electricity; 175 without Toilet; 294 without	List of all existing schools with basic facilities including Labs and Libraries.	PDF wing of Education Department and Works and Services Department, with technical support from RSU	PDF wing and RSU, Education Department, GoS	June '2014	Verified and approved list of schools	
	Prepare PC-1/ budgets and secure approval for basic facilities and labs	Drinking water; and 175 without Boundary wall. 803 School have no Science lab	Appropriations made and budget / PC-1 approved			July '14 to Jun '17	Copy of Budget book/ PC-1	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Provide basic facilities to meet minimum functional school requirements	facilities and 1,288 have no Library.	Basic facilities provided to all schools			Sep '14 to Jun '18	Report of Head Teachers	
Involving Private Sector Actors	Constitute Working group on implementation of article 3(3) to develop implementation methodology for provision of free education in privately managed schools	Free and compulsory Education Act approved.	Working group notified.	Directorate General of Private schools with support from School Wing	School Wing, Education Department	Jun '14	Copy of notification	
	Map and prepare implementation plan for provision of 10% free Education by private schools		School-wise list of all children who are receiving free education in Private schools			Aug '14	Enrolment data provided by Private schools	
Inclusive Education	Develop policy to provide education to disadvantaged children (Article 7 (4-a))	Special Education is managed by a separate department.	Policy for disadvantaged children developed	Academic and Training wing, with support from BoC, PITE and Textbook	School Wing, Education Department	May '14	Notified Policy	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Review Curriculum, to include necessary contents for inclusive education/ disadvantaged children	There is currently no provision of education to disadvantaged children in the formal education system.	Curriculum reviewed and updated	Board		May '14	Approved curriculum	
	Prepare modules for teacher training based on inclusive education		Training modules prepared			Sep '14	Copies of Training modules	
	Train teachers for inclusive education		Training conducted			Sep '14 to Jun '18	Training reports	
	Implement phase-wise education for disadvantaged children		Provide education for disadvantaged children			Sep '14 to Jun '18	Monitoring reports	
Recruit qualified teachers according to merit and needs	Review and approve Recruitment Policy based on lessons learned from recruitment round-III	Teacher Recruitment Policy 2012	New policy developed based on review and lessons learned	Reform Support Unit, with support from the School Wing, Education Department and Finance Department	Reform Support Unit, School Wing, Education Department	Apr '14	Notification	PKR 10 million
	Identify schools for additional		Needs-based Science and			Apr '14	Approved list of schools for	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	High school teachers based on enrolment, gender, location and Science and Arts streams of studies		general HST list prepared				appointment of HST teachers	
	Create SNE in consultation with Finance department		Reflected in budget book			Jun '14	Copy of Budget book	
	Procure the services of a third party for conducting recruitment tests and for legal assistance		Third party for testing procured			Sep '14	Signed copy of contract agreement	
	Recruit additional teachers according to needs based on additional enrolment		Posting order issued to Secondary school and HS School teachers			Dec '14 to Jun '18	Copies of Posting orders	



Secondary and Higher Secondary Education

Outcome: Increase NER to 44 per cent at Secondary Level and 36 per cent at Higher Secondary Level

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Quality Standards for Secondary and Higher Secondary Schools	Carry out needs assessment and gap analysis with detailed costing		Needs assessment report			March '14	Copy of needs assessment report	PKR 4 million (PKR 5,000 / school (number of schools to be determined))
	Develop and approve 'Secondary School Quality Standards' to meet the minimum quality (learning environment) standards through consultations	No Quality standards exist	Quality Standards developed as part of improving the learning environment	Academic and Training wing, with technical support from RSU, Education Department, GoS	Schools Wing and RSU, Education Department, GoS	Mar '14	Approved copy of standards	
	Identify schools for implementation of 'Minimum School Quality Standards'		School lists prepared and approved			Jun '14	List of approved schools	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Implement minimum quality standards in selected schools		Implement 'minimum quality standards' in selected schools			Sep '14 to Jun '18	Monitoring reports	

Secondary and Higher Secondary Education

Outcome: Reduce Dropout Rates by 10 per cent

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Increased Retention Rates	Develop Concept Note for 'online school based management and enrolment tracking system' through SEMIS	No online tracking and monitoring system	Concept note developed	Reform Support Unit, with the support of District Education Officers and DO (SEMIS)	DG M&E, Secretary Education	Dec '13	Approved concept note	PKR 15 million
	Procure firm to develop an 'online school based management and enrolment tracking system'		Firm contracted			Jan '14	Contract agreement signed	
	Develop and implement the online tracking		System available for online for data collection			Jun '14	Functioning online system	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	system (linked with independent data collection and monitoring system)							
	Conduct training workshops		Workshops conducted at all Secondary and Higher Secondary schools			Sep '14	Workshop training reports	
	Collect data quarterly in 5,000 high enrolment schools		Quarterly data available			Dec '14	Monthly data	
	Generate, analyses and share reports		Reports available			Feb '15	District / school reports	
Tracking key education indicators	Develop Concept Note for capacity building of Education Managers on key educational indicators	No tracking System in place	Concept note developed	Reform Support Unit, with the support of District Education Officers and DO (SEMIS)	DG M&E, Secretary Education	Sep '14	Approved note	PKR 2 million

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Capacity building of Education Managers on key educational Indicators		Training Conducted			Jan '15	Training report	
	Develop indicator review/feedback mechanism		Review mechanism developed			Feb '15	Approved indicators	
	Track key educational indicators monthly		Monthly monitoring reports available			Jun '15	Monthly report	

Secondary and Higher Secondary Education

Outcome: Increase NER to 44 per cent at Secondary Level and 36 per cent at Higher Secondary Level

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Demand for Education created	Study on impact analysis of current supply side interventions, i.e. free textbooks, SMCs, School Specific Budgets, etc. (procurement of services)	Textbooks are given to all children from Grades 1-12, free of charge; SMC grants are given to all main and functional	ToR and bidding documents prepared; impact analysis of supply side interventions	Administration and Schools Wing, School Education Department, GoS	Reforms Support Unit, School Education Department, GoS	Mar '14	Clipping of procurement notice, Assessment/ Impact analysis report	PKR 4 million



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Develop policy and review based on impact analysis of existing supply side interventions	schools, School Specific Budgets, etc.	Policy developed			July '14	Approved Policy	
	Provide supply side interventions based on new policy		All interventions provided to beneficiaries			Sept '14	Monitoring reports	TBD
	Develop policy for financial support/subsidy to low income households and vulnerable students through vouchers and per child subsidy (Article 6(3))		Policy developed			Dec '14	Approved policy	PKR 50 million (for SESP implementation period)
	Map poor and vulnerable communities/areas for financial support/subsidy through vouchers and per child subsidy		Mapping report prepared			Dec '14	Mapping reports	

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Carry out enrolment drive through electronic and print media		New enrolment data and impact analysis reports			Dec '14 onwards	Media reports / copies of advertisement	

Secondary level Baseline for Sindh Education Sector Plan (2012)						
	Population	NER		Public	Private	ALP
Secondary	1,730,497	23%	398,014	254,729	143,285	-
SESP (2014-18) Targets						
	Population	NER		Public	Private	
Secondary	2,044,166	35%	715,458	457,893	257,565	-
Description	2014	2015	2016	2017	2018	Total
Secondary Enrol (Accumulated)	280,125	308,906	352,925	403,716	457,893	457,893
Enrolment (Additional)	25,396	28,782	44,019	50,791	54,177	203,164
Private (Government Subsidy)	7,121	8,667	16,862	20,276	21,766	74,693
Rooms (Additional)	609	691	1,056	1,219	1,300	4,876
Teachers (Additional)	1,411	1,599	2,445	2,822	3,010	11,287



Higher Secondary level Baseline for Sindh Education Sector Plan (2012)						
	Population	NER		Public	Private	
Higher Secondary	1,434,044	19%	272,468	174,380	98,089	-
SESP (2014-18) Targets						
	Population	NER		Public	Private	
Higher Secondary	1,701,640	30%	510,492	326,715	183,777	-
Education Level	2014	2015	2016	2017	2018	Total
Higher Secondary (Accumulated)	204,847	229,774	257,472	287,939	326,715	326,715
Enrolment (Additional)	30,467	24,928	27,697	30,467	38,776	152,335
Private (Government Subsidy)	12,233	8,872	10,173	11,460	15,850	58,588
Rooms (Additional)	731	598	665	731	931	3,656
Teachers (Additional)	1,693	1,385	1,539	1,693	2,154	8,463





8. Literacy and Non-Formal Basic Education

School attendance in Sindh remains a huge challenge. Table 8.1 shows that 40 per cent of the population has never attended school (28 per cent of men and 53 per cent of women). The data indicates the discrepancies in terms of location and gender. Overall, more than 30 per cent of females in urban areas have never attended school. In rural areas this figure is as high as 78 per cent. Given this situation, providing access to education for girls living in rural areas is an urgent priority.

Table 8.1: Proportion of the population that has ever attended school

Urban/Rural	Percentage of Population ever Attended School (%)		
	Male	Female	Both
Urban	82	69	76
Rural	61	22	43
Overall	72	47	60

Source: PSLM 2010-11

Current literacy rates in Sindh are given in Table 8.2, which shows that the overall literacy rate in Sindh is 59 per cent. In addition to disparities between rural and urban areas, there are significant disparities between male and female literacy rates: only 22 per cent of females in rural areas are literate, compared to 60 per cent of males in rural areas. Improving literacy rates amongst females is therefore a priority under SESP.

Table 8.2: Proportion of Literate Population 10 years and older

Urban/Rural	Male	Female	Both
Urban	82	68	75
Rural	60	22	42
Overall	71	46	59

Source: PSLM 2010- 2011

Since the Sindh E&LD is committed to providing quality learning opportunities and Education for All, in addition to the formal school system, special educational provisions have been made available for out-of-school children and adults who have missed the opportunity to get an education (see Table 8.3). The Directorate of Literacy and Non-Formal Basic Education (DL&NFBE) is responsible for programmes on literacy and non-formal education in Sindh and has recently developed the Sindh Literacy Plan 2010- 2015, with a vision of 'Literate, educated and prosperous Sindh province'. However, considering the extremely high rate of illiteracy in the province and huge disparities between urban and rural, rich and poor, men and women, this will require strong commitment. Alternative Learning Pathways (ALPs) aimed at increasing literacy and life skills will be initiated. Programmes on literacy will include ALPs, self-directed learning initiatives for adults and sub-text TV programmes. Innovative Literacy Programmes run by Allama Iqbal Open University will be customized to the particular needs of learners in Sindh.

Table 8.3: Non-Formal Basic Education (NFBE) Programmes

Age Cohort	Literacy Programme
5- 14 Years	Non-Formal Basic Education – accelerated programme
10 + Years	Adult Literacy



8.1 Policy Context and Situation Analysis

8.1.1 Policy Context: Historical Roots and Current Policy

In 1981, a Literacy and Mass Education Commission was established to promote literacy in Pakistan. The National Education Policy of 1992 pledged to achieve a literacy target of 50 per cent by 1995 and 70 per cent by 2002. The National Education Policy (1998-2010) aimed to raise the literacy rate to 70 per cent by the year 2010. The Education Sector Reforms (2001-2005), adopted as an action plan to implement the National Education Policy of 1998-2010, committed to Education for All (EFA) goals and targets. The National Plan of Action (NPA) on Education for All (2001-2015) focuses on three themes: elementary education, adult literacy and early childhood education (ECE).

The UNESCO report Literacy Trends and Statistics in Pakistan notes that adult literacy is a neglected area in terms of planned action in Pakistan. The ‘Guidelines for Strategic Frame of Action for United Nations Literacy Decade (2003-2012) in Pakistan’ also identify a lack of political will, weak organizational structures and inadequate finances as major contributing factors to the current literacy scenario in Pakistan.

Literacy – Summary of International Commitments

- Education For All (EFA) and Millennium Development Goals (MDGs): Literacy is one of the six Goals of EFA.
- Target: 86% literacy to be achieved by 2015 (National Plan of Action for EFA - Ministry of Education, 2003)
- UN Literacy Decade (2003-2012) – Pakistan reflected achievement of UNLD goals in its PRSP-1
- LIFE: Pakistan agreed to launch Literacy Initiative for Empowerment (LIFE) in 2005
- PRSP: EFA and Literacy are part of the Poverty Reduction Strategy Paper (PRSP II)

Current Policy Context

The National Educational Policy (NEP) 2009 identifies four key issues with the current literacy and non-formal learning programmes:

Key Issues with Current Literacy and Non-Formal Learning Programmes

- Variable quality of programmes
- Absence of certification and accreditation regime
- Literacy programmes are not well-linked to the employment opportunities
- Ineffective literacy programmes

(Source: NEP 2009)

Overall, the policy analysis refers to the dire need to link literacy programmes to economic empowerment, as learners may not be motivated to attend simply to learn how to read, especially in the context of severe poverty. In addition, minimum quality standards for teachers and learning outcomes need to be defined and monitored.

Key Policy Actions for Adult Literacy and Non-formal Education – NEP 2009

Policy Action 1

Literacy rate shall be increased to 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non-formal basic education in the country.

Policy Action 2

Sustainability of adult literacy and NFE programmes shall be ensured by strengthening organizational structure, coordination and enhancing budgetary allocation for this neglected sub sector.

Policy Action 3

Government shall develop a national literacy curriculum and identify the instructional materials, teacher training modules and professional development programmes to support the curriculum. The curriculum shall be objectives driven, so as to facilitate



assimilation of trainees into mainstream economic activity, by imparting skills training as per local needs and market trends.

Policy Action 4

A system shall be developed to mainstream students from non-formal programmes into the regular education system, and a system of equivalence shall be developed to permit such mainstreaming. New literates shall receive formal certification so as to facilitate their entry into government schools.

Provinces and district governments shall allocate a minimum of 4% of the education budget for literacy and non-formal basic education (NFBE).

The NEP 2009 emphasizes the importance of scaling up NFBE programmes and improving the quality of these programmes through increased financial allocations, management development, accreditation of institutions involved in NFE, teacher training and development, etc.). NFBE is, by and large, practiced as an alternative to formal schooling for children who either do not have access to the formal school system or have passed the admission age. From this perspective, NFBE is seen as gap filler. Therefore, there is an imperative to standardize the process so that mainstreaming can be achieved. Similarly, there is huge pressure from stakeholders to make adult literacy programmes more relevant and linked to employment opportunities.

8.1.2 Current Situation

This section describes the current situation and identifies key issues related to literacy and NFE in the province.

Access and Equity

The current curriculum was developed and approved by the Federal Ministry of Education in 2007. Table 8.4 provides an overview of enrolment and teaching staff at adult literacy centres, by gender.

Table 8.4: Overview of Adult Literacy Centres by Enrolment and Teachers

Year	# of Centres	Enrolment			Number of Teachers		
		Male	Female	Total	Male	Female	Total
2007	2,886	28,593	35,979	64,572	1,154	1,439	2,593
2008	-	-	-		-	-	
2009	217	1,040	5,490	6,530	34	183	217
2010	100	330	2,670	3,000	11	89	100
2011	100	600	2,400	3,000	20	80	100

Source: Directorate of Literacy and NFBE, Sindh province

The data shows that in recent years there has been no increase in the number of literacy centres; rather, the figure fell from 217 in 2009 to 100 in 2010. In 2011, female enrolment dropped from 89 per cent to 80 per cent. There has been a similar dip in the gender composition of teachers in 2011 as compared to 2010. Table 8.5 details the number of NFBE Schools, enrolments and teachers (gender wise) in the province under the purview of the DL&NFBE.



Table 8.5: Overview of Non-Formal Basic Education Schools (NFBES) by Enrolment and Teachers

Year	# of Schools	Student Enrolment			Number of Teachers		
		Male	Female	Total	Male	Female	Total
2010	400	3,300	9,250	12,550	57	343	400
2011	400	3,350	9,445	12,795	57	343	400

Source: Directorate of Literacy & NFBE, Sindh

The above table indicates that there are almost three times as many females as males in NFBE schools. There are six times as many female teachers as male teachers.

Efficiency

The Directorate of Literacy and NFBE (DL&NFBE) was established in 2002, yet it has limited professional and management capacity to design, develop and implement literacy and non-formal basic education programmes effectively. Currently, the Directorate has some management positions without any professional wing. Similarly, at district level, only one post of Deputy/DO (Literacy) exists without any professional support staff. There are no sanctioned positions at the Taluka and UC levels where the actual actions take place.

The DL&NFBE is staffed by regular employees at both provincial and district level, however there serious questions concerning the management and professional capacity of the apex institutions responsible for literacy and NFBE programmes. The following Figure 8.1 indicates the structure of DL&NFBE at provincial and district level.

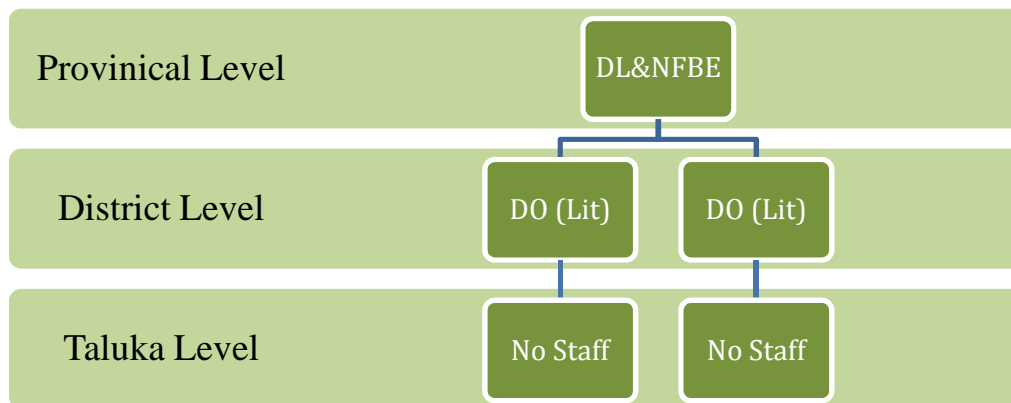


Figure 8.1: Structure of DL&NFBE

There is an urgent need to strengthen the DL&NFBE, technically and administratively, for example enhancing the Directorate’s expertise in training, material development, supervision, research and evaluation. It is important to note that there is currently no regular budget for Literacy Centres, which are financed through ADP schemes (including teachers’ salaries). Whilst there is one DO (Literacy) per district, monitoring of NFBE is carried out primarily by NGOs.

Definition of Literacy
 The 1998 national census adopted the definition of literacy as a person of above 10 years who can ‘read a newspaper and write a simple letter, in any language’.

**Table 8.6: Functional Analysis of Adult Literacy Programmes**

Functions	Design responsibility	Implementation responsibility	Monitoring
Curriculum	National Curriculum was developed in 2007 by Federal MoE	Directorate of Literacy & NFE	No well-defined system is in place
Learning Materials	Some textbooks were developed by BoC	Directorate of Literacy & NFE	No well-defined system is in place
Assessments of learning outcomes	No well-defined system is in place	No well-defined system is in place	No well-defined system is in place
Teachers' professional development	No system in place	No system in place	No system in place
Supervision of teaching learning processes	No system in place	No system in place	No system in place

Table 8.6 shows that teaching-learning processes for Adult Literacy are not well supported and that there is no mechanism for professional development of teachers. The fact that teaching-learning processes and their management are not well defined also speaks to the quality of NFBE programmes (see Table 8.7).

Non- Formal Basic Education In Sindh, non-formal basic education aims to provide access to primary education to children aged 6-14 years who are out of formal school system.

Table 8.7: Functional Analysis of NFBE

Functions	Design responsibility	Implementation responsibility	Monitoring By
Curriculum	National/ STBB/Boc	DL&NFBE	NGOs as local partners
Assessments of learning outcomes	ADOs (Education)	DL&NFBE	Grey area
Teachers' professional development	Grey area	Grey area	Grey area
Supervision of teaching and learning processes	Grey area	Grey area	Grey area

Quality

The NEP 2009 noted the low quality of NFE programmes and attributed this to poor quality teaching due to low capacity. Table 8.8 maps the academic qualifications and professional development of the NFE teachers.



Table 8.8: NFBE Teachers by Qualification, Training and Participation

Type of course	Non-Formal Basic Education Teachers						
	Qualification			Training		Participation	
	Below Matric	Matric	Above Matric	Trained	Un-Trained	Full Time	Part Time
NFBES	Nil	29%	71%	-	-	100%	-
Adult Literacy	Nil	20%	80%	-	-	-	100%

Source: Director NFE

The above table shows that 29 per cent of NFBE teachers possess matric qualification only. Using the UNICEF Quality Education framework (2000), table 8.9 summarizes challenges related to the five dimensions of quality.

Table 8.9: Overview of Quality in Literacy and NFE Programmes (UNICEF framework)

Quality Dimension	Findings and Observations
Quality Learner	<ul style="list-style-type: none"> There is no data available on the profile of students entering into literacy and NFE programmes. Anecdotal records show that learners do not find the programmes relevant to their daily lives.
Quality Learning Environments	<ul style="list-style-type: none"> There is no documentation of the different aspects of the learning environment. Unfriendly learning environment.
Quality Content	<ul style="list-style-type: none"> A well-thought out curriculum to increase literacy and life skills does not exist; the current content does not correspond to market needs. Inadequate learning support materials.
Quality Processes	<ul style="list-style-type: none"> Lack of standards for supervision, monitoring and support. Lack of coordination amongst different implementing agencies. Lack of community participation and support. Issue of monitoring and supervision of teaching and learning processes.
Quality Outcomes	<ul style="list-style-type: none"> There is no data available except for limited data on academic achievements – mechanism to assess student progress systematically does not exist. Students qualified through literacy/NFBE centres have been facing numerous problems regarding admission into the formal education system as well as finding employment.

8.2 Key Issues and Challenges

In addition to a comprehensive policy review, key stakeholders were consulted through focus group discussions and individual interviews to understand the various dimensions of the problem related to the provision of non-formal basic education (NFBE) in Sindh province. Table 8.10 synthesizes the issues arising out of the consultations and highlights priority areas for action. SESP objectives and strategies for NFBE and Adult Literacy are based on this analysis.

**Table 8.10: Synthesis of Issues and Challenges**

Issues	Challenges
Access and Equity	Given the scale of the problem, access to NFBE and Adult Literacy is very limited
	No clear policy for mainstreaming NFBE graduates into formal education
	Lack of infrastructure and physical presence
	Expanding the scope of Adult Literacy Centres (ALC) to provide opportunities for out-of-school youth
	The challenge of access is more acute for females living in rural areas (22 per cent literacy rate)
	Lack of gender sensitive HR policies
Efficiency (internal and external)	NFE activities are implemented on ad hoc basis, without a comprehensive policy, coherent programme and strategy. For example, no Additional Secretary is designated for NFE
	No regular funding for NFBE and AL programmes
	Community participation is not considered
	Lack of performance based appraisal system
	No regular monitoring system and data not gathered for NFE and AL classes
	Lack of comprehensive and an integrated database to calculate efficiency
	Limited human resources and inadequate HR processes
Quality	Teachers are under-qualified and do not undergo professional development
	There are no standards for learning outcomes
	Quality of learning materials is limited

Alternative Approaches to Non-formal Basic Education (NFBE) and Literacy

The scale of the problem of illiteracy and lack of access to formal education in Pakistan necessitates an active search for alternate models for the design and delivery of adult NFBE. Advances in Information and Communication Technology (ICT) have opened up new avenues for dealing innovatively with issues of scale and scarcity of human resources. Low-cost and low-literacy touch-screen technologies present themselves as alternatives for the illiterate and with great potential to empower the poor. For example, in India, the Simputer Trust, has developed the Simputer (Simple, Inexpensive, Multilingual People's Computer).

8.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for Non-Formal Basic Education (NFBE) and Adult Literacy Programmes (ALP) over the next five years:

1. Develop a comprehensive policy for NFBE and ALP and explore innovative methods and strategies to reach the wider public, in particular women in rural Sindh, followed by the allocation of mainstreamed budget on a regular basis.
2. Improve access to literacy and non-formal education especially for girls in rural areas.
3. Improve the quality and relevance of learning through curriculum and learning materials development.
4. Build the capacity of literacy and NFE teachers to contribute to improved learning outcomes on a continuous basis.
5. Use innovative, technology based approaches for NFE, in partnership with the private sector.
6. Develop an accreditation and certification mechanism for mainstreaming students from ALP and NFBE programmes into the formal education system.
7. Strengthen the management capacity of DL&NFBE in developing, implementing, monitoring, and evaluating standards for processes and outcomes.

GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh			
Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
<p>Develop a comprehensive policy for NFBE and ALP in Sindh</p> <p>Special Note: NFE and ALP should be re-conceptualized to make these programmes relevant to diverse needs and age groups</p>	<ul style="list-style-type: none"> Commission policy research for the development of a comprehensive policy Develop policy for NFE and ALP 	<ul style="list-style-type: none"> Policy developed by 2014 Evidence based plans should be made Literacy rate has increased by 11% by 2018 (from 59% to 70%) 	<ul style="list-style-type: none"> Commission a policy research for NFE and AL Notify a core group for policy formulation incorporating NFBE/ALP Develop policy through a consultative process and secure approval Develop rules and regulations and secure approval Develop an implementation framework with a clear action plan Allocate resources for implementation of the plan
<p>Improve access to literacy and non-formal education, especially for girls in rural areas</p>	<ul style="list-style-type: none"> Learn from successful models of NCHD, SEF and UNESCO to increase access Identify Union Councils, based on high out-of-school children and low literacy, for opening of AL and NFBE centres, Prioritize UCs based on location, gender and out-of-school children Opening up of new adult literacy centres and NFBE centres in the most disadvantaged districts by 2015 	<ul style="list-style-type: none"> Study report on best practices by 2014 2,000 new NFE centres are opened in the most disadvantaged districts by 2015 1,400 New AL centres opened by 2015 	<ul style="list-style-type: none"> Commission a study on good practice models to inform planning and implementation for enhanced access to NFE and AL Identify the districts/UCs with highest out-of-school and dropout ratios Recruit new teachers (especially local females) and provide pre-service education Prepare academic calendar Provide learning materials for NFEs and ALCs
<p>Improve the quality and relevance of learning through curriculum and learning materials development</p>	<ul style="list-style-type: none"> Develop relevant curriculums fulfilling needs of diverse groups (different age groups, working/non-working) Review of existing learning materials (relevance to different groups) Development of new learning materials/ text books based on the 	<ul style="list-style-type: none"> Current learning materials are reviewed by 2014 Relevant topics are identified by 2014-15 Curriculum/textbooks development process initiated 	<ul style="list-style-type: none"> Take stock of the current learning materials and identify improvement needs with special emphasis on life skills and functional literacy Identification of relevant topics Prepare curriculum/accelerated curriculum (for different working and non-working children) and assessment for NFE in collaboration with BOC and PITE Development of textbook/Supplementary materials



GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
	<ul style="list-style-type: none"> new curriculum Engaging public sector institutions for the development of textbooks/ learning materials 	<ul style="list-style-type: none"> Improved materials are available for use and are being used by 2015 	<ul style="list-style-type: none"> by relevant Government Institutes, i.e. STB, PITE, BoC, STEDA, etc. (said institutes are to be mandated formally for this)
Build the capacity of literacy and NFE teachers to contribute to improved learning outcomes on a continuous basis	<ul style="list-style-type: none"> Identification of minimum competency framework for graduates Develop Teacher training plan and manual Train teachers as per need Approved mechanism for skill based capacity building of existing teachers Design and delivery of in-service training programme. 	<ul style="list-style-type: none"> 100% new teachers participate in induction programme NFE teachers undergo in-service training on a continuous basis 	<ul style="list-style-type: none"> Formulate working group of stakeholders to develop and design minimum competency framework for NFE graduates and teachers Engage STEDA/PITE/BoC to assist in preparation of a comprehensive teacher education programme Develop and implement capacity building plan for NFE teachers
Use innovative, technology based approaches for NFE in partnership with the private sector	<ul style="list-style-type: none"> Take stock of effective and innovative practices, both local and regional Develop and implement innovate NFE programmes to reach ‘hard-to-reach children’, inclusive of distance learning, mobile schools, etc., as appropriate 	<ul style="list-style-type: none"> At least three innovative programmes piloted and scaled up by 2015 like Mobile Literacy, Online Distance learning etc 	<ul style="list-style-type: none"> Conduct a study to identify innovative technology based models to deliver NFE Design and develop a technology based programme Pilot test the programme Implement the programme Review and document the achievements and challenges for further programme development and delivery
Develop an accreditation and certification mechanism for mainstreaming students from ALP and NFBE programmes	<ul style="list-style-type: none"> Develop, approve and implement policy of equivalency and mainstreaming NFE graduates 	<ul style="list-style-type: none"> Framework for equivalence developed, piloted and implemented by 2016 	<ul style="list-style-type: none"> Identify a working group (WG) on mainstreaming NFE students Develop and implement work plan for the WG Develop framework for implementing the mechanism identified by the WG
Allocation of mainstreamed budget on a regular basis Strengthen the management	<ul style="list-style-type: none"> Identify budgetary needs for implementation of NFE and ALP Allocate budget on regular side Creating and strengthening 	<ul style="list-style-type: none"> Regular budget allocated by 2015 Develop protocols for institutional linkages 	<ul style="list-style-type: none"> Develop budget for ALP and NFE and get it approved Create strong linkages with private sector , INGOs, IT and Social Welfare Department to support NFBE



GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh			
Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
capacity of DL&NFBE in developing, implementing, monitoring, and evaluating standards for processes and outcomes	institutional linkages <ul style="list-style-type: none"> • Developing standards for NFBE and ALP • Develop a strong monitoring mechanism for NFBE and ALP • Institutional capacity audit for the Directorate • Develop capacity for planning, management, monitoring and supervision of NFBE and ALP 	<ul style="list-style-type: none"> • M&E mechanism developed by 2014, including criteria/standards/definitions for NFBE/ALP centres and teachers, and intended learning outcomes • Capacity audit by 2014 • Management staff have developed capacity in evidence-based decision making, academic supervision and monitoring of NFBE programmes by 2016 	initiatives <ul style="list-style-type: none"> • Strengthen links with relevant organizations such as STEDA, PITE, BoC, Technical and Vocational Education for quality provisions of NFBE programmes • Develop criteria/ standards/ definitions for NFBE/ALP centres and teachers, learning materials and intended learning outcomes (for M&E mechanism) • Develop monitoring and supervision plan for NFBE • Include data on NFBE and ALP students, teachers and centres in SEMIS • Commission a study for capacity audit of the Directorate • Develop and implement capacity building plan for the Directorate



8.4 Implantation Matrix

A) Literacy and Non-Formal Basic Education - Access

Outcome 1: Increased access and strengthened to literacy and non-formal basic education programmes

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Capacity of ALP and NBFEE service delivery structure Assessed	Procurement of services for capacity assessment of ALP and NBFEE existing structure vis-a-vis its ability to deliver on the objectives and to cater for expansion	Weak existing structure, no in-depth institutional assessment carried out, poor delivery	ToR and bidding documents developed and procurement notice issued	Directorate of Literacy and Non-formal basic education,	PDF wing and Reforms Support Unit,	Mar '14	Copy of procurement notice	PKR 5 million (possible contributions by UNESCO, UNICEF, Plan International)
	Draw tangible recommendations (by contracted firm of AL&NFBEE Directorate) made in consultation with other relevant stakeholders, including development partners working for Literacy; Labour / STEVTA / Social Welfare Departments of GoS		Draft set of recommendations (tangible and specific) with time-bound action plan prepared by the Directorate			May '14	Recommendations and action plan - complete report by contracted firm	
	Deliberate on the recommendations, including legal and regulatory, human and other resource requirements, capacity issues, delivery structure, career planning and performance systems, supporting systems, creation of additional		Prepare final set of recommendations and action plan (with indication of resource availability from civil society, development partners)			May-June '14	Final set of recommendations and action plans - final report by contracted firm	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	posts, partnerships with the private sector and linkages with other organizations working for technical education and vocational training							
	Prepare restructuring / institutional development plan and seek approval of the management		Restructuring / strengthening / institutional development plan prepared and approved by the Senior Education Management of the department			July '14	Approval by the Secretary / Minister Education	
	Appropriations made, in line with the approved plan		Financial resources worked out and budgetary grants sought from provincial government			Sept 2014	Summary sent to SME and Finance department for Budgetary support on regular side	
Strengthened legal and regulatory framework for Literacy and non-formal basic education in Sindh	Prepare provincial policy for the literacy and non-formal basic education (review work by National Literacy Commission and Provincial Governments in this regard, other comparable practices in the region) -	No existing legal and regulatory framework for Literacy and NFBE	Task force notified to develop NFE and ALP policy NFE and ALP policy approved, ToR and bidding documents prepared, procurement notice issued. Policy prepared and approved	Directorate of Literacy and Non-formal basic education, Education Department,	Law wing of ELD and Reforms Support Unit, Education Department, Government of Sindh	July '14	NFE and ALP Policy approved	PKR 2.5 million (possible contribution by UNESCO / UNICEF)



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Prepare / draft law for implementation and enforcement of policy intent		Law prepared			Aug '14	Bill approved by parliament and notified (after assent)	
	Prepare / draft rules and SOPs for implementation of Literacy and NFBE Law		Rules and SOPs prepared and approved			Sept '14	Rules and SOPs notified	
	Identify and task, oversight body / apex body (committee/existing structures) for monitoring the implementation of law and rules (no new structure to be formed)		Task force / inter- or intra-departmental committee for monitoring implementation of law (Labour, Social Welfare, STEVTA, National Education Foundation, NCHD)			Sept '14	Task force / apex body / committee notified / notification	
Establish AL and NBFE centres	Prepare PC-1 for establishment of 3,400 centres for literacy and non-basic formal education, including criteria for teacher recruitment	Currently there are no NFBE center or ALP center established, all are run in temporary places	Comprehensive PC-1 prepared	Directorate of Literacy and Non-formal basic education, Education Department,	PDF wing and Reforms Support Unit, School Education Department, Government of Sindh	Oct ' 14	Copy of approval of PC-1	PKR 5 billion (over SESP implementation period)
	Approval of the PC-1, administrative approval and release of funds		Approval of the PC-1 by the competent forum / authority			Dec ' 14	DDWP/PDWP - approved minutes of meeting and administrative approval, release order / FD	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Draft criteria for recruitment of project director, project staff and teachers for the AL and NFBE centres		Recruitment notice prepared according to the approved criteria, with complete terms and conditions of engagement, placement and performance			Dec' '14	Approval of criteria for recruitment / appointment, terms and conditions, by competent authority	
	Establish recruitment committee for project staff and teachers		Committee notified			Dec '14	Notification	
	Conduct recruitment / appointments (including of teachers) and placements		Officials placed according to the new regular and project structure (project director and others)			Jan '15	Transfer / posting orders	
	Procurement of services for infrastructure development, equipment		Centres established, equipped with technology and furniture / fixtures			Jan '15	Certificate of establishment of centres	
	AL and NFBE centres established and functional		Teachers and staff deployed, classes commence and new enrolment registered			Feb '15	Posting / placement orders / notification, joining reports, enrolment register and pay slips	
Performance monitoring system is placed and	Monitoring of AI and NFBE centres and their performance, initially on quarterly basis	Regular Monitoring does not take place (limited scope of service delivery)	Quarterly monitoring report to be issued	Directorate of Literacy and Non-formal basic education,	Directorate General of Monitoring and Evaluation,	Mar '15	Letter of issuance	Already covered under Governance (M&E)



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
carried out (on a regular basis)	Results perused and corrective actions taken		Corrective actions taken in line with the results			May '15	Administrative orders	
	Evaluation of first year of project implementation - by contracting an independent evaluator (firm)		ToR and bidding documents development and procurement initiated. Evaluation carried out			Jan '16	Evaluation report	
	Streamline implementation with monitoring and corrective measures to be taken on regular basis and upscale activities to achieve the target / exceed numbers		Monthly / quarterly monitoring reports issued and perused by the Senior Management of the department and corrective actions taken			Mar '16	Monitoring reports and Administrative orders	
Capacity Development program carried out	Procurement of services for capacity building of AL and NFBE officials and staff on key areas of performance	Weak capacities to deliver (situational analysis of SESP)	ToR and bidding documents prepared and approved, procurement process initiated	Academic and Training Wing, School Education Department, Government of Sindh	Reforms Wing, School Education Department, Government of Sindh	Feb '15	Clipping of published procurement notice	PKR 1.5 million (possible contribution by UNESCO / UNICEF /)
	Training modules and materials developed		Training manuals prepared			Apr '15	Approval of training manuals	
	Training plan implemented		Training completion report			May '15	Certification of completion	



B) Literacy and Non-Formal Basic Education - Quality								
Outcome 2: Improved quality of learning of AL and NFBE								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Literacy and NFBE curriculum prepared and implemented	Take stock of earlier and current work been done on curriculum revision and development, for literacy and non-formal basic education	Provincial curriculum for AL and NFBE does not exist	Report prepared on stock take	Directorate of Literacy and Non formal basic education, School Education Department, Government of Sindh along with STEDA, BoC and Academic and Training Wing of School Education Department, Government of Sindh	Reforms Wing and RSU, School Education Department, Government of Sindh	June 2014	Approval of the report	PKR 4.5 million
	Prepare / develop curriculum (Bureau of Curriculum and STBB) for literacy and non-formal basic education (procurement of services for technically assisting in developing curriculum, books and materials)		Draft curriculum developed, consultations held and approval granted			Sept '14	Draft provincial AL and NFBE curriculum, clippings of published procurement notice	
	Develop textbooks and learning materials		Draft titles and materials developed in line with the draft curriculum			March '15	Book titles / lesson plans / learning materials	
	Deliberation on the courses, books, lesson plans, teaching and learning materials, for their finalization		Consultations held and drafts finalized			June '15	Approved minutes of meeting	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Approval of the curriculum, textbooks and materials by the Government		Approval given by the Government			March '15	Approval by the Government / competent authority	
	Print and provide teaching materials including lesson plans (and free books to be provided)		Printed completed and materials distributed to all teaching staff of AL and NFBE			Aug-15	Full set of books and materials	PKR 100 million
Developed standards for teaching and learning outcomes	Develop standards for teaching and learning. Approval of these standards	Standards are not defined and assessments are not conducted	Draft standards developed, consultation held and approval given by the Government	Directorate of Literacy and Non formal basic education, School Education Department, Government of Sindh along with STEDA,	Reforms Wing and RSU, School Education Department, Government of Sindh	May '14	Draft standards, minutes of meeting to deliberate on the drafts, approval of Government	PKR 1 million (consultations and materials)
	Introduce system for evaluating student learning outcomes, on a regular basis.		System established	BoC and Academic and Training Wing of School Education Department, Government of Sindh		July '14	Letter of approval	
	Conduct first round of student assessment / learning outcomes (through PEACE)		Assessment conducted			Feb '16	Student assessment report	
	Use results of the assessment to streamline programme, delivery and contents (to be repeated each year)		Revision undertaken in programme, delivery and / or contents			Apr - May '16	Revised / improved programme / delivery / contents	



C) Literacy and Non-Formal Basic Education - Value addition								
Outcome 3: Increase the added value of AL & NFBE programmes through institutional linkages and reducing gaps between formal and non-formal basic education								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Generating demand for imparting literacy among working children	Establish linkages with Labour and Social Welfare Departments who are working on child labour and child welfare and development, for generating demand	Institutional linkages have not yet been established	Work out concept paper / proposals for creating institutional linkages	Directorate of Literacy and Non formal basic education, School Education Department in close consultation with STEVTA, Labour and Social Welfare Departments, Government of Sindh	Directorate General of Monitoring and Evaluation and RSU, School Education Department, Government of Sindh	April '15	MoU signed	Already covered under the main component (any additional requirements to be worked out later, if the need arises)
	The supply side - design specific sub-programmes for inclusion of working children and children from deprived backgrounds, or develop a strategy for catering for their needs within existing programme		Deliberations with stakeholders for firming up the proposals, seek approval of the Secretary / Minister			June '15	Draft concept paper developed	
	Work out provision of stipends, in particular for working children for providing better alternative by linking this programme to relevant programmes offered by GoS through STEVTA / other provincial programmes		Develop joint proposals with the GoS organizations, in line with the direction and approval of the earlier concept paper / intra-departmental proposals			July - Sept '15	Draft joint proposals	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Provide opportunities for students under AL&NFBE programme, for skills development, apprenticeship and limited/employment opportunities		Proposals considered and approved by concerned authorities			Oct '15	Approval by competent authority (letter/minutes of meeting)	
	Work out possible modes of public private partnership with potential private sector / development partners (sharing of resources), for literacy and NFBE including possible tripartite arrangement (Education, GoS/other organizations and private sector)		PPP modes worked out, workshop held with potential private sector service provider and development partners / NGOs, strategy prepared for PPP (in consultation with SEF and PPP of FD)			Nov-Dec'15	Draft PPP strategy	
	Work out additional finances (if required, after deliberating on the resource sharing with other organizations of GoS) , revise AL and NFBE programme or additional sub programme (as appropriate) to be integrated in the overall programme		PC - 1 (revision or an additional PC-1 to cater for the explicit demand)			Dec '15 onwards	Release of funds	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Linkages with the formal education system	Work out proposals to link the children of NFBE centres, with the formal education system (at different grades), in consultation with the Directorate of Schools	No such system exists	Draft proposals prepared, in close consultation with the stakeholders	Directorate of Literacy and Non formal basic education along with School Wing and Directorate of Schools, School Education Department, Government of Sindh	School and Reforms Wing, RSU, School Education Department, Government of Sindh	July - Sept '15	Draft proposals	PKR 0.5 million
	Present the proposals to the management for their consideration and approval		Drafts deliberated with the management, approval by the Secretary Education			Nov '15	Letter communicating approval / notification	
	Implement proposals with time bound actions		Work plan for implementation prepared and followed			Jan '16	Progress report	





9. Teacher Education and Development

‘The reform of teaching quality is of the highest priority’.
(NEP 2009, 106, 6.1, p.33)

The National Education Policy (NEP) 2009 identifies the quality of teachers as one of the six basic pillars of quality in education, and ranks it as top priority. Teacher Education and Development (TED) is a critical factor in improving school effectiveness and student learning outcomes. This chapter presents a sub-sector review and analysis of Teacher Education (TE) in Sindh, largely adapted from the ‘Teacher Education Strategy 2018: Addressing the Issue of Quality (Sindh)’ (May 2012).

9.1 Policy Context and Situation Analysis

9.1.1 Policy Context: Historical Roots and Current Policy

In Pakistan various policies, plans and strategies have been developed to address the issue of teacher capacity. The first major breakthrough in educational reforms at national level was the Report of Commission on National Education 1959, which highlights critical issues with respect to teacher placement and development.

Several policies have created provisions for resolving the problem of non-availability of teachers (especially, at schools in rural areas). For example: ‘construction of residences’ (Fifth Five Year Plan, 1978-83); introducing ‘RazakarMuallim’ or volunteer teachers (National Literacy Plan, 1984-86); emphasis on specially trained teachers within the ‘non-formal system of education’ (Nai Roshni Schools programme, 1986-90); emphasis on teaching aids (Second Five Year Plan, 1960-65); and reforms to the salary structure for teachers (Third Five Year Plan, 1965-70). Major policies concerning Teacher Education (TE), however, were initiated with the National Education Policy of 1992. The NEP focussed on matching demand for teachers with supply; and institutionalizing in-service training for teachers, teacher trainers and educational administrators. 1998 onwards marked a period of substantive inputs by donors in education in general, and teacher education in particular, which included a focus on introducing new concepts, techniques and innovations, as well as structural and policy reforms under various projects. Table 9.1 offers an overview of major milestones in TE in Sindh.

Table 9.1: Major Teacher Education Developments in Sindh (1958-2013)

Timeframe	TE Development
1958	• A primary teacher education institution established in Karachi
1960	• Regional Education Extension Centres (REECs) established in 3 districts for in-service TE
1960s and 1970s	• ‘Teacher Training Schools set up in almost all districts
Early 1970s	• Crash in-service TE programmes were introduced, trained more than 70,000 primary teachers
1972-80	• Curriculum Wing launched a programme to revise the curricula for TE • Elementary Teacher Training Institutions upgraded to Elementary Colleges of Education
1974	• The pre-service courses (JV and SV) were re-shaped/re-named as PTC and CT respectively
1975-80	• Teacher guides were developed in various subjects and provided to all educational institutes



Timeframe	TE Development
1977	<ul style="list-style-type: none"> Informal media (radio) was used to train 10,000 teachers under the auspices of the People’s Open University
1979	<ul style="list-style-type: none"> Heavy emphasis on pre-service education (e.g. PTC, CT, B.Ed. and M.Ed. programmes)
1980s	<ul style="list-style-type: none"> TE institutions were upgraded to integrate in-service and pre-service TE: Training schools were called Elementary Colleges (on par with intermediate colleges)
1986-1994	Science Education Project (SEP 1): <ul style="list-style-type: none"> 10.9% of project costs were allocated for teacher education and development component
1990-1998	Sindh Primary Education Development Project (SPEDP): <ul style="list-style-type: none"> 0.53% of the total project cost was allocated for TED component 10,500 in-service teachers were trained as resource persons through cascade model in two districts
1993—2000	Teacher Training Project (TTP) Project: (ADB) <ul style="list-style-type: none"> 18.25% of the total project costs were allocated for TED component Focused on expanding the capacity of the TE sector in terms of increased access to the disadvantaged areas, and female population and improving TE quality
1995	<ul style="list-style-type: none"> Provincial Institute of Teacher Education (PITE) Sindh was established under the TTP
1995-2002	Middle Schooling Project (MSP): <ul style="list-style-type: none"> 9.98% of the total project costs were allocated for TED component Attempts to assist and encourage female matriculates in rural areas to qualify as middle school teachers and retain teachers and head teachers
1998-2005	Girls’ Primary Education Development Project (GPEDP): <ul style="list-style-type: none"> 3.28% of the total project costs were allocated for TED component Included training of supervisors, learning coordinators and staff of Community Model Schools TE courses focused on subject enhancement and assessment of students’ learning
2002	<ul style="list-style-type: none"> Bureau of curriculum was again re-set and re-named Elementary Colleges were given to PITE
2002-2007	Education Sector Reform Assistance (ESRA) project (USAID-RTI): <ul style="list-style-type: none"> RSU was established under ESRA to support the Provincial Education Department Staff members from BoC-EW and Elementary Colleges received training Professional development provided to PEACE
2007-2012	Ed-Links – Links to Learning Project (USAID): <ul style="list-style-type: none"> Project focus was improving the quality of middle- and secondary-school Focus on four core subjects (English, Science, Mathematics and Computer Technology)
2008-2011	Sindh Education Reform Programme (SERP-1) (WB, EU, USAID, etc.): Improving TE was one of its key reform areas and key achievements include: <ul style="list-style-type: none"> TED Policy approved (2009) Need and merit based recruitment of 14,000 teachers (PST/JST/HST) Sindh Teacher Education Development Authority (STEDA) Secretariat at RSU Piloting of Associate Degree in Education (ADE-2 years) and B.Ed. (Hon., 4 years) CPD Accreditation Criteria developed/piloted CPD Delivery piloted in three EMR Districts



Timeframe	TE Development
2011 – ongoing	Pre-Step (USAID) Pre-Service Teacher Education Programme (2011-2013): Focuses on the improvement of TE programmes through the standardization of pre-service teacher education and development. Key achievements: <ul style="list-style-type: none"> • Sindh Teacher Education Strategy 2013-2018 approved • Building capacity of TEIs (42) • Strengthening collaboration among and across teacher education institutions in Sindh
2012	<ul style="list-style-type: none"> • STEDA Act was enacted by the Sindh Assembly and signed in November 2012
2012	<ul style="list-style-type: none"> • Directorate of Monitoring and Evaluation established for oversight of schools and teacher education initiatives

Source: Adapted from Teacher Education Strategy 2018 (May 2012)

The National Education Policy 2009 indicates the need for reform in all areas, including ‘pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce’. Additionally, it highlights the ‘growth of private sector’ as adding ‘new complexities to the teaching profession’, which need to be taken into account when planning system reforms. The policy directives are presented below.

Policy Actions for Improving Teacher Quality – NEP 2009

Policy Action 1	A Bachelor degree (B.Ed.) shall be the minimum requirement for teaching at the elementary level. At secondary and higher secondary level, a Masters’ degree, with a B.Ed. shall be secured by 2018. PTC and CT shall be phased out.. The Diploma in Education (D.Ed.) may be used as an intermediate qualification until B.Ed. teachers are available universally.
Policy Action 2	Separate cadre of specialized teacher trainers shall be developed.
Policy Action 3	Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
Policy Action 4	All teachers shall have opportunities for professional development through a three-year cyclical programme. Progress in career shall be linked to such professional development.
Policy Action 5	Provincial and Area Administrations shall develop effective accountability mechanisms including EMIS data on teacher deployment, to control absenteeism and multiple job-holding.
Policy Action 6	Incentives shall be given to teachers in rural or other hard-to-reach areas at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.
Policy Action 7	In-service teacher training institutions shall emphasize developing the capacity of teachers and school managers for school development plans, to overcome low achievement scores.
Policy Action 8	Governments shall aim to draw upon resources from the private sector through public-private partnerships, especially in the areas of teacher education and professional development programmes.



Policy Action 9

Maximum age limit shall be waived for recruitment of female teachers.

The historical analysis of the policy context indicates that the emphasis has remained for a long time on ‘teacher training’, rather than a more holistic view of development and learning. TED in Sindh needs to be viewed as a developmental process of learning and growth that is based on the principles of life-long learning, continuous development and constructivist philosophies.

There has been a significant emphasis on TED, in particular, on ‘standards’, to achieve desired learning outcomes. Thus ‘standards-based’ TE has gained more attention from education planners and policy makers. The national accreditation system and professional standards for teachers are an important step towards enhancing the professionalization and status of teaching and teachers.

All aspects of TE, i.e. recruitment, promotion and teacher rationalization, need to be integrated. To provide a comprehensive framework in response to NEP 2009, GoS developed the Teacher Education and Development (TED) Policy (2009), which guides reforms in the following four areas:

1. Rationalization of the roles of PITE and BoC.
2. Initial Teacher Education (ITE) or pre-service teacher education.
3. Continuous Professional Development (CPD) of teachers or in-service teacher education.
4. Establishment of a focal institution/apex body for overseeing all matters relating to Teachers Education in Sindh.

9.1.2 Current Situation

Access and Equity

Access and equity is seen here in terms of availability of teachers as well as availability of resources and infrastructure for TED and provision of equitable opportunities for access across gender and rural-urban dimensions.

The disparity between numbers of male and female teachers is quite distinct at the primary level. In Figure 9.1, it is evident that the quota of female teachers has been consistently low in all sectors, with barely 30 per cent female teachers at the primary level.

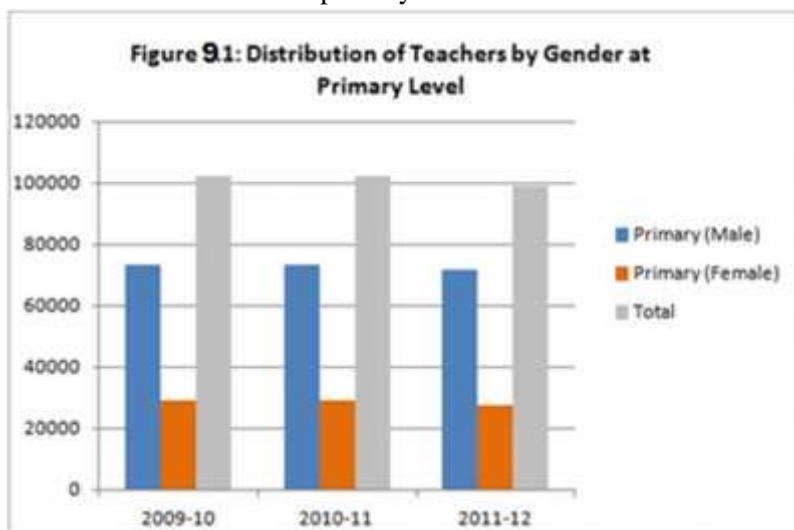




Table 9.2 presents an overview of the teacher workforce according to school level and gender.

Teacher Workforce by School Level and Gender				
Staff	Number of Teachers		Total	Proportion (%)
	Male	Female		
PST	71,336	29,382	100,718	68.94%
JST	5,973	4,447	10,420	7.13%
HST	10,539	7,111	17,650	12.08%
S. Special	633	348	981	0.67%
SLT	873	409	1,282	0.88%
OT	1,781	535	2,316	1.59%
PTI	800	327	1,127	0.77%
WIT	610	36	646	0.44%
HMs	1,737	754	2,491	1.70%
Other	2,101	557	2,658	1.82%
Non-Govt.	3,505	2,192	5,697	3.90%
No info	32	85	117	0.08%

Source: RSU-SEMIS Annual School Census (2011-2012)

The size and composition of the teaching workforce depends on the number of schools for each gender. At present, girls' schools represent only 16 per cent of the total number of functioning schools according to the Annual School Census (2010-2011). In order to address gender inequity, distinct resources need to be allocated for building girls' schools and recruiting female teachers..

Student-Teacher, Teacher-School & Student-School Ratios (Public Sector) in Sindh						
Years	2009 – 10		2010-11		2011-12	
	Student per teacher	Teacher per school	Student per teacher	Teacher per school	Student per teacher	Teacher per school
Primary	33	2	32	2	30	2
Middle	22	3	22	3	22	4
Elementary	28	7	27	7	27	7
Secondary	25	15	24	16	25	17
Higher Secondary	35	28	36	28	38	28
Total	31	3	30	3	29	3

Source: RSU SEMIS Annual School Census(2011-2012)

While the data shows that aggregate student-teacher ratios are favorable, wide disparities are found within schools due to inappropriate staff rationalization and staff placements.

Efficiency

The Sindh Teacher Education Authority (STEDA) is the overall regulatory body for teacher education (TE) in Sindh. It has the legal authority and mandate to look after policies related to teacher education and development (TED) in Sindh, and to regulate and oversee teacher training activities in the province. STEDA



is also a forum for coordination and inter-linkages across various TEIs, BCEW STBB, BISE, Directorate of School Education, NACTE and private sector organizations. As a regulatory body, one of its envisaged key functions is to help in raising standards through teacher accountability, licensing, CPD and management leadership programmes.

Within the structural hierarchy of the organization, STEDA is one of the apex bodies for TE; however, in terms of functional hierarchy, as a regulatory body, STEDA can be placed above the other apex bodies. The Bureau of Curriculum and Extension Centre (BoC-EW) and the Provincial Institute for Teacher Education (PITE) are currently involved in both pre-service and in-service TE. There is an evident overlap in their roles. While GECEs and GCEs come under the administrative control of BoC-EW, their academic supervision comes under PITE. These overlapping structures and functions have caused confusion in past; efforts are underway to rationalize the roles of these institutions. For awarding ADE (2 years) and B.Ed. Elementary (4 years) degrees, university affiliations are being established (e.g. with the University of Karachi, University Sindh and Shah Latif University, Khairpur).

Several key issues affect efficiency of the TED system. First, the provincial role has not yet been defined in the Post-18th Amendment Scenario, and the required capacity building has not yet been identified. This issue needs to be addressed urgently. Overlapping institutional and functional mandates is one of the major issues facing the TED in Sindh; in addition to the overlapping role in terms of administrative and functional control over TEIs between PITE and BoC-EW discussed above, there is, for example, a lack of clarity over the roles of DETRC and REEC (structures not being used for the intended purposes) and STEDA, as a new structure in the hierarchy— this lack of clarity results in system inefficiency (duplication of efforts and ineffective use of resources).

Another factor contributing to systemic inefficiency is the lack of coordination between public and private organizations related to TED. The TEIs do not have strong inter-linkages or collaborative networks which could facilitate in effective governance or use of resources. Linkages between teacher education institutions and schools are weak (absence of a school-based professional development component; BISE data is not used to inform teacher education/ preparation in areas of low performance by students). Some reforms have been initiated through the Pre-STEP Project, however much remains to be done in this regard.

One of the major factors contributing to system inefficiency is limited evidence-based planning for teacher development, recruitment and deployment. There is no teacher education-specific database to support evidence-based planning initiatives for teacher recruitment, teacher education, teacher deployment and management, and to support informed decision making. There is, thus, no robust and comprehensive system in place for projecting teacher demand and supply. No comprehensive picture is currently available to indicate the number of teachers having received professional development and/or the impact of such teacher development activities. The HR database is also lacking in terms of information regarding those engaged in the process of delivering and managing the provision of teacher development programmes. The overall lack of data contributes to the existing malpractices within the system (e.g. transfer of teachers based on political grounds instead of data-based or needs-based).

The Government of Sindh recruits, deploys and manages public school teachers through Government Civil Servant Rules, revised in 2008. These are the same rules for both male and female teachers. Recently, the Department has been actively engaged in further reviewing/amending the existing service rules (with the facilitation provided by the Pre-STEP Project). The purpose of the amendments is to create relevant and appropriate career-laddering for the graduates of ADE (2 years) and 4-year-B.Ed. (Hon.) Elementary



programmes. Although some specific efforts are underway, various issues related to career-laddering, recruitment and service rules continue to affect system efficiency. For instance, the overall weak linkage between teachers' professional development and their career paths discourages teachers from upgrading their professional knowledge and competence. There is also a strong need to link promotions with performance to create a performance-driven system. Some other issues regarding recruitment relate to ECE teachers (though the department is interested in promoting ECE, there is no specific designation for ECE teachers).

As evident from the examples above, Quality Assurance (QA) is a weak area; the QA system is ineffective due to limitations and constraints in the following areas: human resource management and utilization; infrastructure including ICT and operational mobility; appropriate financial resourcing alongside more efficient and effective utilization of existing resources; communication strategy and information sharing/dissemination with stakeholders; the existing inspection roles in place of roles as 'mentors'; absence of a knowledge management structure including research culture and needs-/evidence-based planning.

The non-existence of 'agreed' standards to monitor the overall performance of the system is an important issue. As far as teacher quality is concerned, though there is an interest in using the National Professional Standards for Teachers⁷ for maintaining quality standards, there is still limited implementation of these standards and a general lack of capacity for reconfiguring these standards in terms of student learning outcomes and teacher value-added. Also, though accreditation and certification of courses and in-service providers are initiatives in the pipeline, the respective processes for doing so need to be finalized, communicated and implemented across the province for QA. The new programmes initiated (e.g. ADE) need strong QA mechanisms to have any meaningful impact.

STEDA has been established as a professional unit to work towards determining the extent to which national educational policies are being implemented and standards are maintained. However, STEDA faces challenges in executing its role effectively, for example:

- A critical lack of capacity in terms of the required human resources.
- Absence of Notified Rules of Business for the authority.
- Website not being actively updated due to lack of website management system.
- Teacher Education and Development Database System (TEDDS) is not in place, limiting STEDA's capacity for evidence-based planning.
- The recruitment, training and professional development of teachers is not based on rigorous professional standards.

⁷ The National Professional Teachers Standards were approved for piloting under the guidance of TED Policy (2009).



Table 9.4: Academic and Professional Qualifications of Faculty in GECE

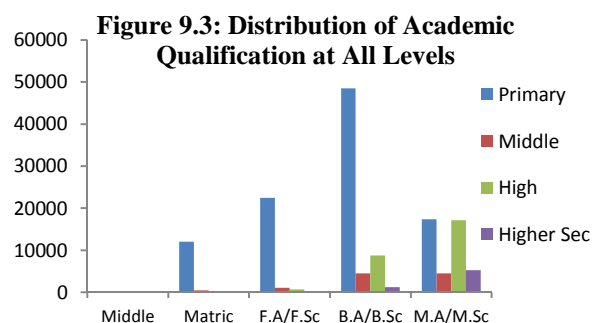
Qualification	No Prof. Qualification	B.Ed.	M.Ed.	Any other (e.g. AMC)	Total
PhD	2	-	2	-	4
M. Phil	-	-	6	-	6
MSc	12	2	37	1	52
MA	8	15	109	4	136
BS	3	-	-	-	3
BSc	-	2	9	-	11
BA	1	2	-	3	6
Total	26	21	163	8	218

One important dimension of system efficiency is sustainability. There is, for instance, a need to integrate donor funding to create synergy in TE interventions in Sindh. Continuation and sustainability also become an important consideration in relation to the on-going and recent interventions and initiatives (e.g. impact and scaling up of ADE and B.Ed. Hons programme).

Quality of Learning

More than 37,000 teachers are qualified for either the intermediate level or less – a figure that falls significantly below the National Education Policy 2009 standards. These teachers need to be encouraged to enhance their academic and professional qualifications through flexible programmes.

Nearly half of the teacher workforce (at least 48 per cent) will need to improve their professional qualifications – and in many cases their academic qualifications – through bridging programmes.



Quality of Faculty/Teacher Educators

The academic qualifications of teacher educators (GECE faculty) also require closer scrutiny. Table 9.4 indicates that the faculty with an academic background in Arts subjects is roughly three times larger than the faculty with an academic background in Science subjects. The majority of the faculties with Arts have a Master’s degree in the Sindhi language. Teacher education colleges need a wider distribution of subjects for implementation of ADE and B.Ed. (Honors).

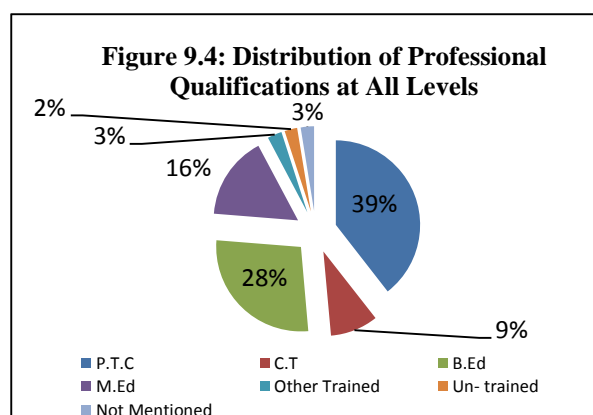
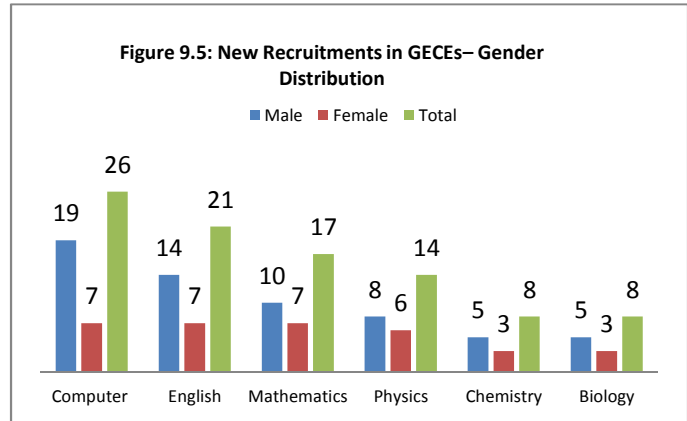




Figure 9.5 presents a comparison of gender distribution in selected subjects. As evident, there is greater number of male versus female teacher educators (76 male and 43 females). Furthermore, Computer teachers outnumber those in all other subjects, especially Chemistry and Biology, which have the lowest numbers of teachers.



The situation has been improved somewhat following the introduction of the ADE Programme. Some of the positive features of the ADE programme include: change in the overall

quality of students enrolled; evidence of programme marketing and merit-based enrolments; infrastructure is being developed at TEIs; resources are being provided; teacher educators’ capacity building exercises (such as mentoring, use of IT, co-planning, etc.); An important area for further attention is how to scale up the ADE Programme in, for example, other TE colleges where it is not being offered currently. Issues of resource mobilization and capacity building would need to be considered. Systems and mechanisms need to be put in place to ensure that the quality of the ADE Programme is sustained even after the Pre-STEP Project (USAID) comes to a close. It is important that research studies are conducted to gain deeper insights regarding the impact, outcomes, issue and successes of the ADE Programme so that these insights and lessons learned can be used to inform further interventions.

9.2. Key Issues and Challenges

Key issues related to Teacher Education and Development (TED) are synthesized below according to the four key dimensions of system performance: access and equity, internal and external efficiency and quality of learning.

Table 9.5: Key Issues for TED in Sindh – A Synthesis

Issues		Details
Access and Equity	18th Amendment Scenario: Implications of Article 25-A	<ul style="list-style-type: none"> To ensure quality while meeting the demands of 25-A in terms of required number of qualified teachers would be a major challenge
	Teacher Shortages	<ul style="list-style-type: none"> Need for female teachers at secondary and higher secondary levels, particularly in rural areas to help increase female enrolment and retention Non-availability of subject specialist teachers (Science, Mathematics, English), especially female teachers
	Missing Dimensions of Teacher Development	<ul style="list-style-type: none"> Lack of teacher capacity and awareness in terms of conflict sensitivity. Teacher’s potential to manage diversity in classrooms and to promote social cohesion remains under utilized Need to prepare teachers for handling children with special needs Preparation of teachers in handling multi-grade classes Teacher preparation vis-à-vis ECE



Issues		Details
Quality of Learning	Provision and Quality of Initial Teacher Education (ITE)	<ul style="list-style-type: none"> • Insufficient institutional capacity to implement teacher development initiatives, e.g. capacity of TEIs in terms of: <ul style="list-style-type: none"> - Physical infrastructure and resources - Quality of faculty/teacher educators - Quality of intake - Quality of teaching learning processes
	Provision and Quality of Continuous Professional Development (CPD)	<ul style="list-style-type: none"> • Lack of comprehensive CPD framework to guide in-service TE • Sporadic programmes, both by government and donors, designed in response to the requirements of donors and sponsoring agencies, rather than to meet the needs of the Education Department • Lack of support mechanisms for faculty to effectively execute the teacher education development programmes or to implement their learning from the programmes • Conservative approach to teacher development in place of teacher development as a life-long learning process of growth and development as reflective practitioners • Lack of coordination between pre- and continuous programmes for teacher development
Efficiency/ Governance	18th Amendment Scenario: Implications of the Abolition of Concurrent List	<ul style="list-style-type: none"> • Lack of redefinition of provincial role in the Post-18th Amendment Scenario
	Issue of Overlapping Institutional and Functional Mandates	<ul style="list-style-type: none"> • Overlapping role (control over TEIs) and functions (pre- and in-service) of PITE and BoC-EW • Lack of clarity of roles of DETRC, REEC, etc. • STEDA’s role vis-à-vis existant organisations
	Issues relating to Collaboration, Coordination and Inter-linkages	<ul style="list-style-type: none"> • Weak linkages between, among and across public and private organizations related to TE
	Evidence based Planning for Teacher Development, Recruitment, Deployment	<ul style="list-style-type: none"> • Lack of teacher education-specific database to effectively plan initiatives for teacher recruitment, teacher education, teacher deployment, management etc. and take informed policy decisions
	Career-Laddering; Recruitment, Service Rules, etc.	<ul style="list-style-type: none"> • Weak linkages between professional development and career path • Need to link promotions with performance • ECE teacher recruitment related issues
	Quality Assurance Mechanism	<ul style="list-style-type: none"> • QA system is ineffective due to the lack of: <ul style="list-style-type: none"> - human resource management and utilization, - infrastructure - appropriate financial resourcing and more efficient and effective utilization of existing resources - communication strategy and information sharing with stakeholders - existing roles as mentors instead of the existing inspection roles - absence of knowledge management structure including research culture and need based planning • New programmes (e.g. ADE) need strong QA mechanisms for impact



Issues	Details
Licensing, Accreditation and Standardization	<ul style="list-style-type: none"> • Non-existence of ‘agreed’ standards to monitor performance • The recruitment, education and professional development of teachers is also not based on rigorous professional standards • Limited implementation of National Professional Standards for Teachers • The processes for accreditation and certification of courses and providers need to be finalized, communicated and implemented across the province • STEDA faces various challenges in execution of its role, which include, <ul style="list-style-type: none"> - a critical lack of capacity in terms of the required human resources - absence of Notified Rules of Business for the authority - Website not actively updated or used - Difficulties in evidence-based planning (TEDDS is not in place)
Sustainability Mechanism	<ul style="list-style-type: none"> • Need for integration of donor funding and creation of synergy in interventions in Sindh • Issue of continuation and sustainability of interventions/ initiatives (e.g. impact and scaling up of ADE and B.Ed. Hons Programme) • Need for long-term vision based on the concept of teacher development as a life-long learning process, use of constructivist philosophies and approaches for teacher development.

9.3. SESP Objectives, Strategies, Targets and Activities

SESP sets out the following goal and strategic objectives for Teacher Education and Development over the next five years:

Goal: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 per cent through strengthened Teacher Education and Development.

1. To build the management, tactical, budgetary and volume capacities of pre-service teacher education institutions.
2. Strengthen in-service teacher development institutions to promote Continuing Professional Development (CPD).
3. Provide continuous professional support to teachers on effective teaching, linking this to improved student learning outcomes.

GOAL: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 per cent through strengthened Teacher Education and Development.

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
<p>Improve the overall institutional rationalization and management of Teacher Education and Development</p>	<ul style="list-style-type: none"> Review and analysis of Teacher Education (TE) policies and initiatives, in accordance with 18th amendment and Sindh Free and Compulsory Education Act 2012 Introduction of Teacher Licensing and Certification system in the province Review and develop Sindh Teacher Education Strategic Plan 2018 	<ul style="list-style-type: none"> Revised TED policy approved by 2015 Teacher Licensing and Certification system in place by 2017 Implementation plan of Sindh Teacher Education Strategy 2018 approved by March, 2015 	<ul style="list-style-type: none"> Constitute a technical working group to review the approved Teacher Education Development (TED) Policy 2009 and Teacher Education Strategy 2018 Develop revised Teacher Education Development (TED) Policy in consultation with key stake holders Approve Teacher Education Development (TED) Policy Devise and approve teacher licensing/certification policy based on teachers' standards Revise Teacher Education Strategy 2018 and develop implementation plan Approve Teacher Education strategy and its implementation plan
	<ul style="list-style-type: none"> Role rationalization, through consultations STEDA, BC&EW, PITE, BISE, STBB, TEIs (DETRC, REEC), M&E, DSE Build management and administration capacities aligned with the redefined roles. Develop capacities in material development, evaluation and research. Strengthen and create linkages and partnerships with other institutions 	<ul style="list-style-type: none"> Rationalize institutional roles, career mobility, capacity enhancement and synergies within TED System by 2015-16 Institutional mandate and TOR aligned to the 18th Amendment by 2014-15 	<ul style="list-style-type: none"> Review and develop the role and responsibilities of institutions relating to teacher education development, i.e. STEDA, BC&EW, PITE, BISE, STBB, TEIs (DETRC, REEC), M&E, DSE Approve revised ToR/functions of BoC, PITE and STEDA based on approved TED policy and 18th amendment Review and approve the administration of TEIs Allocate Budget and positions (SNE) and make them available based on revised functions Recruit key staffing in all organizations/institutes in line with approved functions as per approved SNE Launch Teacher Licensing and Certification regime, based on professional standards, in the province Devise coordination framework for linkages among STEDA, Universities, Examination Boards, Sindh Textbook Board, Directorate of School Education, PITE and BoC Review and develop linkages between TEIs and School for practicum activities



GOAL: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 per cent through strengthened Teacher Education and Development.

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
			<ul style="list-style-type: none"> • Enhance coordination between public and private TE service providers and institutions • Equip apex bodies (STEDA, PITE etc.) and institutes in Teacher Education • Prepare MoU and comprehensive framework for university-GECEs' collaboration • Strengthen linkages between TEIs and schools • Enhance and improved coordination between public and private TE service providers and institutions
<p>Enhance the provision and quality of Initial Teacher Education (pre-service) in Sindh</p>	<ul style="list-style-type: none"> • Expand and/or upgrade ITE institutions (physical/ professional) to offer professional learning opportunities in engaged and active learning approaches in the core subjects. • Enhance TEIs' capacity for intake of teacher educators, prospective teachers, teaching and learning processes • Introduce QA mechanism for ITE institutes and programmes • Introduce different ITE programmes based on NC 2006 and NPSTP 2009 in other disciplines of school education 	<ul style="list-style-type: none"> • Upgrade of all GECEs (25) to Government College of Education (GCE) for 4 year B.Ed. by 2018 • Establishment of GCEs in districts where they do not exist by 2018 • Enhanced capacity of all teacher educators by level (ECE-Secondary), assessment, inclusion, cohesion, diversity, ICTs – ALWs; research and evidence-based planning • 42 TEIs institutional, capacity and standards mapping • Communication and marketing strategy for TEIs in place by 2016 to scale up enrolments • ITE offering institutes ranking system in place by 2015 	<ul style="list-style-type: none"> • Expand capacity of existing TEIs through up gradation and/or establishment for expanded ADE/B.Ed. programmes and other proposed programmes in different disciplines • Capacity enhanced in ECE; Primary/Elementary Secondary, Assessment, inclusion, cohesion, NFE ALPs and ICTs • Develop standards for TEIs based on NACTE guidelines • All TEIs mapped comprehensively for baselines for a 5 year capacity building improvement plan • Attract students to TEIs especially women • Enhance blended ICT based learning use of assessment /evidence based constructivist. enquiry based learning approaches • Commission impact studies and/ or internal and external evaluations of ADE and B.Ed. • Establish a Quality Assurance Agency for effective implementation of approved QA mechanism • Introduce ranking/ scoring system for ITE offering institutes



GOAL: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 per cent through strengthened Teacher Education and Development.

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
<p>Enhance the provision and quality of Continuous Professional Development (in-service)</p>	<ul style="list-style-type: none"> • CPD framework finalized for needs-based and field based on going professional development • Enhanced capacity of annually defined number of teacher educators and teachers in specific areas from ECE to Sec. • Mentoring and support system through Professional Development Centre (PDCs) • CPD informed by regular needs assessment and learning outcomes • Accreditation of CPD providers • Certification of CPD programmes • Linkage of CPD programmes to career progression/ promotion • Enhanced opportunities for CPD available for all female teachers especially in rural areas • Launch of need based CPD courses specially Mathematics, English languages and Science subjects. 	<ul style="list-style-type: none"> • A comprehensive CPD Framework, based on Curriculum 2006, and learning outcomes enhancement in place for teachers by 2014-15 • 2,200 CPD teacher educators hired in 1,100 UCs (BPS -17) (Year 1=500; Year 2=1,000; Year 3=700) • CPD of teacher educators in core courses 4 weeks annually. • Annual Induction plan for newly recruited teachers 2014-2018 • Establishment of 13 new Educational Technology Resource Centres (ETRCs) as PDCs in 13 districts 2014-15=3; 2015-16=5; 2017-18=5 • New needs-based innovative certified CPD programmes, in place by 2015-16 through accredited CPD providers 	<ul style="list-style-type: none"> • Finalize CPD framework for roll-out based on Curriculum 2006 and emergent needs of Sindh • Hire 2,200 teacher educators for CPD roll-out in UCs with capacity enhanced regularly for content, pedagogy and assessment • Establish new PDCs in 13 districts and convert remaining 10 districts ETRCs into PDCs as comprehensive outreach resource centres for CPD support • Introduce credit hours for CPD for performance appraisal and upgrade of qualifications with STEDA and ITE institutions • Develop learning materials by level and subject and to address conflict, migration, LSBE, diversity, social cohesion, inclusion and NFBE / ALP • Design, pilot and implement Induction Programme for newly-appointed teachers, aligned with ITE and CPD programmes • Create and provide ongoing support to school-based professional development opportunities <ul style="list-style-type: none"> - professional learning communities (PLCs) - School-based mentoring and supervision - School consolidation/clustering initiatives • Formal annual Reviews of CPD – best practices, challenges and institutional refinement • Accredite CPD providers • Certify CPD programmes • Offer certified CPD programmes through accredited providers



GOAL: To achieve targets set by SESP for NER at all levels and improve learning outcomes by 10 per cent through strengthened Teacher Education and Development.

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
Educational planning is done through a database covering all aspects of teachers, manager and facilities attached to school system of the province	<ul style="list-style-type: none"> Evidence-based learning outcomes; focused and rationalized planning for teacher education and development Teacher mapping study for future needs Teacher database highlighting the competency level Conduct research studies for impact value and feedback Synergize donor initiatives with informed plans 	<ul style="list-style-type: none"> Teacher Education Database System in place by 2015 5 studies completed to identify future needs and provide feedback on existing TE initiatives Informed plan based on studies developed by July 2015 Funding from all partners integrated and linked to the informed plan 	<ul style="list-style-type: none"> Develop, use and update teacher education-specific database for rationalized teacher recruitment and CPD programmes Develop informed plan for CPD needs on the basis of reports Identify and/or conduct research and studies relating to teacher education development Arrange donors coordination meetings for synergizing development and reform in the Education sector Review and revise the policies in terms of linkages between, performance-based promotion, recruitment and professional development. Special focus on gender sensitivity, conflict, diversity management and social cohesion.

SESP Interventions and Targets for Teacher Education 2014 -18

	Base line 2012	2013	2014	2015	2016	2017	Total	Accumulated Total
ECE	-	-	954	1,833	2,667	2,667	8,121	8,121
Primary	99,254	10,863	6,278	8,337	9,095	9,600	44,174	143,428
Middle	12,063	4,714	465	3,182	3,654	4,007	6,023	28,086
Secondary	27,109	1,411	1,599	2,445	2,822	3,010	11,287	38,396
H. Secondary	7,677	1,693	1,385	1,539	1,693	2,154	8,463	16,140
CPD/ETRC				510	825	935	2,270	2,270
	146,103	18,681	10,681	17,847	20,755	22,373	90,337	236,440



Teacher Education Development (TED)								
Outcome 1: Improve the overall institutional rationalization and management of Teacher Education and Development								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Develop and approve Teacher Education Development (TED) Policy	Constitute a technical working group to review the approved Teacher Education Development (TED) Policy 2009 and Teacher Education Strategy 2018	TED policy 2009 and Teacher Education Strategy 2018	Notification with Terms of Reference (ToR)	STEDA/ RSU	Education and Literacy Department	June, 2014	Notification with ToR	
	Develop revised Teacher Education Development (TED) Policy in consultation with key stake holders		Revised TED policy drafted and submitted to Government of Sindh for approval			June, 2014	Submission of draft TED policy for approval	
	Approve TED Policy	TED policy 2009	Approved TED policy	STEDA	Education and Literacy Department	Dec, 2014	Notification of TED policy	
	Develop and approve Induction Training plan for new recruited teachers	Induction training plan of teacher recruited	Induction Training plan is approved	STEDA/ PITE with technical support of RSU	Education and Literacy Department	June, 2014	Approved Annual Induction Training Plan	
	Devise and approve teacher licensing/ certification policy based on teachers' standards	Teachers' standards are not in place	Teacher licensing/ certification policy is in place	STEDA/ PITE	Education and Literacy Department, RSU	Jan , 2015	Teacher Licensing/ Certification policy	
	Revise Teacher Education Strategy 2018 and develop implementation plan	Teacher Education Strategy 2018	Revised Teacher Education Strategy along with implementation plan drafted and submitted to Government of Sindh for approval			Feb, 2015	Submission of Draft Teacher Education Strategy and its implementation plan for approval	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Approve Teacher Education strategy and its implementation plan	Overlapping functions of different organizations in teacher education development	Approved Teacher Education Development (TED) policy and Teacher Education Strategy	STEDA	Education and Literacy Department	March, 2015	Notification of Teacher Education Strategic and implementation plan	
	Review and develop the roles and responsibilities of institutions relating to teacher education development, i.e BoC, PITE and STEDA		Working Group/ committee notified	STEDA/RSU	Education and Literacy Department	March 2015	Submission of defined roles for approval	
Institutional rationalization and management	Approve revised ToR / functions of BoC, PITE and STEDA based on TED policy	*TED policy 2009 *18th Constitutional amendment	Defined roles/functions of different organization	STEDA	Education and Literacy Department	March, 2015	Notification of defined roles/functions of different organization	
	Review and approve the administration of TEI's	TEIs under administrative control of BoC, need to be reviewed in line with TED policy and 18th constitution amendment	Administrative authority of TEIs is notified	STEDA/ BoC	Education and Literacy Department	June, 2015	Notification about administrative authority for TEIs	
	Allocate Budget and positions (SNE) and make them available based on revised functions	Budget FY 2014-15	Budget and SNE are allocated in FY 2015-16	STEDA/BoC/PITE/ DSE	Education and Literacy Department	July, 2015	Budget in FY 2015-16	
	Recruit key staffing in all organizations/ institutes in line with approved functions	SNE 2014-15	Posting orders by concerned authorities	Concerned authorities for appointment at different levels	Education and Literacy Department	March, 2016	Working strength at each organization/ institute	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Launch Teacher Licensing and Certification regime, based on professional standards, in the province	Teacher Licensing and Certification policy	Teachers applied for licensing and/or certification	STEDA/ PITE	Education and Literacy Department	January, 2017	Establishment of Teacher Licensing/ Certification unit in STEDA	
	Devise coordination framework for linkages among STEDA, Universities , Examination Boards, Sindh Textbook Board, Directorate of School Education, PITE and BoC	Working relationships are not in accordance with new teacher education programmes	Guidelines for institutional linkages	STEDA	Education and Literacy Department	June, 2014	Effective coordination mechanism	
Strengthen institutions and create linkages	Review and develop linkages between TEIs and School for practicum activities	Coordination between two institutes is weak	Guideline/MoU with TORs are shared with each other	STEDA/BoC/PITE/DS E	Education and Literacy Department	September, 2014	Coordination mechanism is in place	
	Enhance coordination between public and private TE service providers and institutions	Existing Public Private Partnership mechanism	Private institutions associated with the process	STEDA/R SU/ Directorate Private Institutions	Education and Literacy Department	September, 2014	Public Private Partnership system is in place	
	Equip apex bodies, i.e. STEDA, PITE etc. and institutes in Teacher Education	IT component is not up-to the mark	Teacher Education programmes are IT based as well	STEDA/PITE	Education and Literacy Department	December, 2014	Well-equipped IT sections at each organization/institute	
	Equip apex bodies, i.e. STEDA, PITE etc. and institutes in Teacher Education	IT component is not up-to the mark	Teacher Education programmes are IT based as well	STEDA/PITE	Education and Literacy Department	December, 2014	Well-equipped IT sections at each organization/institute	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Outcome 2: Enhance the provision and quality of Initial Teacher Education (pre-service) in Sindh								
	Identify different ITE programmes for various categories/levels of the teachers as per the new curriculum 2006 and National Professional Standards for Teachers in Pakistan NPSTP 2009.	Existing ITE programmes are offered for PST, JST and HSTs while the courses of DTs, ATs, PTIs and other teachers does not cater the professional standards.	Approved list of professional qualifications required for each category and level of teacher is sent to Higher Education Commission (HEC) and Universities	STEDA/ PITE	Education and Literacy Department	June, 2014	A letter sent to HEC and Universities for introduction of teacher education programmes as per need of the province	
Provision of Initial Teacher Education (ITE) programmes in Sindh	Map and assess needs of TEIs offering ITE programmes covering all geographical areas including Universities and private institutions	The number of TEIs does not cater for the needs of each district in Sindh	Report prepared for availability and/or needs for establishing TEIs in the districts	STEDA/PITE	Education and Literacy Department	June, 2014	Report of needs assessment sent to competent authority for devising the road map plan	
	Develop minimum standards for institutions for offering ITE programmes	Only ITE programme standards are in place	Standards for accreditation of institutes offering ITE programmes are in place	STEDA/PITE	Education and Literacy Department	June, 2014	Accreditation of ITE offering institutes announced	
	Develop and approve a detailed plan, based on mapping, for establishment and / or improvement of the infrastructure as well as provision of human resources to TEIs, covering all geographical areas of the province	Plan is not in place	Plan prepared in consultation with the stakeholders and approved	STEDA/PITE	Education and Literacy Department	September, 2014	Approved feasibility report/ PC-1 from concerned authorities	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Provide resources (human, infrastructure, budgetary, etc.) as per approved plan	Lack of professional degree programmes as per needs of new curriculum/ policy	Provision of human and other resources	STEDA/ Administrative head of TEIs	Education and Literacy Department	December, 2016	Equipped TEIs	
	Offer different ITE programmes in ECE, Elementary, Secondary, Assessment, Non Formal Education, ICT etc.		List of ITE programmes offered in TEIs to meet the learning needs of the new curriculum/ policy .	STEDA/PITE	Education and Literacy Department	January, 2017	HEC approved ITE programmes	
	Establish GCEs in public sector in the 12 districts where not exist	No access to the deprived districts	Budget and SNE are allocated through regular and ADP schemes in FY 2016-17	STEDA/PITE/ administrative authority of TEIs	Education and Literacy Department	June, 2018	Approved ADP and/or budget allocations from 2016-17	
	Upgrade existing 25 GECEs (through a phased approach) into GCEs offering B. Ed. Honors degree programmes	National Education Policy recommends entry qualification of teachers as B. Ed. from 2018	GECEs are upgraded to GCEs	STEDA/PITE	Education and Literacy Department	June, 2018	All GCEs offering B.Ed. Honors from 2018	
	Develop Quality Assurance mechanism for the institutes offering ITE programmes in Sindh	No existence of QA mechanism	Notified QA standards for institutes	STEDA/ PITE	School Education Department	December, 2014	QA tools/ instruments	
Quality Assurance of Initial Teacher	Introduce ranking/scoring system for ITE offering TE providers	No ranking system based on standard is in place	Quality Indicators based on standards of ITEs offering institute	STEDA/ PITE	School Education Department	June '15	Ranking system for ITE offering institute is announced	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Education (ITE) programmes in Sindh	Introduce ranking/scoring system for ITE offering TE providers Introduce a Quality Assurance Agency for effective implementation of approved QA mechanism	No ranking system based on standard is in place QA system is not in place	Quality Indicators based on standards of ITEs offering institute QA reports of QA agency	STEDA/ PITE STEDA/ PITE	School Education Department School Education Department	June '15 December, 2014	Ranking system for ITE offering institute is announced QA agency authorized for implementation of QA mechanism	
	Improve the quality of teaching learning process (e.g. more integration of ICT, enhanced use of constructive learning approach, enhanced assessment procedures etc. through capacity building programmes for faculty of TEIs)	Effective support system/ mentoring is needed	Support and guide for good teaching learning process is provided by QA agency	STEDA/ PITE/ QA agency	School Education Department	December, 2014	Support/ Guide mechanism is in place	
	Develop and approve mechanism for entry tests for prospective teachers	Entry test system is to be enhanced	Admission policy is notified	STEDA/ PITE	School Education Department	December, 2014	Notified admission policy	
	Design and disseminate the teaching as career opportunities workshops/ seminars for orientation of standardised teacher education programmes	No career counselling is provided to interested aspiring candidates	Career counselling framework in teaching profession is published	STEDA/ PITE	School Education Department	December, 2016	Career counselling framework in teaching profession	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Detailed study is commissioned to assess the systems' capacity to offer ITE programmes (ADE and B.Ed (Hons) and develop informed plan for scaling up and upgrading of ITE programme	Culture of research study/ feedback is required	A study report for capacity enhancement of the system for TE programmes	SETDA/PITE/ HEC/ Universities	School Education Department	December, 2016	Report for system improvement	
	Detailed study is commissioned to assess the systems' capacity to offer ITE programmes (ADE and B.Ed (Hons) and develop informed plan for scaling up and upgrading of ITE programme Commission impact students and/ or internal and external evaluation of ADE and B.Ed (Hons)	Culture of research study/ feedback is required	A study report for capacity enhancement of the system for TE programmes Evaluation Report on impact study	SETDA/PITE/ HEC/ Universities STEDA/PITE/ HEC/ Universities	School Education Department School Education Department	December, 2016 December, 2016	Report for system improvement Impact Assessment Report	
	Commission impact students and/ or internal and external evaluation of ADE and B.Ed (Hons)		Evaluation Report on impact study	STEDA/PITE/ HEC/ Universities	School Education Department	December, 2016	Impact Assessment Report	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Outcome 3: Enhance the provision and quality of Continuous Professional Development (in-service)								
Provision of CPD for teachers is in place	Conduct needs assessment of teachers CPD, based on Curriculum 2006 and National Professional Standards for Teachers in Pakistan (NPSTP) 2009 is conducted, level and category wise	No assessment conducted	Report of need assessment and informed plan for CPD of teachers is approved	STEDA/PITE	School Education Department	December, 2014	Areas of CPD programmes are announced for CPD providers	
	Conduct Annual Induction Training programme for newly recruited teachers	Induction training plan of teacher recruited under Teachers' Recruitment Policy 2012	Annual Induction Training is conducted	STEDA/ PITE/ BoC	School Education Department	August, 2015	Induction Training programmes	
	Launch of need based CPD courses specially Mathematics, English language and Science subjects	Currently learning levels of students in Mathematics, languages and Sciences subjects are low level.	Learning level of students improved	STEDA / PITE	School Education Department	June 2018	Assessment results	
	Various CPD programmes are offered for teachers and teacher educators as per approved policy and need assessment in line with new curriculum & teachers' standards	Refresher courses are not offered in systematic ways	CPD programmes in all over the province started	STEDA/PITE/ BoC	School Education Department	September, 2015	Number of CPD programmes are running to enhance professional competency of teachers and teacher educators	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Enhance capacity of various TEIs, in terms of physical and human resources, converting them into Professional Development Centres (PDCs)/ District Educational Technology Resource Centre (DETRCs)	Insufficient, Non-functional CPD centres	Current CPD centres converted into PDCs	STEDA/PITE/ BoC	School Education Department	June, 2016	Number of PDCs working	
	Establish effective support/mentoring system for school based CPD programmes	Ineffective mentoring system	School based support system is in place	STEDA/PITE	School Education Department	December, 2016	School-based support/mentoring system is in place	
	Recruit 2,200 UC based mentors (2 at each UC) for school support programme	Short of CPD providers in public sector	Recruitment of Mentors according to approved criteria/ policy	STEDA/PITE	School Education Department	December, 2016 to December 2018	Reports of mentors for support system	
	Establish PDCs/DETRC at each district		Approved PC-1/ feasibility report with informed plan	STEDA/PITE/ BoC	School Education Department	December, 2018	Budget allocation and release for FY 2015-16	
	Formulate and approve CPD policy for all type, level and category of teachers and teacher educators, with delivery mode, weightage (credit/ non-credit/ compulsory, school based, online, virtual, etc.) of CPD programmes, linkage with teacher career and incentives.	CPD framework as piloted in Sindh	Standards for accreditation and certification CPD providers and programmes are in place	STEDA	PITE	December, 2014	Standards for CPD providers and programmes	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
	Accredited CPD providers from public and private sectors	Weak working relation between public and private institutes for CPD programmes in public schools	CPD providers are accredited on institute standards	STEDA/PITE	School Education Department	December, 2014	Number of accredited CPD providers are	
	Devise and approve open competition process for CPD programmes design and delivery	No such system exists	EOIs for CPD design and delivery are offered	STEDA	School Education Department	December, 2014	Competitive process of CPD programmes is in place	
	Certify CPD programmes for various levels and category of Teachers	No standard criterion CPD programmes exist	Certified CPD programmes are disseminated for delivery	STEDA/PITE	School Education Department	June, 2015	Certified CPD programmes are available for teachers and teacher educators	
	Develop and approve linkage of CPD programmes with teacher's career progression and teacher licensing	Professional standards of teachers are required	Revised Recruitment Rules with promotion linked with CPD and teacher licensing	STEDA/PITE	School Education Department	December, 2015 and onwards	Teachers Professional Standards are applied	
	Implement a follow-up mechanism for school based mentoring system	No such system exists	An organizational structure exists for effective mentoring system	STEDA/ PITE	School Education Department	January, 2017	Budget allocation for organizational structure of school based mentoring system	
	Conduct impact study of CPD programmes	Currently, no feedback is taken for CPD trainings	Impact Studies reports	STEDA/PITE	School Education Department	July, 2017	Report impact of CPD course	
	Conduct impact study of CPD programmes	Currently, no feedback for CPD trainings	Impact Studies reports	STEDA/PITE	School Education Department	July, 2017	Report impact of CPD course	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative cost
Outcome 4: Educational planning is done through the database covering all aspects of teachers, management and facilities attached to the school system in the province								
Quality of Planning with data is improved	Develop, use and update teacher education-specific database for rationalized teacher recruitment and CPD programmes	Teacher professional development data does not exist	Analysis reports of the data on teachers and managers are published	STEDA/BoC/PITE	School Education Department	May-2015 onward	Published analysis reports	
	Develop informed plan for CPD needs on the basis of reports	No use of data analysis is made	Informed plan is developed and shared	STEDA/Boc/PITE	School Education Department	July 2015 and onwards	Informed plans are shared	
	Identify and/or conduct Research and studies relating to teacher education development	Research culture is weak	Research reports	STEDA/ Boc/PITE	School Education Department	July, 2015 and onwards	Reports if research studies conducted	
	Arrange donor coordination meetings for synergizing development and reform in the education sector	It exists but needs to be strengthened	Donors interventions are made as per needs identified	STEDA/Boc/PITE	School Education Department	July, 2015 and onwards	Donors interventions	
	Review and revise the policies in terms of linkages between performance-based promotion, recruitment and professional development. Special focus on gender sensitivity, conflict, diversity management and social cohesion	Policy revision system	Policy review system is in place	STEDA/BoC/PITE	School Education Department	July, 2015 and onwards	Recommendations for review of the policy(ies)	





10. Curriculum and Assessment

Curriculum and assessment is core to any system of education including formal schooling as well as informal system of education

Curriculum provides a framework for the entire learning experience, and assessment represents the outcomes of learning from these educational experiences. In the case of the public sector education system, the curriculum is understood and represented through textbooks, which has implications for the assessment process, as it delinks assessment from curriculum (linking it more strongly to the textbook). The process of assessing student learning outcomes, by and large, shapes the process of teaching and learning. Educational research provides sufficient evidence that education systems with more advanced, highly valid and reliable assessment systems produce more satisfactory student learning outcomes. For Sindh to achieve its Vision 2030, more systematic efforts are required to improve learning outcomes.

10.1. Policy Context and Situation Analysis

10.1.1 Current Policy Context

With the abolition of the Concurrent List of the 1973 Constitution after the 18th Amendment, the curriculum, syllabus, planning (and textbook development), policy, centres of excellence and standards of education (including Islamic education), now fall under the exclusive purview of the provinces. This major shift in responsibility has given rise to serious challenges, including institutional capacity to design and deliver on the processes related to education and its outcomes.

Curriculum and Evaluation Procedures

- a) Conformity with the values enshrined in the Constitution
- b) Take care of all round development of the child
- c) Build up child's knowledge, skills and talents
- d) Development of physical and mental abilities to the fullest extent
- e) Learning through activities, discovery and exploration in a child friendly and child-centered manner
- f) Comprehensive and continuous evaluation of a child's understanding and knowledge, and his or her ability to apply the same

(Source: Government of Sindh Act for Free and Compulsory Education, 2013, Chapter V, Section 20)

The Government of Sindh Act for Free and Compulsory Education (2013) describes principles for curriculum and evaluation procedures (see Box opposite).

Policy Actions for Curriculum – NEP 2009

Policy Action 1

Curriculum development shall be objective-driven and outcome-based. It shall focus on learning outcomes rather than content. It shall closely reflect important social issues, and provide more room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and team-work.

Policy Action 2

The curriculum development and review process and the textbook review process shall be standardized and institutionalized within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 (Following the 18th Amendment, this provision may be adopted for provinces).

Policy Action 3

Emerging trends and concepts such as School Health, Prevention Education against HIV/AIDS and other infectious diseases, Life Skills Based Education, Environmental Education, Population and Development Education, Human Rights Education, School



Safety and Disaster and Risk Management, Peace Education and inter-faith harmony, detection and prevention of child abuse, etc. shall be infused in the curricula and awareness and training materials shall be developed for students and teachers in this context, keeping in view cultural values and sensitivities.

Policy Action 4

School Health Education and School Safety shall be infused within the curricula and learning materials with focus on improving school environment, enriching health education content, instituting regular mechanisms for health screening and health services of students and nutritional support to needy children in coordination with the Departments of Health, Environment and Population at the Federal, Provincial and District levels.

Policy Action 5

Entrepreneurial Studies shall be introduced to develop entrepreneurial and business skills in students of general education to make them productive and self-directed citizens.

Policy Action 6

There shall be an ongoing feedback and evaluation mechanism so that a continuous Improvement process is institutionalized. Feedback should flow from the primary providers of education to the curriculum development process with the full involvement of all intermediary players.

Policy Action 7

Matric-Tech scheme shall be re-introduced at secondary level.

Policy Actions for Textbooks – NEP 2009

Policy Action 1

A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.

Policy Action 2

Textbook Boards shall be transformed into competent facilitating, regulating and monitoring authorities. The Boards shall review and support the process of approval of textbooks for use in schools in their respective areas of jurisdiction.

Policy Action 3

A Provincial/Area Committee comprising representatives of the education authorities, Textbook Boards, the private sector, teachers and other stakeholders shall be formed to select and prescribe textbooks for use in public schools in the respective province or areas of jurisdiction. Private sector schools shall be free to choose any of the books authorized by the respective Textbook Board.

Policy Action 4

Federal and Provincial Governments shall arrange for the Textbook Boards to provide assistance in capacity development for the national and/or provincial publishing industry to become competitive players in an expanded education publishing market.

Policy Action 5

Government shall ensure availability of quality paper at reasonable cost for printing of textbooks.

Policy Action 6

Textbooks at primary level shall be developed within the context of local cultures.

Policy Action 7

Special textbooks shall be prepared to cater to multi-grade environments. Alternately, supplementary reading material that helps self-learning must be developed for such environments.


Policy Action 8

Curriculum Wing of Ministry of Education and provincial textbook boards shall ensure elimination of all types of gender biases from textbooks. Also adequate representation of females shall be ensured in all curriculum and textbooks review committees.

Assessment systems are quality measures that cater to a number of requirements of the education system. These can be used to measure overall system efficiency as well as individual student performance for progression in the education system. A comprehensive assessment mechanism provides feedback for improvement at all tiers, influencing classroom practices and planning processes and informing policy development.

Currently, the assessment system in Sindh suffers from several deficiencies in relation to promoting quality education. The practice of rote learning, which inhibits personal and intellectual growth, is accentuated by an assessment system which does not value higher order thinking. The longstanding failure of the province to conduct annual exams from primary to higher secondary levels has resulted in a complete lack of real-time information about who is learning and who is not. Efforts have to be made to address this issue; the need to inculcate critical and analytical thinking skills for developing life-long independent learners has to be emphasized. Assessment mechanisms should be developed to measure and reward analytical thinking and critical reflection.

Recently, the Government of Sindh, Education and Literacy Department has introduced the annual Standardized Achievement Testing (SAT). The SAT will be used as a tool to transform input-driven reform agenda to output/outcomes; to affect attitudinal changes in teachers, for instance helping them to graduate from a rote learning model to a teaching mode that inculcates problem-solving and analytical skills in pupils; to inform parents, education administration, civil society and government, and to gradually shift to a results-based accountability system. In addition, the results of the tests can be used for curriculum review, as well as informing teacher education and evidence-based policy decisions.⁸

Policy Actions for Assessment – NEP 2009
Policy Action 1

Education system needs to be internationally competitive and Pakistan shall make efforts to offer itself for international level academic assessments by 2015, participating in mathematics and science assessment conducted under the umbrella of Trends in International Mathematics and Science Study (TIMSS)

Policy Action 2

Student performance shall be based on assessing competence in a specialized area that requires a given skill set. There shall be periodic reviews of the assessment system

Policy Action 3

Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations

Policy Action 4

National standards shall be developed to reduce the differences in quality across regions. Assessment processes shall be standardized to become uniform across the Boards over time, so that students appearing in examinations under different Boards are assessed against standardized benchmarks

⁸ See: <http://satsindh.net.pk/page/aboutsat>.



Policy Action 5

Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations, either through gradual reduction of the number of boards or any other mechanism deemed workable by the province/area government

10.1.2. Current Situation

Curriculum

Though the 18th amendment has devolved the responsibility for curriculum development to the provinces, yet due to absence of new legislation and laws, the BoCs are facing hindrances to perform new roles and responsibilities. The National Curriculum 2006 has been adopted by Sindh, but it has not been implemented fully so far due to various reasons including institutional capacity, resources and expertise. Currently, the Bureau of Curriculum is deficient in human, material and financial resources. For instance, there are only 6 subject specialists against 21 subject areas.

Textbooks

Developing new textbooks is contingent upon the implementation of the national curriculum 2006. Since the Curriculum has not yet been fully implemented, the process of textbook development also remains incomplete. Within the context of the 18th Constitutional Amendment, Sindh will articulate a comprehensive provincial policy and guidelines to develop textbooks and learning materials in the province. This also includes the capacity development for subject specialists, textbook writers and book reviewers.

Assessment

There is no comprehensive assessment policy and framework to guide school assessment practices in the public education system of Sindh, resulting in seriously flawed student assessment practises. The current assessment practices predominantly promote rote memorization, rather than nurturing creativity and skills development. Since tests are not standardized, it is difficult to draw system-wide inferences on the basis of student performance.

Overall, the current assessment practices neither help students to improve (being summative in nature) nor enable the teacher to improve his or her practices. Similarly, there is a lack of systematic results analysis, reporting and feedback mechanisms which could help the policy/decision makers, teachers and educational managers through providing information on student learning. PEACE was established to assess the quality of education and provide feedback to system improvement through assessment data. However, PEACE still has a long way to go for effective realization of this objective. The most recent assessment reform, the Standardized Achievement Test (SAT) initiated by GoS and conducted by a third party, has the potential to produce better information for decision-making.

10.2. Key Issues and Challenges

Curriculum

Curriculum guides on what needs to be learned and how learning can be facilitated and assessed. However, in practice, since teachers rarely have access to the curriculum document, textbooks have become the de-facto curriculum in schools. Access to the curriculum is further limited by the language barriers as well as lack of conceptual skills to interpret the curriculum. Furthermore, the curriculum is not responsive to the ethnic and social make-up of Sindh province.



The National Curriculum 2006 has not yet been implemented due to challenges in terms of capacity and limited resources. Human resources are also limited in certain critical areas, such as curriculum theory and research. The inter-linkages and interdependencies between and among BoC, STBB, PITE, STEDA, TEIs, HEIs, Scientific and Social Science Research Centres, Civil Society Organizations and Industry also need to be further developed and strengthened with respect to curriculum development, implementation and improvement.

Moreover, a revised and contextually-relevant curriculum for ECE, Primary and Secondary schools, as well as for Adult Literacy and NFBE, is urgently required. The Curriculum should also deal with emerging interests (for example, ICT and entrepreneurial education) and consider pressing social issues such as School Health, Prevention Education against HIV/AIDS and other infectious diseases, Life Skills Based Education, Environmental Education, Population and Development Education, Human Rights Education, School Safety and Disaster and Risk Reduction and Management, Peace Education and inter-faith harmony, detection and prevention of child abuse. However, care should be taken to ensure that the inclusion of new areas does not make the curriculum more complicated and burdensome for students.

Textbooks

Textbooks are a major tool used in teaching learning processes. Therefore, the quality of textbooks directly impacts on processes and outputs.. As noted in NEP 2009, when the quality of teaching in schools is already poor, textbooks become an even more vital tool. A major issue is the absence of a comprehensive policy framework to guide and lead textbook and learning materials development. In addition, several issues have been observed with the quality of existing textbooks: content is poor, coverage is limited, presentation is uninteresting and contents are not relevant to the local context. These issues are due to inadequate processes of textbook development and the dearth of quality authors, which was observed by NEP 2009. Other issues relate more to operational issues, such as management of the distribution of textbooks in the province. Distribution processes and monitoring of these processes needs to be more systematized.

Finally, there is no curriculum, textbook and teaching and learning materials to facilitate multi-grade teaching, although multi-grade classrooms are a reality in Sindh.

Assessment

The current practices of assessment in the public sector of education embrace a host of issues and challenges. These issues and challenges relate to its conceptualization, usage and implementation. Assessment, by and large, is summative, used to take decision about grade of the student at the end of the academic year, and whether they have passed or failed (in addition to this, fail rates from primary to middle grade exams are practically nil).

Research shows that formative assessment helps in the learning process. In the context of Sindh, the major challenge is how to introduce and institutionalize formative and school-based assessment. In addition, as noted by NEP 2009, a comprehensive assessment system (including a policy framework and guideline) design would provide feedback for improvement at all tiers starting from changes at the classroom level to improvements at system level.

Other issues related to assessment are: malpractices in examination and, therefore, low credibility of assessment results and the whole process, as well as low quality of assessment tasks which, by and large, promote only rote learning. Furthermore, there is no provincial regulating body to regulate policies of secondary and higher secondary examinations (for which the IBCC was responsible before the 18th Amendment). The provincial regulating body may oversee district examinations conducted by the districts from primary to middle grades.



Table 10.1: Overview of Issues and Challenges

	Curriculum	Textbook	Assessment
Access and Equity	<ul style="list-style-type: none"> Majority of teachers do not have access to the curriculum document The curriculum is not responsive to ethnic and social diversity in the province (it must promote social cohesion) National curriculum 2006 has not yet been implemented Translation of curriculum in Urdu and Sindhi has not yet been implemented BoC has only 5 subject specialists against a need of 21 subject areas Challenges in undertaking research in schools due to non-availability of curriculum and research centre at the district level 	<ul style="list-style-type: none"> Lack of implementation of the National Textbook Learning Material Development Policy 2007 Lack of comprehensive textbooks/learning materials developing criteria to ensure social cohesion and harmony Lack of subject specialists for review of textbooks Lack of textbooks and teaching and learning materials for multi-grade teaching 	<ul style="list-style-type: none"> Lack of expertise in the area of assessment, measurement, reporting examination results, documentation of processes, data analysis and technology based assessment practices Non-availability of funds for assessment activities as it generally remains a donor-driven initiative dependent on external funding and technical assistance
Efficiency	<ul style="list-style-type: none"> Lack of coordination and communication between and among key relevant organizations Lack of role clarity among apex institutions such as BoC, STBB, PITE, STEDA and PEACE Absence of legal framework for new roles of BoC, STBB, etc. Financial resource constraints limiting effective delivery of outputs. For example, the following allowances do not reflect in the BoC budget: instructional, research and technical allowances Lack of tools and processes for curriculum development, review, feedback and improvement 	<ul style="list-style-type: none"> No provincial policy for textbook development in compliance with the 18th Constitutional amendment Absence of textbook implementation plan 	<ul style="list-style-type: none"> Lack of transportation and other financial resources Assessment centre does not have its own staff because of the approval being in pending for the recruitment rules Malpractices in assessment /examination Short term action plan exists, but long term plan is required
Quality	<ul style="list-style-type: none"> Relevance of contents to the prevailing social conditions in the province Lack of an ongoing feedback and evaluation mechanism Lack of capacity and expertise in research based approaches to curriculum development 	<ul style="list-style-type: none"> Capacity building needs of authors, designers and reviewers 	<ul style="list-style-type: none"> Malpractices in the assessment processes Assessment is strongly textbook-based rather than linked with learning outcomes identified in curriculum



10.3. SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for Curriculum, Textbooks and Assessment over the next five years:

- To develop relevant, comprehensible and transparent curricular targets to achieve learning outcomes, responsive to the current and emerging needs and challenges.
- To develop an assessment policy, framework and process and promote the effective use of assessment data at all levels.
- To ensure that teachers are able to access the revised curriculum and students are able to access quality textbooks in a timely manner.
- To develop the capacity of key institutions for improved curriculum, provision of quality textbooks/learning materials and better assessment practices.
- To develop a Curriculum Implementation Framework and a mechanism for systematic and continuous curriculum improvement.
- To develop strong linkages and collaboration among organizations working on curriculum, textbook and assessment.

GOAL: Improving Curriculum and Assessment			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
Management of curriculum development, textbook development and assessment studies is institutionalized in light of 18th constitutional amendment	<ul style="list-style-type: none"> • Legislation for establishing curriculum authority in the province in light of 18th Amendment • Development of Curriculum Implementation Framework (CIF) for Sindh • Development of guidelines for textbook authors, resource developers, teachers, supervisory personnel, etc. • Approval of textbook and material development policy • Development of guidelines for review/approval of curriculum development and inclusion of new initiatives 	<ul style="list-style-type: none"> • Act of Curriculum Development Authority in Sindh passed by Sindh Assembly by end of 2014 • Textbook and material development policy approved by end of 2014 • Guidelines for orientation and implementation of curriculum for different stakeholders are in place 2014/15 	<ul style="list-style-type: none"> • Prepare Bill for Curriculum authority • Get the Bill approved from provincial assembly • Develop and approve Curriculum Implementation Framework (CIF) of Sindh • Develop guidelines for Constitution of Curriculum Development Committee (s) for subjects of grade ECE- XII in the light of new curriculum • Develop guidelines for Textbook Authors, Resource Material Developers for teachers, supervisory personnel, community members and students • Constitute working group for taking legislative measures for establishment of organization for curriculum development and assessment • Review and notify Textbook and Material Development policy • Develop and approve guidelines for reviewing curriculum, improving textual/instructional material and learning environment, based on assessment
Curriculum and guidelines are available for all stakeholders to improve their understanding	<ul style="list-style-type: none"> • Translation of curriculum into Urdu and Sindhi • Development of website of BC & EW • Sharing of curriculum through different means 	<ul style="list-style-type: none"> • Sindhi and Urdu versions of curriculum are available 2014/15 • Website of BC & EW activated by June, 2014 and curriculum is uploaded on it 	<ul style="list-style-type: none"> • Translate curriculum and guidelines into Sindhi and Urdu • Develop and activate website of the curriculum authority and also upload the curriculum • Identify and share, through meetings/ workshops/ correspondence, the sections/ areas of interest, in curriculum, for different stakeholders • Print and share curriculum (all three versions)
Textbooks are available for teachers and learners based on new curriculum and in accordance with	<ul style="list-style-type: none"> • Development of resource material and assessment plans and techniques for orientation of textbook developers • Development and printing of 	<ul style="list-style-type: none"> • Resource material for textbook developers available by mid of every year • Number of orientation meetings for textbook developers conducted well 	<ul style="list-style-type: none"> • Develop, print and share resource materials (sample of units along with assessment questions, Teachers' guide, annual scheme of studies, sample lesson plans, prototype instructional material for students, guidelines for supervisory personnel and



GOAL: Improving Curriculum and Assessment

Strategic Objective	Strategies	Targets (2014-2018)	Activities
textbook and materials development policy	textbooks on basis of approved Textbook and Materials Development policy <ul style="list-style-type: none"> Distribution and provision of textbooks of grade ECE to 12 	before the manuscripts for textbooks are prepared <ul style="list-style-type: none"> Textbook and Materials Development policy in place by end of December, 2014 Textbooks for grade ECE-12 developed and printed as per approved policy before start of every academic year Textbooks distributed and provided before start of every academic year 	community, etc.) for teachers and other stakeholders, based on new curriculum <ul style="list-style-type: none"> Conduct orientation workshops for textbook developers Implement Textbook and Materials Development policy of Sindh Develop textbooks of grade ECE-12, in accordance with the plan in CIF Print textbook of grade ECE-12, as per plan, based on the new curriculum Distribute textbook of grade ECE-12, as per plan
Dissemination of new curriculum and its resource materials to all stakeholders	<ul style="list-style-type: none"> Management of orientation and capacity building workshops for personnel of all stakeholders involved in curriculum development and its implementation 	<ul style="list-style-type: none"> Number of orientation/capacity building workshops for development and/or implementation of curriculum conducted 	<ul style="list-style-type: none"> Conduct orientation workshops on CIF for concerned staff of BC & EW/STBB/PITE/DSE /STEDA/RSU/Examination Boards/Faculty of Education from universities, etc. Conduct orientation workshops/ seminar on <ul style="list-style-type: none"> Curriculum developers Teachers Teacher Educators Supervisory personnel Assessment experts Parents/ community members Conduct capacity building workshops/ seminar on resource materials for: <ul style="list-style-type: none"> Curriculum developers Teachers Teacher Educators Conduct Capacity building for personnel of research and assessment section/wings of BC & EW, STBB, PITE, STEDA, Examination Boards, etc. as per requirement of standards and objectives of the curriculum



GOAL: Improving Curriculum and Assessment			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
Improved assessments	<ul style="list-style-type: none"> Strengthening PEACE for improvement of assessment for learning Strengthening and institutionalising Standardized Achievement Test (SAT) Linking SAT and PEACE Establishment of Sindh Examination Commission (SEC) for uniform assessment at elementary level Alignment of examination system (both school and board exams.) with assessment techniques based on curriculum rather than textbooks 	<ul style="list-style-type: none"> Budget PEACE /SAT created Sindh Examination Commission is established by in FY 2016-17 Examination system (both school and board exams.) aligned with assessment techniques and curriculum based, starting in 2016 	<ul style="list-style-type: none"> Review the process and roles of SAT and PEACE Develop budget for PEACE and SAT as per need Provide proper staffing/ HR Establish Sindh Examination Commission (SEC) for conducting uniform (centralized) assessment at elementary level Align examination system of the schools with assessment techniques as prescribed by curriculum
Research/ survey/ impact studies are used for improvement of curriculum and textbook development and learning environment	<ul style="list-style-type: none"> Constitution of Research Advisory Group (RAG) for studying emerging issues, introduction of interventions, experiments and assessment studies Conducting research studies by different organizations as per RAG guidelines Use of findings of research studies in improvement of curriculum, textbooks, resource material, assessment techniques and learning environment of classroom Incorporate research findings for curriculum and teaching learning materials 	<ul style="list-style-type: none"> Research and Assessment sections/wings of the organizations functional with full strength by 2014 A Research Advisory Group (RAG) constituted and working for studying emerging issues, introduction of interventions, experiments and assessment studies, by end of 2014 Research studies started as per RAG guidelines from December 2015 Reforms in curriculum, textbooks, resource materials, assessment and learning environment are introduced, on basis of research findings/analysis Improved curriculum based on research findings 	<ul style="list-style-type: none"> Strengthen Research and Assessment wings of the BC & EW, STBB, PITE, STEDA, Examination Boards, etc. Constitute a RAG comprising representation of all stakeholders for studying emerging issues, introduction of interventions, experiments and assessment studies Conduct research studies based on different assessment results i.e PEACE, SAT and ASER etc. Design a coordination mechanism with defined roles of each organization for identifying and conducting research and implementing the findings of the research studies Disseminate the findings of research to the stakeholders for reforms in curriculum, textbooks, resource material and learning environment Review, update and improve the curriculum and its related components



10.4 Implementation Arrangements

Curriculum, Textbook and Assessment

Outcome 1: Management of curriculum development, textbook development and assessment studies is institutionalized in light of 18th constitutional amendment

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
Institutions/ Authorities are authorized for curriculum, textbook development and assessment in Sindh	Develop and approve Curriculum Implementation Framework (CIF) of Sindh	CIF does not exist	CIF is approved by Education and Literacy Department	BC & EW/ RSU	Education and Literacy Department	June, 2014	Sindh CIF
	Develop guidelines for Constitution of Curriculum Development Committee(s) for subjects of Grades ECE- XII based on the new curriculum	Guidelines for the purpose not in place	Guidelines for constitution of CDCs are developed and published	BC & EW	Education and Literacy Department	June, 2014	Guidelines for constitution of CDCs
	Develop guidelines for Textbook Authors, Resource Material Developers, teachers, supervisory personnel, community members and students		Guidelines for Textbook Authors, Resource Material Developers, teachers, supervisory personnel, community members and students, are developed and published	BC & EW	Education and Literacy Department	Jun, 2014	Guidelines for Textbook Authors, Resource Material Developers, teachers, supervisory personnel, community members and students
	Constitute working group for taking legislative measures for establishment of organization for curriculum development and assessment	A provincial Bureau of curriculum and extension wing exists but not having the mandate as given in 18th	Sindh Assembly approved legislation for curriculum development and assessment in the province	BC & EW	Education and Literacy Department	Dec, 2014	Sindh Assembly Act



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
		Constitutional amendment					
	Review and notify Textbook and Materials Development policy	Textbook and material development policy 2007 at national level	Textbook and material development policy is reviewed and notified	STBB/ BC & EW	Education and Literacy Department	Dec, 2014	Notification of Textbook and material development policy
	Develop and approve guidelines for reviewing curriculum, improving textual/instructional material and learning environment, based on assessment studies	Guidelines for the purpose not in place	Guidelines for reviewing curriculum, improving textual/instructional material and learning environment, based on assessment studies, are approved and published	BC & EW/ STBB	Education and Literacy Department	June, 2015	Published guidelines
Outcome 2: Curriculum and guidelines are available to all stakeholders to improve their understanding							
New curriculum and guidelines are shared with	Translate curriculum and guidelines into Sindhi and Urdu	Curriculum in English version	Curriculum in Sindhi and Urdu version are available	BC & EW	Education and Literacy Department	June, 2014	Curriculum in Sindhi and Urdu version



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
all stakeholders	Develop and activate website of the curriculum authority and also upload the curriculum	Website is not developed yet	Website developed and curriculum uploaded	BC & EW	Education and Literacy Department	June, 2014	Website of curriculum authority
	Identify and share, through meetings/ workshops/ correspondence, the sections/areas of interest, to different stakeholders	Curriculum is not shared widely	Orientation plan for dissemination of the curriculum is developed and implemented	BC & EW	Education and Literacy Department	July, 2014 to June, 2015	minutes of orientation meetings/ workshops with details of participants and categories
	Print and share curriculum (all three versions)	New curriculum is available	Curriculum in all three versions is available to all stakeholders	BC & EW	Education and Literacy Department	July, 2014 to June, 2015	Different stakeholders have printed curriculum
Provision of quality textbooks, based on new curriculum, highlighting Student Learning Outcomes	Develop, print and share resource materials (sample of units along with assessment questions, Teachers' guide, annual scheme of studies, sample lesson plans, prototype instructional material for students, guidelines for supervisory personnel and community, etc.) for teachers and other stakeholders, based on new curriculum	Resource material on new curriculum is not available	Resource material is provided to concerned stakeholder	BC & EW/ STBB	Education and Literacy Department	March, 2014 to Dec, 2016	Resource material for different stakeholders/ categories are available for sharing
	Conduct orientation workshops for textbook developers	New curriculum	Number of Textbook developers are oriented on new curriculum and	BC & EW / STBB	Education and Literacy Department	July, 2014 and onwards	Number of workshops and its reports



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
			textbook policy				
	Implement Textbook and Materials Development policy of Sindh	Textbook and materials development policy 2007 at national level	Textbook development is made as per approved policy	BC & EW / STBB	Education and Literacy Department	December, 2014	Development and printing of textbooks is in line with approved policy
	Develop textbooks of grade ECE-12, in accordance with the plan in CIF	Grade 1 books on new curriculum	Textbooks for grade ECE-12 (number of titles, with phase-wise approach), are available for printing	BC & EW / STBB	Education and Literacy Department	Every December	Approved manuscripts of Textbooks
	Print textbook of grade ECE-12, as per plan, based on new curriculum	Only grade 1 books on new curriculum are printed	Textbooks for grade ECE-12 (number of titles, with phase-wise approach), are available for distribution	STBB	Education and Literacy Department	Every February	Printed textbooks
	Distribute textbooks for Grade ECE-12, as per plan	Only grade 1 books on new curriculum are distributed	Textbooks for grade ECE-12 (number of titles, with phase-wise approach), are available with all eligible schools and other stakeholders	STBB	Education and Literacy Department	Every March	Textbooks are available for schools and students



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
Outcome 4: Dissemination of new curriculum and its resource materials to all stakeholders							
Orientation and capacity building workshops on CIF	Conduct orientation workshops on CIF for concerned staff of BC&EW / STBB/ PITE/ DSE/ STEDA/ RSU/ Examination Boards/ Faculty of Education from universities etc.	CIF is in process	Number of orientation workshops are conducted	RSU / BoC & EW	Education and Literacy Department	July, 2014 and onwards	Draft CIF developed
	Conduct orientation workshops/ seminar etc. on guidelines for Curriculum developers, Teachers, Teacher Educators, Supervisory personnel, Assessment experts, Parents/ community members	Consultation process initiated	Number of orientation workshops are conducted	RSU / BoC & EW	Education and Literacy Department	July, 2014 and onwards	Workshops and seminars conducted for stake holders
	Conduct capacity building workshops/ seminar on resource material for Curriculum developers, Teachers and Teacher Educators	N/A	Capacity building workshops conducted	RSU / BoC & EW	Education and Literacy Department	Jan, 20145	Capacity workshops conducted
Outcome 5: Assessment and Research							
improved assessment and examination practices	Role of PEACE , integrated with SAT experience to improve assessment system	Policies for SAT and PEACE	Study on SAT and PEACE conducted	BoC with technical support of RSU	ELD	Dec 2014	Research/ study report
	Develop budget for PEACE and SAT	Budgets are reflected in RSU	Approved budgets	BoC with technical support of RSU	ELD	March 2015	Copy of approved budgets
	Provide proper staffing/ HR	Temporary staff posted	Permanent posts created and posted	BoC with technical support of RSU	ELD	Sept 2015	Joining reports



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
	Establish Sindh Examination Commission (SEC) for conducting uniform (centralized) assessment at elementary level	Elementary Examination is held locally and administered by school administration itself	Sindh Examination Commission (SEC) is established, functional and conducted centralized examination	Education and Literacy Department Sindh	Education and Literacy Department Sindh	Dec 2015	Notifications/ Budget Allocation/ Establishment of the commission/ centralized examination at elementary level (Grade 5 and 8)
	Align examination system of the schools with assessment techniques as prescribed by curriculum	Assessment techniques are not aligned with examination system of the schools	New examination system is in place, based on curriculum rather than textbooks	BC & EW/ STBB/ Examination Boards/ DSE	Education and Literacy Department	July, 2016	Examination system based on curriculum
Research/ survey/ impact studies are used for improvement of curriculum and textbook development and learning environment	Strengthen Research and Assessment wings of the BC & EW, STBB, PITE, STEDA, Examination Boards etc.	Such wings/ section exists in each organization but needs to be strengthened by filling the posts, allocation of funds	Human and financial resources are provided for research studies	BC & EW, STBB, PITE, STEDA, Examination Boards	Education and Literacy Department	July, 2014 and onwards	Research and assessment wings/ sections are fully functional
	Constitute a research advisory group comprising representation of all stakeholders for studying emerging issues, introduction of interventions, experiments and assessment studies	No such advisory committee exists	A research advisory group is constituted and is functional	BC & EW	Education and Literacy Department	December, 2014	A research advisory group is constituted and is functional



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol
	Design a coordination mechanism with defined roles of each organization for identifying and conducting research and implementing the findings of the research studies	No such coordination mechanism exists	A coordination mechanism is designed and approved for research studies	STEDA	Education and Literacy Department	December, 2014	Publication of Coordination mechanism
	Conduct research and assessment studies in school subjects as identified by advisory group	SAT and PEACE, ASER etc.	Research and Assessment studies are conducted and shared	BC & EW/ STBB	Education and Literacy Department	Dec 2015 and onwards	Study reports
	Disseminate the findings of research to the stakeholders for reforms in curriculum, textbooks, resource material and learning environment	Dissemination culture is weak	Dissemination of findings of research is conducted	BC & EW/ STBB/ PITE	Education and Literacy Department	Dec, 2016 and onwards	Dissemination reports
	Review, update and improve the curriculum and its related components	18th Constitutional amendment	Curriculum is revised/ developed as per the findings of studies/ interventions	BC & EW	Education and Literacy Department	July, 2015	Revised/ new curriculum and CIF







11. Education Infrastructure Development

With the goal of 'Education for All', school has become a second home for the child. Therefore, better planning, design, construction, maintenance and repair of schools is a basic requirement for the provision of quality education.

Keeping in view the current situation with respect to school infrastructure and available resources in Sindh, the need for strategic planning is strongly felt to rationalize, consolidate, rehabilitate and construct additional infrastructure on the basis of demographic trends, culture and socio-economic conditions in each district. It is important to optimize the number of schools and build only those schools which are likely to be viable and feasible and in consonance with present and future demands in terms of catchment areas.

The following sections discuss the quality of education infrastructure in Sindh province, its planning, design and execution, operation and maintenance procedures, and consultation mechanisms (including community participation).

11.1 Policy Context and Situation Analysis

11.1.1 Policy Context

In order to guide districts to rationalize, rehabilitate and construct additional infrastructure on the basis of demographic trends, culture and socio-economic conditions in each district, the development of a District Wise School Infrastructure Development Plan (DSIDP) is proposed. The basic objective of the DSIDP is to ensure an increase in enrolment, particularly in elementary and secondary education.

District Wise School Infrastructure Development Plan (DSIDP)

The DSIDPs will be a guiding document for district government department, local government, provincial and federal government, donor funding agencies, NGOs, Members of National Assembly (MNA), Members of the Provincial Assembly (MPA) schemes and others, ensuring that the selection of schools for infrastructure development is carried out on a needs-only basis. DSIDPs will assist GoS to avoid the selection of ad hoc, politically-driven or biased school schemes. The Plans will be prepared and endorsed through the Education & Literacy Department and Planning & Development Department to ensure that all education sector development schemes are in conjunction with the educational infrastructure development plans.

DSIDPs will be prepared after reviewing the socio-economic, demographic, cultural, and existing educational system, for example through analysis of secondary data (SEMIS) and field visits covering at least a quarter of the infrastructure in each district to ascertain the current situation, meeting with key stakeholders to identify grey areas, gap analysis of the existing education system's current infrastructure vis-à-vis current and future demands. The Plans will guide the Government of Sindh in appropriate and effective allocation of the development budget for education sector.

Rationalization, Upgrade and Whole School Development Concept Adaptation

The DSIDP will guide the Government of Sindh to select district wise schools for upgrade from Primary to Elementary, Elementary to Secondary and Secondary to Higher Secondary, with a special focus on girls' education. This strategy is adopted to curtail the wide enrolment gap from primary to higher secondary level. DSIDPs will guide the reconstruction of dangerous buildings and consolidation of a number of schools into



one school wherever physically and culturally possible (school consolidation is discussed in more detail later in the chapter).

The construction of Primary, Elementary, Secondary schools and/or their upgrade will be guided by the Whole School Development Approach, i.e. to provide all facilities (infrastructure, utilities, furniture and fixtures, play area, etc.) to cater for the needs of all children for the next 5-10 years.

Architectural Planning and Design Standards

Prior to any construction preparation, testing and execution of generic designs of educational infrastructure for different topographical and climatic regions will be adopted with the help of consultancy services. These designs will be produced through a review and improvement of national standards; will mitigate risk from hazards; will incorporate features and flexibility to promote multi-functional use and ensure accessibility for all; will ensure durability and provide acceptable levels of light and heat and good acoustics; will incorporate materials and building techniques commonly used and understood by local contractors and players, presented in a range of formats depending on whether they will be constructed by contractors or communities; and will have associated standard specifications, bills of quantities and/ or schedules of materials.

Province-wide water quality laboratory analysis will be carried out and with the help of consultancy services, design of efficient, affordable water treatment technologies will be initially piloted in a few schools and, once a successful pilot has been identified, the schemes will be introduced to all schools through a phased approach. Separate budget allocations shall be kept for school development (55-65 per cent); school building development and budget (25-40 per cent); school external infrastructure development, drinking and domestic water supply, sanitation facilities, provision of electricity, boundary wall, administration block and others. A separate monitoring mechanism will be established for utilities.

Capacity Building

An architect and design engineer will be hired with all allied services in the office of Executive Engineer (XEN) Works and Services at district level for implementation of all infrastructure development related works. The XEN office will also hire top supervision of consultants for ex-procurement and construction supervision services. Capacity building workshops shall be arranged at all levels – provincial, regional, district and Taluka - to develop an understanding of the new requirements and to improve the quality and standards of school infrastructure.

A Minimum Package of Facilities

The educational infrastructure that will have the most impact will vary from school to school and will include the provision of facilities such as classrooms, outdoor learning and play areas, furniture, water and sanitation, administration buildings and storage facilities. Water and sanitation facilities, boundary walls and furniture certainly need to be included on the priority list; basic spaces and outdoor play equipment can be provided at relatively low cost.

Resources can be targeted most effectively towards individual priorities at schools if an effective process of participatory planning is used involving community participation. This may take various forms but should result in a prioritized list of improvements discussed and agreed upon by the school, the pupils and the community. Then, as resources become available, the priorities can be addressed. To be effective, this process should be designed in such a way that school and community members can be taken through it step by step, identifying the actual needs and at the same time building capacity.

**Table 11.1: Design Parameters for Classrooms and other Basic Facilities**

Classroom size	1-1.4 square meters per child means a class of 25-35 students requires an area of 25-39 square meters or 260-500 square feet
Toilet Facilities	25:1 for girls 40:1 for boys
Water Facilities	For domestic use: 45-100 liters per head Separate drinking water system 4-6 liters per head

11.1.2 Current Situation

The government school system is extensive, comprising roughly 43,000 functional schools, with a reported enrolment of 4.22 million students in Grades 1–12 and 146,103 teachers (Annual School Census, 2011-12). Slightly more than 90 per cent of functional government schools are Primary schools (Grades 1–5), and 72 per cent of these Primary schools have only one or two teachers. Roughly 20 per cent of the schools have very low reported enrolment (less than 25 students), and 52 per cent have poor quality or no facilities and amenities.⁹ Most schools have little or no educational inputs apart from assigned teachers and textbooks.

SEMIS Data (2011-2012) shows that only 55 per cent of schools have toilets, 48 per cent of schools have a water supply or ground water bore available and only 40 per cent of schools have electricity connections. There is no measurement for the quality of these services and their efficiency in SEMIS. The infrastructure is mostly load-bearing/wall-bearing structures, which is now an obsolete technology, and there are no standards available or followed for avoiding reducing structural risks. Many schools built before the 1980s have passed their design life and require a new structure.

These problems are often caused not by a lack of resources but as a result of inappropriate standards, lack of imagination, poor understanding of the links between infrastructure provision and education delivery, and an incorrect perception that alternative approaches increase costs. Effective planning tools are required to overcome the situation. Various sources of funds are used to construct schools, for example: Annual Development Plan, Government of Sindh funding, Federal Government funding, donor funding and non-government organizations; however, synergy in efforts is missing. The following section highlights key issues and challenges.

11.2 Key Issues and Challenges

Infrastructure Planning and Design Related Issues

- Ad hoc planning for the establishment of schools, ignoring community participation, has been a trend in the planning phase. Some schools are located very near to each other (within 500 metres) while some are kilometers away from each other; this creates accessibility issues.
- There is a wide disparity in allocating the area of schools: some school plots are less than 100 square yards, whereas others are over 5,000 square yards, however space is not allocated with a view to upgrading the Primary into Elementary and/or Secondary schools or on the basis of population growth and other factors. Moreover, allocating large areas is difficult in urban centres.
- The ‘whole school environment’ should be considered, not just the classrooms. The spaces provided should accommodate the required functions; buildings need to be accessible for all, appropriate in scale

⁹ Having poor quality or no facilities and amenities is defined as: (1) lacking a school building, (2) having a school building but the building is reported to be in a dangerous condition, or (3) having a building but lacking toilets.



and attractive to the users; designs need to relate closely to the culture of the surrounding community and the local architectural tradition; designs should respond to the local climate, topography and any potential hazards; and construction should be simple and cost effective and must aim to minimize maintenance costs.

- Utilities management is not given due attention. Drinking water standpoints are rarely available or are either not functional or of low quality; toilets are not built as per quotas (25:1 for girls and 40:1 for boys) and design standards; awareness campaign drives to motivate children for proper use of facilities are very limited; and the promotion of good health and hygiene practices is almost negligible.
- The common construction method is load-bearing/wall-bearing technology, which lacks protection against natural or man-made hazards.
- Sindh's climate is hot and hence during the planning and design phase site-specific climatic conditions need to be addressed.

Design Standards

National standards for building construction are available for all types of structures for school building. The structures, however, are often inappropriate or non-existent. Moreover, the available standards do not provide clear guidelines and specification for the design and construction of school buildings in various districts of Sindh bearing varying soil capacities, wind flows, as well as local materials to be used in hot weather, etc. The construction of load-bearing structures is common; however this technology does not have standards associated with it.

Site Sitting and School Layout

The size and shape of the site, the terrain and the prevailing climatic, economic and cultural conditions are not always taken into account during the sitting, design and layout of a school. Recently the practice has been to acquire land for schools wherever it is available, resulting in inappropriately designed school compounds which are unattractive to children and do not support effective teaching and learning. Moreover, in schools where large spaces are available, the building is often placed near to a road without allocating a buffer for traffic noise control.

Disaster Risk Reduction

The 2005 earthquake in northern Pakistan alone killed at least 17,000 and seriously injured 50,000 students. In total, over 300,000 children were affected. An estimated 6,500 primary schools were destroyed or badly damaged, and in some districts 80 per cent of schools were destroyed. The poor seismic resistance of the existing building stock was a significant factor in the large death toll amongst children. The issue of 'school safety' incorporating adequate building standards and construction quality has now been put high on the reconstruction agenda. In Sindh, during the widespread floods of 2010 and 2011, many schools were damaged and inundated with water for months. The hazard identification process is not well defined and adopted, which results in unfortunate loss of lives and national wealth/resources as a result of natural disasters. Hazard mapping should be part of school design during the planning stages.

Maintenance and Repair

Maintenance and repair are compromised by the theft of accessories culture, in which water motors, fans, light bulbs, water taps and so on can go missing. Such practices are common where there is not a strong school management in place.

**Table 11.2: Synthesis of Issues and Challenges**

Issues	Challenges
Needs assessment/ Prioritization	
<p>According to SEMIS data (2011-2012), it is estimated that approximately 15,000 schools in Sindh account for 70 per cent of enrolment in the province. This secondary data requires onsite validation, based on which a strategy for the priority investment for schools can be formulated. The elimination of schools which were politically driven is not an easy job to perform. Consolidation of schools will only be possible after close community participation.</p> <p>Selection of schools for up-grade requires a social, cultural, economic and spatial assessment to be carried out. The selection of schools to be upgraded shall be done through the development of DSIPDs, which shall be endorsed by GoS through the E&LD.</p>	<p>Political will may be a big challenge in accepting the reform agenda and in selection of upcoming schemes through the DSIPD.</p> <p>Policy Framework needs to be devised to work with the proposed reform agenda. The agenda is to invest in schools which have high enrolment and could provide all facilities on a priority basis.</p>
Duplication of Works	
<p>Currently, there are a number of parallel school infrastructure development programmes at the district level through ADP Funding, donor agencies, MNA, MPA, NGOs and Federal Government funded schemes. Such interventions tend to add to the additional infrastructure without taking into account the actual needs of the education system. These parallel programmes have overburdened the E&LD with thousands of schools which has a huge recurring cost.</p>	<p>Approval of DSIPD and selection of schools for funding from various sources as specified in the DSIPD.</p>
Status quo	
<p>For years in Sindh, load-bearing/wall-bearing structures have been common for school buildings. Estimates, procedures, contracting and procurement undertaken in a traditional way. It will be a huge challenge to introduce new school sitting, architectural and building structure codes and guidelines to be adopted to build reinforced cement concrete (RCC) frame structures, with all the utilities such as provision of drinking water system, toilets, boundary wall and related services.</p>	<p>Approval and notification of design standards for the construction of RCC frame structure building with all utilities. Acceptance of these reforms will be difficult to achieve and will require a change in mindset of the engineering staff working at the district level and managing contractors.</p> <p>During the implementation of SERP-I, it was witnessed that capacity to build RCC structures, especially in rural areas of Sindh, is very limited.</p> <p>Awareness and behavioral change amongst children and teachers to use the safe drinking water and sanitation facilities provided in schools could also be a challenge.</p>
Workmanship and Material Management	
<p>Wide disparities in the availability of skilled labour across the districts. District Mirpurkhas has shown good strength for skilled labor as compared to District Jacobabad.</p> <p>Limited availability of materials and logistics are common issues, especially in remote and rural areas where metal roads are not in place.</p>	<p>Improvements to workmanship through trainings. A province-wide skilled labour development programme needs to be launched where any academy may impart certified trainings to all civil, mechanical, electrical, carpeting and plumbing personnel to increase the mass of skilled labour in Sindh.</p> <p>Material management plans at Taluka level shall be prepared and Works and Services Department could set specifications accordingly in the tender document.</p>



Issues	Challenges
Standardization	
Currently comprehensive standards are not available for school sitting and design..	Once standards for school sitting, planning, design and execution are approved, their implementation will be a real challenge.
Operation and Maintenance	
Currently, school administrations are not authorized to carry out their own repairs. The repair and maintenance budget is prepared by Works and Services which delays the process and results in neglect to infrastructure. A policy decision should be taken to allocate a small repair and maintenance budget for cleaning, painting, repair of electrical and plumbing works at schools and the account should be managed by the head teacher.	Convincing the Works and Services Department to accept this reform agenda may be a challenge. Hence a policy framework shall be devised for implementation of such a mechanism.
Development of Annual Sector Plans and Allocation of Budget	
Currently, no basic planning tool is available for allocating the annual School Development Budget. Once DSIDPs have been developed, districts will be required to invest and prepare the budget as specified in the planning document.	Adherence to the DSIDPs will require close monitoring and strong political will at all levels.

School Consolidation and Clustering - Innovative Reforms

In recent years, GoS has introduced innovative reform programmes to rationalize physical and human resources and to improve the overall management of schools. These reform initiatives are known as school consolidation – converting two or more schools into a single school – and Clustering Based School Management (CBSM).

The need for school system consolidation and clustering has arisen due to the proliferation of unviable schools as a result of poor planning and ad hoc approaches. Many of the schools set up as a result of these practices are two-room, one-teacher schools, which tend to have the poorest quality of service delivery. Table 11.3 details the number of teachers and students with respect to the number of classrooms in a school.

Table 11.3: Overview of Schools (No. of classrooms), Teachers and Students - Sindh

Number of Classrooms	Number of Schools	Teachers	Students	Average Teacher/ Student ratio
0-2	35,021	50,224	1,666,633	1.43/48
3-4	4,679	15,294	458,320	3.26/98
5+	7,857	80,585	2,079,207	10.26/267

There are nearly 49,000 schools in the current inventory, most of which are non-functional, poorly located, undersized (one or two rooms), understaffed, and/or poorly constructed. In addition, it is now common to have several ‘schools’ situated on the same premises, each with separate administration personnel. Finally, there has been an under-investment in school facilities to provide for students beyond Grade 5, which has left many children with little option of continuing their education beyond the primary level, particularly for girls and in rural areas.



Such school fragmentation poses real challenges for school management, especially considering current management capacity. The NEP 2009 stipulates that Middle schools (Grade 6-8) will be gradually phased out to make way for the establishment of Elementary schools (Grades 1-8). The current School Consolidation policy will help to realize this goal.

School consolidation covers three types of schools: (a) adjoining schools; (b) embedded/same premises schools; and (c) schools that are within a stipulated distance of each other and one strategic school among them has the horizontal and/or vertical space for expansion to accommodate students in merged schools. In other words, through this initiative, distinct government schools operating in the same premises, or catering to the same child population are converted into a single functional school.

The Government of Sindh approved the policy of School Consolidation in February 2012. The purpose of the policy was to enhance the provision of quality education while ensuring the access to education at the same time. The policy has been notified and communicated to provinces and districts together with the accompanying guidelines. GoS has followed a phased approach in implementing the policy, holding consultations and maintaining communications with districts and schools to gather feedback in order to ensure that implementation is sensitive to local realities and to mitigate any potential risks. As of December 2012, 1,068 government schools have been consolidated in seven districts: 414 consolidated schools and 648 merged schools.

Policy Reforms

The first policy reform is to consolidate several small schools that exist in a village or neighborhood into a single, properly managed facility.

The second policy reform is to support the merging of several schools that are operating in a single location into a single school operating under a streamlined administrative structure.

The third policy initiative is to upgrade primary/ middle schools to include facilities and teachers for elementary and high school-age students.

Table 11.4: Policy of School Consolidation

Policy Section	Policy Provisions
(A) Campus School	<ul style="list-style-type: none"> • Campus School Definition: A main, functional school formed by merging adjoining, embedded or nearby schools. • School Level: The highest grade taught in the school will decide the 'level' of the campus school. • Principal: Campus Schools will work under one Principal. The Principal will be the administrator, instructional leader and manager of the merged schools. • SEMIS Code: The campus school will have one SEMIS code. All merged schools will cease to have separate SEMIS codes and these will be surrendered to RSU-SEMIS. • Surplus Staff: There will be NO surplus staff. All staff will be accommodated in Campus Schools strategically. • SMC Funds: Existing SMC funds will be used as planned. The remaining funds in defunct SMCs will be managed & spent by the old SMCs with the support of the Academic incharge



Policy Section	Policy Provisions
	<ul style="list-style-type: none"> • Teaching and Non-teaching staff: All teaching and non-teaching staff will report to the Principal of the Campus School. • Seniority and Service matters: Teaching and non-teaching staff will maintain their separate cadre and seniority as per existing rules. • School Medium: If the schools merged had different medium of instructions, the campus school will be declared bi-lingual. Each medium of instruction will be assigned a different section within the Campus School. • School Shifts: In case merged schools have afternoon/evening shifts, the head teacher/headmaster of the merged schools will continue to act as 'Academic in charge' of the afternoon shifts of the school. The Academic in charge will report to the Campus Principal. • School Gender: The merged schools will keep their 'gender characteristic'. Each gender will be treated as a section within the school. The head teacher/headmaster of the section will report to the Campus Principal. • Notification: On the recommendation of District Education Officer, Director Schools Education is the authorized officer to form and notify Campus Schools. • Once-off Grant: Campus schools will receive a once-off grant from the provincial government to carry out necessary spatial reorganization, repairs and renovations to the school. The grant amount will be calculated as per the following formula: [Total Room *Rs. 25,000] + [Total Enrolment * 3,600]
<p>(B) Powers of Campus Principal</p>	<ul style="list-style-type: none"> • Campus Principal will be no less than a BPS-17 officer. The appropriate grade for each campus will be decided on a case by case basis. • DDO Powers: Campus Principal will have DDO power. The principal office will be supported by an administrative section, comprising of Superintendent, Account Officer, Transport Officer, Nurse, and Computer Operator(s)/ Clerk(s). • Hiring/transferring powers: Campus Principal will have the powers to surrender nonperforming teachers after due diligence. Campus Principal will also have the powers to hire 'academic interns' from the pre-screened pool.

The School Consolidation Policy has provided clear direction on the management of resources and powers of the campus principal. The School Consolidation Policy has authorized Directors School Education to notify merging and consolidation of schools. The notification will be issued on the recommendations of the respective District Education Officer. At provincial level, E&LD will assist regions and districts to identify feasible schools. SEMIS already conduct an annual census of public schools, and will collect information from headmasters, principals and sub-district officers on schools that can be potentially consolidated.

Under the Sindh Education Reform Programme-II, the office of Chief Secretary for Sindh has notified Regional Reform Oversight Committees (RROCs). RROCs will oversee the implementation of SERP-II, including the school consolidation process. RROCs will set district targets by year for school consolidation and over the course of the year will notify consolidated schools. To ensure that resources are realigned after the school consolidation, the SEMIS codes of the merged schools are surrendered to RSU-SEMIS. RSU-SEMIS will remove SEMIS codes within 60 days of the notification. All school inputs including teacher deployment will be according to the new consolidated status.



Khairpur: An Illustrative Example of Policy Implementation

- 236 schools have been merged
- The majority of schools identified for merging were Middle schools located within Primary school campuses (103)
- With 103 Middle schools merged, only 47 Middle schools are left in the district
- This merger has raised the number of Elementary schools in the district from 42 to 131.
- By adding two more classrooms, the Elementary schools can be upgraded to high schools.
- Upgrading of Elementary schools will double the number of high schools in the district.
- Elimination of Middle school reduces the serious issue of teacher shortages; it improves fiscal management by bringing in a Principal and DDO to every school; and it reduces the gap between primary and higher grades.
- With current progress and policy, in the next five years, the number of schools in Khairpur will fall from 3,700 to 2,000.
- The policy will release resources for better management and optimal utilization. Schools will have more teachers and more operational budgets.

Due to the success so far and the level of commitment demonstrated by GoS, USAID and the World Bank have committed to supporting the School Consolidation Policy.

Table 11.5: Overview of USAID and World Bank Support to School Consolidation Policy

Donor	Key Features
USAID (Sindh Basic Education Programme)	<ul style="list-style-type: none"> • GoS and USAID will invest USD 30 million to support the School Consolidation Policy • Mapping exercise in target districts to prepare an effective consolidation strategy • Support in constructing, furnishing and equipping an agreed number of schools in carefully selected locations in the seven focus districts in northern Sindh and selected towns in Karachi • School location criteria: where dangerous school buildings need to be demolished; where larger facilities that encompass a broader catchment area should be located; and where administratively it makes most sense to merge 'schools' operating in a single location, and include facilities for Grades 1-10. • Consolidation of schools affected by floods: The 2010 floods affected approximately 5,000 schools in Sindh, of which approximately 2,500 schools were completely destroyed. The consolidation plan will include a mapping of flood damaged/destroyed schools and offer recommendations for building better schools in suitable locations.
World Bank	<ul style="list-style-type: none"> • The World Bank has signed a USD 400 million IDA credit with the Government of Sindh. • The Bank plans to promote the consolidation policy via Disbursement Linked Indicators. E&LD will need to consolidate identified schools every year to become eligible to access funds. • In terms of Technical Assistance (TA), while schools that operate in the same building or compound are more readily identifiable, project TA funds are made available for contracting a firm to provide technical, advisory, and monitoring support to districts and schools undergoing school consolidation.

The School Consolidation Policy, however, is likely to face several challenges during its implementation. Some of these challenges are highlighted here:



- a) **Resistance to Change:** The rationalization of schools and bringing them into a single chain of command is expected to create some resentment and resistance among the staff. The School Consolidation Policy has attempted to mitigate this by mandating that old In-charges of defunct schools will continue to work as section In-charges but will report to the headmaster and principal of the school. However, in case of merging of embedded and adjoining schools, the local community may feel the changes when nearby smaller schools in dilapidated conditions are merged into strategically-located schools with additional classrooms. To address this challenge the School Consolidation Policy puts emphasis on community ownership and readiness for consolidation. The third type of school consolidation can only happen with the community's permission.
- b) **Reversal of School Consolidation:** Another challenge to the Policy is in its implementation. The Policy can encounter challenges if it is not implemented adequately. School consolidation is likely to bring better managerial control over resources and thus improve the quality of education. However, if SEMIS codes are not removed, administrative staff are not posted or appropriate authority and powers not allocated (such as drawing and disbursement powers), schools may face a reversal of the consolidation process.
- c) **Tribal, Clan and Religious Affiliations:** There are localities in Sindh where schools are divided along the lines of tribal and communal affiliations. Though the long-term objective is to bring these communities together in the schools to foster social cohesion, in the short term the School Consolidation Policy will need to be sensitive to these differences and only in areas where the community shows willingness should schools be consolidated.

In addition to the above set of challenges, mainly related to politics and power, there are additional challenges such as: low quality/access due to missing facilities; and lack of monitoring systems to ensure that school consolidation is maintained, issues are resolved efficiently, and inefficient use of resources due to irrational placement of schools is minimized. The objective of the School Consolidation Policy is, thus, to improve access and quality of education through rationalization of school facilities and resources. This will help to provide better resources to schools, such as school-based management, improved facilities, and enhanced SMC and non-salary budgets.

Clustering Based School Management

In SERP-I under the Education Management Reform (EMR) intervention Clustering Based School Management (CBSM) has also been introduced to improve the quality and governance of schools through effective supervision, monitoring and evaluation, followed by mentoring and support to continuous improvement with micro-level management. The EMR policy was approved by the Chief Minister, and has now been rolled out to 14 Talukas (see Table 11.6). Through the EMR intervention the posts of DO (A&T) and DO (HQ) have been re-designated to DO (QA) and DO (DEDP) with revised Terms of Reference.

Contrary to consolidation, which is more of an urban phenomenon, clustering is a rural phenomenon where schools face more serious problems with respect to lack of human and other resources, limited access and poor infrastructure.

The principal objective of clustering is to enable schools to pool resources and achieve better governance. Schools in close proximity to each other form a cluster or network and usually a bigger school, i.e. Secondary or Higher Secondary, is nominated as the Hub or Guide School. Each cluster shall have a Guide School, which must be a multi-teacher school. Clusters will be guided, supervised and monitored by a cluster Guide



Teacher (who will have this responsibility as part of their job description), who shall be based at the designated Guide School and shall undertake at least 1-2 visits to each school within a cluster. Clusters will also have a Deputy Guide Teacher reporting to the Guide Teacher, who may be based at any of the schools located within the cluster.

Table 11.6: Overview of Clustering Based School Management in Sindh Province

Region	District(s)	Taluka	Number of Clusters / Guide Teachers / Guide Schools	Number of Schools
Larkano	Larkano	Larkano	79	371
	Jacobabad	Jacobabad	64	366
	Shikarpur	Shikarpur	51	267
	Kamber, Shahdadkot	Shahdadkot	50	190
	Kashmore, Kandhkot	Kashmore	104	590
Hyderabad	Dadu	Dadu	131	530
	Badin	Badin	154	745
	Thatta	Thatta	146	619
Mirpurkhas	Sanghar	Sanghar	142	635
	Mirpurkhas	Mirpurkhas	86	349
	Umerkot	Umerkot	254	1199
Sukkur	Nuashahro Feroze	Nuashahro Feroze	114	590
	Shaheed Benazirabad	Daur	183	917
	Khairpur	Faiz Ganj	101	497
Total			1,659	7,865

11.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for School Infrastructure over the next five years:

1. To reduce the gap between the number of Primary and Elementary/Secondary schools and improve access to education at post-primary level.
2. To prepare District Wise School Infrastructure Development Plans (DSIDPs) to guide needs-based investment schemes.
3. To construct multi-purpose buildings at each Taluka level.
4. To implement effectively the School Consolidation Policy.
5. To ensure the provision of Safe Learning Environments and Education for All.
6. To enhance the provision of quality education through improved facilities.
7. To ensure balanced and standardized infrastructure facilities in the province and build capacity at all levels through dissemination of standards.
8. To ensure the provision of construction supervision and quality assurance.
9. To enhance operations and maintenance.

GOAL: Improving the Provision and Quality of School Infrastructure in Sindh			
Objectives	Strategies	Targets 2014-2018	Activities
Reduce the gap between the number of primary and post-primary schools to improve access at post-primary level	<ul style="list-style-type: none"> • Improve the access at post- primary level through addressing the infrastructural gap • Map the areas where post primary schools needs to be upgraded • Upgrade the Primary schools to Post-Primary schools on need basis 	<ul style="list-style-type: none"> • Alter primary/post- primary ratio from 91% / 9% to 70% / 30% 	<ul style="list-style-type: none"> • Notify a committee to integrate the measure the contributions of infrastructure related initiatives (such as school up-gradation, consolidation and whole school development through District Wise Education Infrastructure Plans) • Conduct survey / study to identify areas where Post Primary schools are required • Upgrade the primary to post Primary schools on need basis • Committee develop plan to achieve target and monitor on regular basis
Prepare District Wise School Infrastructure Development Plans to invest in needs-based schemes	<ul style="list-style-type: none"> • Prepare District Wise School Infrastructure Development Plans • Integrate School infrastructure development plans into district education plans 	<ul style="list-style-type: none"> • Development of Plans by Dec 2014 • Approval of Plans by March 2015 	<ul style="list-style-type: none"> • Identify core teams to prepare District Wise School Infrastructure Development Plans • Develop plans and their implementation framework • Secure approval for the plans
Construct multi-purpose buildings at each Taluka level	<ul style="list-style-type: none"> • Prepare PC-1 • Construct multi-purpose buildings at each Taluka level 	<ul style="list-style-type: none"> • Construction of multi-purpose buildings at each Taluka level by 2016 	<ul style="list-style-type: none"> • Prepare PC-1 for construction of multi-purpose buildings at Taluka level and get approved • Construct multi-purpose buildings according to the requirements and standards • Develop a policy for usage of multi-purpose buildings
Effective implementation of School Consolidation Policy	<ul style="list-style-type: none"> • Enhancing community participation for school consolidation processes • Schools consolidation, using different models/ strategies of consolidation • Studying impact of school consolidation on access 	<ul style="list-style-type: none"> • School consolidation plan with phase- wise annual targets is developed by early 2014 • 80% of achievement of targets as mentioned in SCP (age/number of consolidated schools) 	<ul style="list-style-type: none"> • Conduct a study on best practices of community engagement • Follow recommendations from the study, engage communities in school rehabilitation and consolidation • ASC every year with school consolidation mapping questions included • Identify potential schools for merging through engaging volunteers in tagging schools, ASC, SBEP mapping exercise and any other approved field survey • Share potential schools for consolidation policy with field offices and RROCs



GOAL: Improving the Provision and Quality of School Infrastructure in Sindh

Objectives	Strategies	Targets 2014-2018	Activities
Development of Clustering Based School Management Policy	<ul style="list-style-type: none"> Review existing EMR policy and clustering Develop a comprehensive Clustering Based School Management Policy Develop ToR for Guide Teachers and Deputy Guide Teachers 	<ul style="list-style-type: none"> Clustering Based School Management policy developed and approved ToR for Guide and Deputy Guide Teachers approved 	<ul style="list-style-type: none"> Hold consultation meeting with key stakeholders Review international standards and material for Clustering Based School Management Policy Develop draft policy on CBSM Approval of CBSM policy Develop ToR for Guide and Deputy Guide Teachers Approval of ToR
Identification of Clusters	<ul style="list-style-type: none"> Identify clusters -based on GIS data and field verification Identify Guide/Hub Schools based on criteria Notify Guide/Hub Schools 	<ul style="list-style-type: none"> Clusters and Guide/Hub Schools notified 	<ul style="list-style-type: none"> Analyze GIS data Field verification Develop Clusters Identify Guide schools based on criteria Notify Guide Teachers and Deputy Guide Teachers Develop linkages with other stakeholders and reforms, i.e. Data collection, SSB, SMCs
Capacity Building	<ul style="list-style-type: none"> Identify capacity needs of Guide teaches, Deputy Guide Teachers and Cluster schools Develop Manuals / for capacity building Develop plan for capacity building Conduct trainings 	<ul style="list-style-type: none"> Improved management and learning outcomes in Cluster schools 	<ul style="list-style-type: none"> Conduct needs assessment of new roles and responsibilities of Guide Teaches, Deputy Guide Teachers and Heads of Cluster schools Identify master trainers Develop capacity building material, guide books Prepare detailed implementation/training plan Conduct phase-wise training
Provision of Budgets	<ul style="list-style-type: none"> Prepare budget requirements for Consolidation and Clustering Approval of budget Timely release of budget Monitor effective utilization of budgets 	<ul style="list-style-type: none"> Funds available for implementation of Consolidation and Clustering 	<ul style="list-style-type: none"> Work out the requirements in consultation for Clustering and Consolidation Prepare the budgets Approve the budgets Get the funds released Track fund utilization



GOAL: Improving the Provision and Quality of School Infrastructure in Sindh			
Objectives	Strategies	Targets 2014-2018	Activities
Ensure the provision of Safe Learning Environments and Education for All	<ul style="list-style-type: none"> • Elimination of unnecessary infrastructure • Conversion of unsafe buildings into safe buildings • Policy for safe buildings 	<ul style="list-style-type: none"> • Unsafe buildings are reduced to 0% by 2018 	<ul style="list-style-type: none"> • Develop criteria to identify unnecessary and unsafe buildings • Elimination of unnecessary infrastructure • Develop plan to convert unsafe buildings into safe buildings through rehabilitation • Implement and monitor the plan
Enhance the provision of quality education through improved facilities	<ul style="list-style-type: none"> • Improve facilities in schools that account for 70% of total enrolment for primary, elementary and secondary education • Efficient utilization of non-salary and SMC funds 	<ul style="list-style-type: none"> • Provide all facilities in the selected 15,000 schools in the next 5 years 	<ul style="list-style-type: none"> • Developed a phased plan to improve facilities in 15,000 schools during the five year period • Improve learning environment using Environmental and Social Management Framework (ESMF) • Build capacity of schools for creative and improved utilization of available resources • Utilize SMC funds for improving the learning environment
Ensure balanced and standardized infrastructure facilities in the province and build capacity at all levels through dissemination of standards	<ul style="list-style-type: none"> • Develop infrastructure standards • Well-defined budget allocations for school facilities • Capacity building for the approved standards 	<ul style="list-style-type: none"> • Elimination of disparity in the quality of construction, testing and execution of generic designs for different topographical and climatic regions for all types of educational infrastructure by June 2014 • Approval of schools design framework and related services by December 2014 • Conduct regional level workshops for dissemination of information/standards developed with the key stakeholders by March 2015 	<ul style="list-style-type: none"> • Carry out audit to analyze current situation and practices related to school infrastructure • Prepare proposal for approval of School Building Codes/ Standards related to building layout and placement, air circulation, natural lighting in classrooms, sizing of classrooms, water facilities, toilets etc. • Prepare proposal for approval/notification to stop building load-bearing/wall-bearing obsolete infrastructure and to use instead framed, disaster-resilient structures • Prepare proposal for well-defined budget allocations and secure approval (55-75% for classroom development; 25-45% for other facilities such as boundary walls and school gate, drinking and domestic water facilities, separate toilets for girls and boys, provision of alternate sources of electricity where required) • Conduct regional level workshops for dissemination of information/standards developed with the key stakeholders • Develop capacity related to maintenance and repair



GOAL: Improving the Provision and Quality of School Infrastructure in Sindh

Objectives	Strategies	Targets 2014-2018	Activities
<p>Ensure the provision of construction supervision and quality assurance</p>	<ul style="list-style-type: none"> • Placement of a qualified civil engineer and architect in the office of XEN with all accessories at district level • Budget allocation for construction supervision 	<ul style="list-style-type: none"> • Sanctioning/hiring of architect and design engineer with all allied services in the office of XEN Works and Services at the district level for the implementation of School Infrastructure • Development targets and quality assurance in 2 years (2014-2016) 	<ul style="list-style-type: none"> • Develop standards for ex-procurement and construction supervision services • The XEN office to also hire top supervision of consultants for ex-procurement and construction supervision services • Prepare proposal for approval of budget allocation of 2.5% for construction supervision
<p>Enhance operations and maintenance</p>	<ul style="list-style-type: none"> • Developing an enabling context for school administration to maintain the institutional resources 	<ul style="list-style-type: none"> • A mechanism to be drafted and approved by 2014 	<ul style="list-style-type: none"> • Prepare a proposal for approval of annual 'operation and maintenance budget' to be utilized by the head of the institution/school • Encourage Head Teachers for utilization of these provisions effectively • Mechanism for monitoring progress by schools on maintenance of resources



11.4 Implementation Arrangements

A) Education Infrastructure Development - Planning

Outcome 1: Assessed needs and comprehensive planning for needs-based and demand-driven school infrastructure development

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Need assessment carried out and plan prepared	An evaluation of TOP (terms of partnership) carried out to assess programme objectives and outcomes with a deeper look into the comprehensive, effectiveness and efficiency in terms of programme design, implementation, monitoring and oversight and to draw lessons learned and recommendations for future course of action	Comprehensive need assessment has not been done. Overall planning requires a re-visit	ToR and bidding documents developed and procurement notice issued after approval	PDF Wing, with technical support of RSU, School Education Department and in close consultation with the Works and Service Department	Reforms Wing, School Education Department, Government of Sindh	April '14	Copy of published procurement notice	PKR 15 million (possible assistance by WB/EU/other DPs)
	Lessons learned and future recommendations deliberated with the Senior Management of the Department, involving the delivery teams (at provincial and district levels - education)		Results available to the Education Department's Senior Management			May '14	Evaluation Report containing results and recommendations	
	SEMIS data and other relevant reports used for assessing the needs for infrastructure development in particular on school upgrade (policy 2012), provision of missing facilities and consolidation		Need Assessment Initiated			July '14	Proposals from districts, SEMIS data tabulations highlighting needs	
	Proposals made and overarching education infrastructure development plan prepared with overall targets, design, implementation and oversight by Education Department		Tangible proposals worked out along with an overall development plan			Sept '14	Development Plan firmed up	
	Need Assessment Report and Overall Infrastructure Development Plan, prepared		Need Assessment Completed and Plan firmed up			Nov '14	Final Need Assessment Report and plan approved by Edu Dept.	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
District Education Infrastructure Development Plans	Guidelines prepared for District Education Infrastructure Development Plans, in line with the overall infrastructure development plan	N/A	Draft guidelines for preparing District Plans	District Education Offices (all districts)	Regional Reforms Oversight Committees of SERP II and PDF wing, Education Department,	Dec '14	Draft set of guidelines	PKR 25 million (1 m/district)
	Guidelines approved and disseminated to the districts with clear timelines for finalizing the district plan		Approval granted and guidelines made available to all districts			Jan '15	Letter of approval by the Secretary School Education, GoS	
	District Education Infrastructure Development Plans prepared for each district, strictly in accordance with the criteria, 'real need' and other provisions of the guidelines		Draft Plans prepared by the district education offices in line with the guidelines			Mar '15	Set of draft plans (all districts)	
	District Plan shared with the Regional Reforms Committee, endorsed and firmed up before submission to the PDF wing		Approval / endorsement by the Regional Reforms Committee			April '15	Letter of endorsement by the Regional Reforms Oversight Committee	
	District Plans approved by the Central Oversight Committee / Department and requirements of budgetary grants worked out for seeking appropriations in annual budget		Approval given by the Department of Education GoS and appropriation / budgetary proposals worked out			May '15	Letter of approval by the Secretary Schools and budgetary proposals firmed up (in response to budget call circular)	
Infrastructure designed and developed	Procurement of services of Architects, well versed and reputed for designing schools	Only TOP designs available, quite divergent to the designs of	ToR and bidding documents developed and procurement notice issued after approval	School Wing with the support of RSU, School Education Department, Government of Sindh	Reforms Wing, RSU, Works and Services / Planning and Development Departments,	July'15	Clippings of published procurement notice	Associated costs included in the overall infrastructure and monitoring



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Contracted firm to work out, requirements of a comprehensive (with all basic facilities, adequate space for children, playing facilities, laboratories) - designs of TOP to be reviewed as well	the provincial authorities and are questioned by the provincial Works & Services and Planning & Development Departments, Government of Sindh	Education Department to set out requirements / standards of a well-defined / comprehensive school (catering to all basic requirements of the modern day); review of TOP designs and recommendations made; draft design for different categories made		Government of Sindh	Aug '15	Draft set of designs for each defined category	costs. Additional 30 million @ PKR 7.5 million per annum to be made available for monitoring of district authorities tasked for the purposes (disposal to be decided by the Secretary School Education, GoS)
	Prepared designs to be shared with Works and Services and Planning and Development Departments		Deliberation with Works and Services Department to sort out design and associated issues of costs, for a school			Oct '15	Letter of communication - school designs	
	Overall designs (including separate designs for different broad categories such as for seismic areas, climate, etc.) to be agreed (with estimate for each design category)		Agreement reached between Education department and Works and Services Departments on designs for different categories prepared by the consultants			Nov '15	Letter of endorsement by Works and Service Department, GoS	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Training imparted to the district Works and Services Staff on designing schools and school up gradation (infrastructure)		Training programme carried out for Works and Services/ XENs/SDOs/Sub Engineers			Dec '15	Training completion report	
Supervision and monitoring system developed	Procurement of services of consultants for top supervision including verification of 'real needs' worked out by the districts as part of their plans	Only top supervision by consultants, available for TOP	ToR and bidding documents developed and procurement notice issued after approval	School Wing with the support of RSU, School Education Department, Government of Sindh	i) Oversight committees (regional and district); ii) Supervision Consultants; iii) School and Reforms Wing / RSU and office of DG M&E, School Education Department; iv) DCO/DCs	Oct '15	Clippings of published procurement notice	
	District oversight committees to be nominated by DCO/DCs	execution. No other oversight committees and bodies exist. No system of monitoring and evaluation	Selection made according to composition of the oversight committees	Regional Directors of Education or DCO/DC		Nov '15	Notification	
	Implementation of district plans, with endorsements of supervisions consultants		Duly endorsed plans are put in place and made part of the PC-1	Works and Services Department, Government of Sindh		Dec '15 onwards	Signed plans with school selection on need basis, included in PC-1	
	Consultants to provide continuous feedback to the provincial and districts authorities for timely corrective action		Reporting to the all relevant authorities	School Wing with the support of RSU		Dec '15 onwards	Monthly report	
	All implementation throughout the SESP to have oversight of the committees, provincial and district authorities and consultants (for annual renewal of grants, plan revisions and adjustments)		Monitoring and oversight by tasked committees / authorities	District Education Offices (all districts) and DCO/DCs		Dec '15 onwards	Monthly, quarterly, annual and special reports	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Clustering based School Management (CBSM)	Develop CBSM policy	CBMS was initiated in 3 districts and later rolled out in 11 further districts (one Taluka /district)	CBSM policy approved	District Education Officers	Reform Support Unit	Dec'24	Approved CBSM policy	
	Develop ToR for Guide teachers, Deputy Guide Teachers and Cluster schools		ToR of Guide and Deputy Guide Teachers notified			March'15	ToR for Guide and Deputy guide Teachers	
	Identify Clusters		Clusters notified			May'15	Notification(s) of Clusters	
Capacity Building on CBSM	Capacity Building of Guide Teachers, Deputy Guide Teachers and Cluster schools		Training of Guide and Deputy Guide Teachers conducted			Dec '15	Training schedule, attendance of participants	

B) Education Infrastructure Development - Implementation

Outcome 2: School infrastructure caters to the increase in demand with adequate space and facilities available, for conducive school environment

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Infrastructure development - school upgrade	Annual appropriation made	New plans have to be prepared and approved	Estimates worked out and approved	School Wing and Works and Services Departments	i) Oversight committees (regional and district); ii) Supervision Consultants; iii) District Education Authorities; office of DG M&E, School Education Department; iv) DCO/DCs	June '15	Published budget (ADP)	PKR 192 billion (infrastructure development - up grade / centres / laboratories) and PKR 16 billion (for missing facilities)
	PC-1s prepared and approved by District Development Working Parties (or relevant forum of approval & financial powers)		PC-1 approval by competent forum	District Authorities for Planning and Development		Aug '15	Approved PC-1 (administrative approval and release of funds)	
	Procurement of civil works contract - according to the approved scheme of execution, selected schools and overall district development plans		Bidding doc. prepared, procurement notice issued	Works and Services Department		Sept '15	Clippings of published procurement notice, approved bidding documents	
	Contract award made		Letter of award / work order			Oct '15	Work order	
	Work planning and approval		Schedule of work delivery and approval			Nov '15	Agreed schedule of works	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Infrastructure development carried out in accordance with the approved PC-1, work plan / schedule of work		Physical construction takes place			Dec '15 (onwards)	MB signed by top supervisor completion report	
	Completion of works certified by relevant school and education authorities at district level		Infrastructure is built and handed over to the school authorities	School Education Department (District)		Dec '15 (onwards)	Certificate issued by school / education authorities	
Infrastructure Development - Provision of missing facilities	Annual appropriation made	New plans have to be prepared and approved	Estimates worked out and approved	School Education and Works Services Departments	i) Oversight committees (regional and district); ii) Supervision Consultants; iii) District Education Authorities; office of DG M&E, School Education Department; iv) DCO/DCs	June '15	Published budget (ADP)	
	PC-1s prepared and approved by District Development Working Parties (or relevant forum of approval of projects and delegation of financial powers)		PC-1 approval by competent forum	District Authorities for Planning and Development		Aug '15	Signed / approved PC-1 (administrative approval and release of funds)	
	Procurement of civil works contract - according to the approved scheme of execution, selected schools and overall district development plans		Bidding document prepared, procurement notice issued after approval and placement of funds	Works and Services Department		Sept '15	Clippings of published procurement notice, approved bidding documents	
	Contract award made		Letter of award / work order			Oct '15	Work order	
	Work planning and approval		Schedule of work delivery and approval			Nov '15	Agreed schedule of works	
	Infrastructure development carried out in accordance with the approved PC-1, work plan / schedule of work		Physical construction takes place			Dec '15 (onwards)	MB signed by top supervision consultants / completion report	
	Completion of works certified by relevant school and education authorities at district level		Infrastructure is built and handed over to the school authorities	School Education Department (District)		Dec '15 (onwards)	Certificate issued by school / education authorities	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Infrastructure Development - ECE, Literacy, Technology Centres and provision of Laboratories	Annual appropriation made	New plans have to be prepared and approved	Estimates worked out and approved	School Education and Works and Services Departments	i) Oversight committees (regional and district); ii) Supervision Consultants; iii) District Education Authorities; office of DG M&E, School Education Department; iv) DCO/DCs	June '15	Published budget (ADP)	
	PC-1s prepared and approved by District Development Working Parties (or relevant forum of approval of projects and delegation of financial powers)		PC-1 approval by competent forum	District Authorities for Planning and Development		Aug '15	Signed / approved PC-1 (administrative approval and release of funds)	
	Procurement of civil works contract - according to the approved scheme of execution, selected schools and overall district development plans		Bidding document prepared, procurement notice issued after approval and placement of funds	Works and Services Department		Sept '15	Clippings of published procurement notice, approved bidding documents	
	Contract award made		Letter of award / work order			Oct '15	Work order	
	Work planning and approval		Schedule of work delivery and approval			Nov '15	Agreed schedule of works	
	Infrastructure development carried out in accordance with the approved PC-1, work plan / schedule of work		Physical construction takes place			Dec '15 (onwards)	MB signed by top supervision consultants / completion report	
	Completion of works certified by relevant school and education authorities at district level		Infrastructure is built and handed over to the school authorities	School Education Department (District)		Dec '15 (onwards)	Certificate issued by school / education authorities	





Cost Estimates

The estimated costs for the above two components (infrastructure development and school consolidation) is given in the following exhibit.

Component	Cost Estimates						
District Wise School Infrastructure Development Plans (DSIDPs)	<p>The actual cost of total rehabilitation can only be calculated when the proposed survey is carried out and the catchment area and education needs are calculated. However, under SERP-II, the GoS is expected to invest PKR 20 billion, excluding ADP contribution.</p>						
School Consolidation	<p>The School Consolidation Policy will require funding for the following components:</p> <p>a. Headmaster positions in Primary, Middle and Elementary schools</p> <p>GoS will be required to create at least 700 HM positions in each financial year for newly consolidated primary or elementary schools which are estimated at around 2,000 for next three years.</p> <p>b. School Consolidation Grant</p> <p>The Policy provides for a one-time grant to consolidated schools. It is estimated that cost of this grant to the provincial budget will be as follows:</p> <table data-bbox="432 1160 1412 1272"> <thead> <tr> <th data-bbox="432 1160 699 1196">Year 1</th> <th data-bbox="699 1160 965 1196">Year 2</th> <th data-bbox="965 1160 1412 1196">Year 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1227 699 1263">PKR 1.4 billion</td> <td data-bbox="699 1227 965 1263">PKR 2 billion</td> <td data-bbox="965 1227 1412 1263">PKR 3 billion</td> </tr> </tbody> </table> <p>c. Support and monitoring firm</p> <p>The exact costing will depend on the design of the support and monitoring programme but it is estimated that the cost will not exceed PKR 1,000 per school.</p>	Year 1	Year 2	Year 3	PKR 1.4 billion	PKR 2 billion	PKR 3 billion
Year 1	Year 2	Year 3					
PKR 1.4 billion	PKR 2 billion	PKR 3 billion					





12. Cross-Cutting Issues and Priority Areas

12.1. Gender Equity

‘The Constitution of Pakistan affirms an egalitarian view of education based on values responding to the requirements of economic growth...instilling moral values and of providing education to all citizens irrespective of gender, caste, creed, or race...’
(NEP 2009, Section 2.1, point 43, p.9)

The significance of female education and participation in educational processes is well-established and recognized widely. The focus has emerged repeatedly, though with varied emphasis, in various education policies and plans in Pakistan. The inaugural conference on education in Pakistan (November 1947) took it up as a focus and formulated sub-committees for recommendations on ‘Women’s Education’, though it was not identified as an issue as such due to weak gender awareness (White Paper 2007). In the mid-1960’s gender came to be seen as an issue, with special reference to the existing co-educational context and the need for segregated provision of education to address orthodox views and concerns. The emphasis has shifted in subsequent policies from gender-segregated provisions and special arrangements (i.e. separate girls’ schools and universities) to ensuring female participation through a range of strategies, including by linking girls’ enrolment to the availability of female teachers, providing training to female teachers and allowing some flexible policy provision for hiring of female teachers.

However, despite this emphasis and recognition, gender inequalities continue to plague education in Pakistan. The current structural arrangements in Sindh have promoted gender disparities, which have also contributed to the vicious cycle of sustained poverty in the province. Gender inequalities are present in different forms, requiring a comprehensive plan and implementation strategy so as to meet the needs both of girls who have no/limited access to educational provision and related opportunities, and of female teachers working in the Department of Education (including in management positions).

12.1.1 Policy Context and Situation Analysis

The current National Education Policy (2009) places due emphasis on the significance of gender inequality, and takes a strong and committed stance on this issue. Some of the key aims and objectives of NEP 2009 are summarized in the Box opposite:

Likewise, international commitments (education-related MDGs and EFA Goals) require all countries to focus on enhance female participation and achieving gender parity. However, despite these commitments, Pakistan is still very far from achieving Universal Primary Education by 2015. With low retention rates and high dropout rates, gender disparities continue to increase, and females in rural areas are the most disadvantaged.

Aims and Objectives for Gender

To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/ marginalized groups and special children and adults.

To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.”

(NEP 2009, Section 2.3, pp. 9 -10)



The data indicates that at primary level, the gender parity index is very low and is lower still at the higher secondary level. To address this concern, there is a general consensus among educational planners and managers in Sindh that female education is important. The overall national and international policy context is supportive, too. The policy directives are to ensure that gender bias is eliminated from textbooks and that girls and women are adequately represented in all curriculum and textbook review committees. SEMIS collects gender-segregated data. GoS has also taken deliberate measures to reduce gender disparities through stipends/incentives for girls. So far, approximately PKR 1.2 billion has been spent on the stipend programme; its impact, however, is yet to be assessed.

Table 12.1.1: Gender Parity Index (GPI), 2010-11

Indicators		Value
GPI:	Grades 1-5	0.69
GPI:	Grades 6-8	0.99
GPI:	Grades 9-10	0.70
GPI:	Grades 11-12	0.57

Source: Statistical Bulletin Annual School Census (2010-2011)

12.1.2 Key Issues and Challenges

Table 12.1.2: Key Issues relating to Gender and Education

Issue	Details
Gender disparities	<ul style="list-style-type: none"> Primary NER gender gap is 28% (boys 64% vs. girls 36%); Secondary NER gender gap is 19.6% (boys 59.8% vs. girls 40.2%)
High female dropout rates at all levels of education	<ul style="list-style-type: none"> Possible factors include: (i) early marriage; (ii) lack of awareness amongst parents and guardians; (iii) opportunity costs; (iv) lack of school facilities, especially separate toilets for girls; and (v) non-conducive environment for professional development of female staff
Quality and relevance of education for girls	<ul style="list-style-type: none"> Need to improve this dimension, especially because: (i) teaching approaches are not gender-sensitive and use ineffective pedagogy; (ii) teachers are not seen as role models in the community; and (iii) curriculum as well as the overall teaching and learning environment is not gender-sensitive
Budget provision/ Appropriate resource allocation	<ul style="list-style-type: none"> The overall resource allocation needs to be made in such a way that gender equity can be promoted and related issues and concerns can be addressed
Promotion and professional development of women	<ul style="list-style-type: none"> No clear policy for promotion and professional development of women to be posted at management cadre level
Harassment	<ul style="list-style-type: none"> Bias perception of female officials and harassment of women at work place and school level due to absence of gender policy by government for this issue
Coordination	<ul style="list-style-type: none"> Lack of coordination with department, i.e. Ministry of Women’s Development

Each of the sub-sectors has identified gender-sensitive objectives and strategies, examples of which are presented in Table 12.2.

Table 12.1.3: Gender-related Objectives in the Sub-sector Plans

Sub-sector	Strategic Objectives
Early Child Education	<ul style="list-style-type: none"> Recruiting qualified female teachers for ECE programmes Enhancing use of child-centric approaches Ensuring the provision of better opportunities for girls



Sub-sector	Strategic Objectives
Secondary and Higher Secondary Education	<ul style="list-style-type: none"> • Concerted efforts for increased girls' enrolment, broad-based curriculum to make it more relevant to female interest, and improving the capacity of schools to retain female students (which includes, for instance, provision of necessary facilities and sufficient infrastructure, appropriate and effective learning environment)
Literacy and Non-Formal Basic Education	<ul style="list-style-type: none"> • Enhancing access for females especially in rural areas (e.g. through provision of non-formal learning facilities i.e. centres and community schools for girls), developing contents of learning materials of literacy curriculum that are more relevant to women's needs, and recruiting and training more female literacy teachers to promote literacy
Teacher Education and Development	<ul style="list-style-type: none"> • Teacher deployment is an important dimension to ensure gender balance. Enhancing teacher education opportunities for female teachers, provision of scholarships for females enrolled in pre-service teacher education institutions, recruiting more female teacher educators to support teacher education, upgrading qualifications of female teachers, and mainstreaming gender awareness and sensitivity in the design and development of teacher education programmes

12.1.3 SESP Objectives, Strategies, Targets and Activities

Based on an analysis of the situation in terms of gender and education in Sindh province and suggestions and recommendations from key stakeholders, the following objectives have been formulated for SESP, which address issues of gender equity at a more systemic level. For specific objectives and strategies see the Implementation Arrangements under each of the Sub-sector plans.

SESP Objectives for Gender and Education:

1. To ensure the implementation of national laws and policies which deal with gender inequalities and gender-based violence (including the development of an Anti-harassment Policy for the Education and Literacy Department).
2. To develop management capacity to promote gender equality and empower women.
3. To ensure that the content, language and pictorial representation in textbooks is free of gender bias.
4. To mainstream gender as part of the Teacher Education and Development.
5. To designate gender-based budgeting for the promotion of gender equality in education.
6. To strengthen linkages and coordination between line departments on gender issues.
7. To formulate an affirmative action policy for personnel management, initially by setting a minimum quota for females at the administrative level.

GOAL: To enhance gender equality in the provision of education in Sindh			
Strategic Objective	Strategies	Targets (2014– 2018)	Activities
Ensure implementation of national laws and policies dealing with gender inequality/ GBV (including development of Anti-harassment Policy for E&LD)	<ul style="list-style-type: none"> • Regular gender audit at the provincial level for informing policies and standards • Redressing cases relating to anti-harassment • Review of gender discriminatory legislation and its implementation at all levels of education in the province 	<ul style="list-style-type: none"> • Gender unit is established at the provincial level by 2015 • Anti-harassment policy for females students & teachers/ managers at workplace is developed by 2015 and implemented by 2016 • Review of gender discriminatory legislation and its implementation at all levels of education in the province by 2016 	<ul style="list-style-type: none"> • Gender unit is established at the provincial level that conducts gender audit for policy and standards, and develops guidelines for curriculum development, teacher development and HR management • The unit also serves as redresser of cases relating to anti-harassment • Develop and approve comprehensive ToR for the unit • Approval of SNE's for induction in the Gender Unit • Hire relevant and competent staff to address gender related issues in the province • Develop, approve and put in place anti-harassment policy for females • Develop relevant legislative framework and plan for implementation at all levels of education in the province
Develop management capacity to promote gender equality and empower women	<ul style="list-style-type: none"> • Relevant planning for promoting gender equality at all levels in the system • Establishment of Gender Focal Points at district level • Gender sensitization 	<ul style="list-style-type: none"> • District plans reflect their gender equity related targets and measureable indicators by 2015 • Gender Focal Points are established at district level by 2016 • Capacity building of managers in targeted districts by 2016 to sensitize them 	<ul style="list-style-type: none"> • Develop district plans for promoting gender equality • Establish gender focal persons • Assess the effectiveness of stipends to females and other gender-sensitive initiatives in place • Notify and establish Gender Focal Points at district level • Develop and implement programmes for managers' capacity building in terms of gender sensitization



GOAL: To enhance gender equality in the provision of education in Sindh

Strategic Objective	Strategies	Targets (2014– 2018)	Activities
Ensure that the content, language and pictorial representation in textbooks is free of gender bias	<ul style="list-style-type: none"> • Establishment of Gender Unit (as mentioned above) • Review of the curriculum in relation to gender biases • Ensure provision/ use of gender sensitive textbooks and teacher guides by removing gender biases • On-going capacity building of curriculum designers, textbook writers and teacher educators to promote gender equality 	<ul style="list-style-type: none"> • Prepare the guidelines for identification of gender biases in curriculum by 2015 • Revise curriculum documents, textbooks and teachers guides by 2015-16 to remove gender biases (wherever noticed) 	<ul style="list-style-type: none"> • Hire experts for comprehensive review of textbooks from gender perspectives <ul style="list-style-type: none"> - Stage One: Primary level textbooks - Stage Two Secondary level textbooks - Stage Third: Higher Secondary textbooks • Disseminate findings to relevant stakeholders • Formulate and execute implementation strategy
Mainstream gender as part of TED by 2015	<ul style="list-style-type: none"> • Ensure that gender is included in teacher education programmes as one of the themes for teachers’ capacity building 	<ul style="list-style-type: none"> • Gender is included as a subject in teacher education programmes by 2015 	<ul style="list-style-type: none"> • Make gender an integral part of ITT and CPD courses • With involvement of the relevant stakeholders (i.e. BoC, PITE, GECE, College of Education etc.), a separate section on gender will be written and included in curriculum for teacher education programmes • Teachers’ capacity building with reference to andragogy • Develop a follow up mechanism to assess the impact of training • Periodic M&E
Allocate budget for promotion of gender equality in education by 2015	<ul style="list-style-type: none"> • Sufficient budget is allocated and used for implementation of all activities relating to gender equity 	<ul style="list-style-type: none"> • Ensure gender responsive budgeting, starting from the fiscal year 2015-2016 	<ul style="list-style-type: none"> • Proposal submission on gender-based budgeting including request for making it permanent feature of the annual fiscal budget. • Proposal approval and implementation: <ul style="list-style-type: none"> - to launch public awareness campaigns for reducing gender disparity at community level - to initiate series of programmes for ensuring women’s participation in social, economic and political life - ensure special provision for TA/DA for those female teachers and SMC members, who travel along with family





GOAL: To enhance gender equality in the provision of education in Sindh			
Strategic Objective	Strategies	Targets (2014– 2018)	Activities
			members for participation in PD programmes
Strengthen linkages and coordination between line departments on gender issues	<ul style="list-style-type: none"> Strengthen cooperation and linkages of the Educational Department on gender planning and action with key governmental agencies, e.g. Ministry of Women Development, Finance, Planning & Development, Female Parliamentarians, Ministry of Finance, Ministry of Health, Government of Sindh 	<ul style="list-style-type: none"> Strengthen cooperation and linkages on gender planning and action with key governmental agencies by 2016 	<ul style="list-style-type: none"> Meeting with relevant departments (e.g. Departments of Women Development, Social Welfare, Finance, Health, P&D, local government) Developing mechanism for coordination and working together with these departments Special fund allocation for related activities
Set minimum quota for females at administrative level	<ul style="list-style-type: none"> Notify a task force Develop policy paper for female quota Notify quota for females 	<ul style="list-style-type: none"> Percentage of women will be posted at Executive post within education department by 2016 	<ul style="list-style-type: none"> Conduct sector-wide gender situation analysis Formulate policy in the light of analysis Phase-wise implementation of schemes and programmes to promote gender equality in sector management, including anti-gender discrimination policies and activities

12.1.4 Implementation Arrangements

Cross-Cutting Issue: Gender Equality								
Outcome: Improved gender equality in terms of access and quality in education								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Established and fully functional Gender Unit (for promotion of gender equality)	Prepare summary to CM for establishing Gender Equity Unit (with functions /mandate, HR/staffing requirements and logistics requirement)	Anti-harassment law exist, Ombudsperson on Harassment	Summary to CM prepared with SNEs and other requirements worked out	PDF Wing, Education and Literacy Department and Social Welfare / Women	Secretary Education	Jun-14	Draft copy of Summary to CM	PKR 25 million

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
in HR and Anti-harassment policy and implementation at workplaces)	Approval of Summary along with SNEs for the Gender Unit	at Work places, implementation is very slow and in the infancy stage (no departmental / institutional arrangement in place)	Approved Summary	Development Department with technical support of RSU (unit to be housed at RSU)		Dec-14	Letter communicating approval of CM/signed summary	
	Appointments / placement (merit-based) of staff in the Gender Equity unit, space and logistics procured - Unit established		Gender Equity Unit established with office space, HR and logistics in place			Mar-15	Inventory / record, posting orders, goods receipts	
	Conduct gender situational analysis, frame Policy (including quota in management positions), procedures (based on national / provincial law including for complaint registration, redressed and reporting / recording, transparency and accountability in the system to be ensured through procured services		Procedures developed objectively and approved by the competent authority			Jun-15	Notification of adoption of procedures, by the competent authority	
	Tangible recommendations for revision / introduction of Provincial Law for protection of women at work places to the relevant department / forum while advocating for the cause		Set of recommendations prepared by the Gender Equity Unit and provided to the Women Development and Social Welfare Departments			Dec-15	Report of redressed complains	
	Implementation of departmental procedures for a conducive environment for women with adequate oversight and continuous review by the Senior Management		Complaints logged, action taken and recorded; Oversight by Special Secretary (PDF)			Dec-15 onwards	Copy of complaints log and quarterly oversight report by Secretary PDF	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Fully functional complain management system on gender issues, child labour, in accordance with Free and Compulsory Education		Number of complains registered and addressed			Dec-15 onwards	Number of complains addressed	
Capacity building of officials at the Gender Unit and Education Managers	Identified focal persons for promoting gender equity at district level according to the job description and criteria	Gender issues have not been able to attract attention	Suitable persons are identified	District Education Offices / A&T Wing of E&LD with technical support of RSU	Office of DG (Monitoring & Evaluation), E&LD and Director Schools	Mar-16	Notification by respective district Education Offices	PKR 30 million (1m/district) + PKR 5 million (for training of education managers)
	Develop district plans (new / innovative ideas) using block allocation for promoting gender equality		District plans are prepared and put in place for implementation			Sep-16	Copy of District plans	
	Review of various measures to promote gender-equity (service delivery and among students) at the district level, by the steering group of district focal persons		Review conducted and impact / results measured against expected targets	Jan-17		Assessment reports		
	Services procured for developing and implement training programmes for education managers' awareness raising		ToRs prepared, contract awarded, programmes developed and trainings conducted	Mar-17		Implementation reports		
Gender-balanced textbooks	Procured services of subject and content specialists for comprehensive review of textbooks from gender perspectives (provide recommendations to BoC and STBB)	Gender issues in curriculum and textbooks not well addressed	ToR prepared, contract awarded, contents developed	Reforms Support Unit / BoC /Sindh Textbook board / Gender Unit	Academic and Training Wing of E&LD with support of RSU	Jun-16	Procurement Notice, letter of award	PKR 2 million
	Disseminate findings to relevant stakeholders		Workshops held			Dec-16	Dissemination reports	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Textbooks available with adequate gender content and promotion of gender equity		Textbooks developed with a strong gender content				Distribution receipts / report	
Gender integration into teacher education and development	Dedicated modules developed on gender as part of the curriculum for teacher education programmes (in consultation with the relevant stakeholders i.e. BoC, PITE, GECE, College of Education etc.)	Insufficient coverage of Gender related issues, in teacher education	Modules developed	A&T Wing of E&LD / PITE	STEDA	Mar-16	Approval by competent authority on the modules	Cost covered under Teacher Education and Development
	Gender an integral part of ITT and CPD courses		ITT and CPD course revised	A&T Wing of E&LD / PITE		Jun-16	Copy of revised/approved CPD courses	
	Teachers' capacity building with reference to andragogy - through procured services		Contract awarded, Capacity building workshops conducted			Aug-16	Letter of award, workshop reports	
	Develop monitoring mechanism and for assessing the impact of training		Monitoring mechanism developed including indicators			Oct-16	Approved SOPs/ mechanism	
Gender-based budget appropriations	Preparation and submission of proposal on gender-based budgeting	Only Stipends programme for Girls Students, no other allocations made. Block allocation for promoting gender-equity is not part of the annual budget	Proposal for allocations to improve gender-equity in education and other possible interventions through block allocations	Gender Unit with technical support of RSU	A&T Wing and PDF Wing of E&LD	Jun-16	Copies of draft proposals	PKR 15 million annually (for 3 years)
	Proposal approved		Approval and appropriation			Aug-16	Budget Appropriations	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Advocate different proposals for utilizing gender-based appropriations and gradually increase allocation for improving gender equity		Proposals, workshops, recommendations every year, 2 months before submission of budgetary proposals			Dec-16	Budgetary proposals, workshop reports, appropriation / budget	
Strengthened linkages and coordination between line departments on gender issues	Coordination Committee formed for effective coordination on gender issues such as quota in management positions etc. (e.g. Departments of Women Development, Finance, Health, P&D, Local government)	Institutional Linkages are virtually non-existent	Coordination Committee formed with representative of relevant departments / governmental organizations	Gender Unit, RSU, Education and Literacy Department, Government of Sindh	General and Admin wing, E&LD, Government of Sindh	Jun-14	Notification of Coordination Committee	PKR 5 million over 5 years
	Developing mechanism for coordination and working groups to deliberate on related matters		Mechanism / SOPs developed			Jun-14	Notified SOPs	
	Deliberations held and proposals prepared for different matters and for proposing activities/interventions		Meetings held and proposals generated			July 2015 onwards	Minutes of meetings	





12.2 Public-Private Partnership

Existence of insulated parallel systems of public and private education in Pakistan remains a cause for concern as it creates inequitable social divides. (NEP 2009, p.17)

Despite the Government of Pakistan's concerted efforts to make education free and compulsory (with free textbooks, stipends and, in some cases, uniforms and food provisions), the sector is still struggling to break free from crises of 'access' and 'poor quality education' in both public and private schools. In a situation where mechanisms have weakened and there is a dearth of resources, forming partnerships between key stakeholders – including public-private partnerships – is a vital strategy to join forces and resources for improving the state of the education system. Since the mid-1990s, public-private partnership has become an important part of Pakistan's education policy discourse as the Government has encouraged the involvement of the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan.

12.2.1 Policy Context and Situation Analysis

Historically, the provision of education through public-private partnerships has been supported by various education policies and plans, for example the Education Policy of 1992, ESR-Action Plan, MTFDF (2005-2010) and the NEP 2009. The latter placed increased emphasis on public-private partnerships.

Policy Actions for Enhancing Public-Private Partnerships – NEP 2009

Policy Action 1

Available educational resources in the private sector shall be mapped and information made available to all. The resources in this case would include more than simply private schools, which are already part of the overall education census.

Policy Action 2

Transparent and clear procedures shall be initiated in the education sector to allow for the utilization of private sector inputs. Systems shall be developed through involvement of all stakeholders: the public sector, the private sector and the community; keeping in view the Ministry of Education's document 'Public Private Partnerships in Pakistan's Education Sector'

Policy Action 3

Provincial Governments shall encourage private education at the school level as an option available to those who can afford such education. At the same time, Governments shall take steps to encourage public sector institutions to draw benefit from the resources available in the private sector.

Policy Action 4

A common curricular framework in general as well as professional education shall be applied to educational institutions in both the public and the private sector. Government shall take steps to bring the public and private sectors in harmony through common standards, quality and regulatory regimes.

Policy Action 5

Where a private school already exists with additional admission space, children shall be accommodated in it through public financing and the public sector new school shall either be developed in separate vicinity or for different levels. Private sector schools shall be provided permission to operate on a need- cum- quality basis.

Policy Action 6

Provincial and Area Governments shall develop regulations for establishing and running private sector institutions that include transparent accountability procedures. Where such regulatory bodies have already been developed, those shall be reinvigorated.

Policy Action 7

Provincial and Area governments shall take steps to build capacity of the regulators to enable them to effectively monitor compliance by private sector institutions.



The Sindh Education Foundation (SEF) has played a frontline role in engaging private entities to come together and work for the improvement of the education sector. The Sindh Education Foundation initiated several public-private partnership programmes as part of its core mandate since the 1990s, for example the Adopt a school Programme (AASP), Community Based Education School (CBES) programme, Support to Private Education Institutions Programme (SPIEP), and most recently the Promoting Private Schooling in Rural Sindh (PPRS) and Integrated Education Learning Programme (IELP). However, the Foundation’s efforts are mostly confined to the provision of primary education in Sindh and providing access to children from rural areas. Other examples of public-private partnerships include CSR activities run by private sector companies and donor-initiated projects through which managers, teachers and policy makers engage in cross learning with staff of private sector companies. AKU-IED is one such scheme, through which hundreds of public sector education personnel have received specialized training. The Reform Support Unit has also awarded contracts for managing public schools to private institutions.

There is a need to broaden the scope of public-private partnership in every aspect of the education system, such as establishing schools in partnership with the private sector, capacity building of education managers and teachers, provision of services such as IT, and supervision of school systems. Such partnerships should be initiated with defined rules of engagement and operating procedures.

12.2.2 Key Issues and Challenges

Table: 12.2.1: Public-Private Partnership – Synthesis of Key Issues and Challenges

Issue	Details
Lack of database/ mapping of educational resources in the private sector	There is no comprehensive database to map available educational resources in the private sector. This database should be developed capturing school facilities, key quality indicators and database should be available publically.
Lack of comprehensive framework for broad-based public-private partnership for education	There is a need to develop models of PPP through a participative process and establish rules of business to engage and work with private partners. The framework needs to be disseminated to help each sector in the partnership processes.
Ownership, sustainability and monitoring of public-private partnership processes	No institution is made responsible for Public-Private Partnership (PPP) with proper ToR and structure. Monitoring of key indicators in terms of teaching and learning processes and learning outcomes is missing. The participation of key stakeholders needs to be further developed and nurtured through understanding the benefits of the partnership.

12.2.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for Public-Private Partnership over the next five years:

1. To map existing educational resources in the private sector.
2. To develop broad based public-private partnership framework for education.

To ensure the sustainability of existing successful public-private partnership initiatives.

GOAL: Develop Public Private Partnership (PPP) for enhanced access and improved quality of education provision

Strategic Objective	Strategies	Targets (2014-2018)	Activities
<p>Map educational resources in the private sector</p>	<ul style="list-style-type: none"> • Design of a comprehensive MIS for mapping educational resources in private sector • Centralized data collection and record keeping of all the data and related information on PPP through information management software. • Make database available for all stakeholders. 	<ul style="list-style-type: none"> • MIS is ready by 2015 and accessible to all stakeholders 	<ul style="list-style-type: none"> • Identify information needs for productive public private partnership for quality provision of education • Conduct a baseline study, review SEMIS • Design a MIS , in consultation with SEMIS • Plan for data collection, pilot and implement the plan • Disseminate and create advocacy for evidence based planning in PPP
<p>Develop broad based public-private partnership framework for education</p>	<ul style="list-style-type: none"> • Development of PPP models through a participative process • Establishment of rules of business to engage and work with private partners • Dissemination of guidelines helping each sector in the partnership processes 	<ul style="list-style-type: none"> • 10% increase in number of PPP initiatives in key priority areas such as ICT, NFE 	<ul style="list-style-type: none"> • Constitute a committee comprising of Government and experts, representatives of private schools management associations to work on PPP in education, etc. • Review current policies for PPP including PPRS (SEF), Adopt a School Programme • Study current models of PPP to identify best practices (i.e. Academies model by DFID etc.) • Develop and approve PPP policy / legislation • Develop a guide book containing all necessary information regarding PPP • Develop Monitoring regulation frame work • Document and disseminate the policy, concepts, SOPs, criteria for PPP
<p>Establish a PPP Unit</p>	<ul style="list-style-type: none"> • Establish PPP Unit for sustainability • Creation of long term partnerships based on non-development funding 	<ul style="list-style-type: none"> • PPP Unit established through regular funding 	<ul style="list-style-type: none"> • Develop ToR and identify office accommodation • Establish PPP unit • Allocate budget and positions • Recruit key staffing • Institutionalize public-private partnership having proper structure and ToR • Improve and enforce regulations to manage private sector • Conduct on-going study of partnership issues and challenges • Develop linkages with different private school providers and

GOAL: Develop Public Private Partnership (PPP) for enhanced access and improved quality of education provision			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
			implementing agencies.
Handing over public schools to EMOs (Adopt a School programme)	<ul style="list-style-type: none"> • Mass media / Awareness campaign • Identify key Education Management Organization (EMOs)/ individuals • Hand over management to EMOs as per revised adopt a school policy • Provide logistic support to EMOs/ individuals 	<ul style="list-style-type: none"> • At least 50 per cent of identified schools handed over to EMOs / individuals 	<ul style="list-style-type: none"> • Develop criteria of public schools to be offered for PPP (adopt a school policy) • Identify public schools for PPP • Workout budget / staff of schools • Publish EOI for EMOs /individuals with list of schools • Engage and handover schools to EMOs / individuals
Subsidy based PPP Model	<ul style="list-style-type: none"> • Identify un-served areas • Identify and consult key organizations in education sector interested in PPP • Mass media and awareness campaigns • Community mobilization 	<ul style="list-style-type: none"> • Educational accessibility provided to 70 per cent of identified un-served areas through subsidy based model 	<ul style="list-style-type: none"> • Analyses current GIS and identify un served areas • Prepare criteria and ToR for Organizations/ Entrepreneurs to open schools with sufficient educational facilities. • Develop and Publish EOI for Private school operators/ owners • Scrutinize and finalize parties as per policy
Monitoring and Quality Assurance	<ul style="list-style-type: none"> • Conduct regular monitoring • Share feedback with EMOs and entrepreneurs 	<ul style="list-style-type: none"> • Monitoring reports generated for all schools under PPP unit 	<ul style="list-style-type: none"> • Develop monitoring tools and framework • Develop key learning outcomes • Monitor schools • Analyze, review and share monitoring reports • Take remedy measures



12.2.4 Implementation Matrix

Cross Cutting Area: Public-Private Partnership (PPP)

Outcome: Effective partnership in place between public and private sectors for promotion of educational objectives

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Developed broad-based public-private partnership framework for education	Procurement of Services - Review existing PPRS, Adopt A School Policy of GoS and study current models of PPP to identify comparable best practices	Public Private Partnership Act-2010 also caters for Infrastructure Development	ToR developed, contract awarded	Academic and Training wing with technical support of SEF and RSU	General Administration wing, E&LD	Sep-2014	Procurement Notice, Letter of Award	PKR 5 million
	Identify core team comprising of key stakeholders in both sectors		Core committee notified			Dec-2014	Copy of notification	
	Provide detailed analysis and recommendations for comprehensive PPP Policy and any amendments to the existing models		Analytical Report with contours of new policy, law and recommendations on PPP replicable models			Mar-2015	Review report	
	Develop and approve PPP policy / legislation		Approved PPP policy/ Act			Apr-2015	Notification of PPP policy after approval of CM and Notification of PPP Education Law after enactment	
	Develop a guide book containing all necessary information regarding PPP		Guide book developed			Jun-2015	Guide book	
	Develop Monitoring regulation frame work		Monitoring framework developed			Jul- 2015	Monitoring frame work	

Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Document and disseminate the policy, concepts, SOPs, criteria for PPP		SOP developed			Sept-2015	Copy of SOPs	
Establish PPP Unit	Develop ToR and identify office accommodation		ToR developed	General Administration Wing of E&LD,	Secretary Education	Sep-2014	Furnished office	PKR 5 million
	Establish PPP unit / node		PPP unit/node in Education department established			Dec-2014	Notification of PPP unit/node	
	Allocate budget and positions		Budget approved			Jun-2015	Approved copy of budget	
	Recruit key staffing		Staff appointed and deployed			Sep-2015	Notification of placement of staff	
	Institutionalize public-private partnership having proper structure and terms of reference		PPP mechanism/ framework developed			Oct-2015	Letter communicating approval	
	Review and improve law and regulations to effectively manage rather facilitate private sector		Consultations with Private sector			Dec-2015	Minutes of meeting	
	Conduct on-going study of partnership issues and challenges		Study reports			Mar-2016	Copies of study reports	
School Management transferred to the private sector	Develop criteria of public schools to be offered for PPP (under Adopt a School programme)		Criteria developed and approved	PPP Unit	Academic and Training wing, E&LD	Mar-2016	Letter of approval of criteria	TBD
	Identify public schools for PPP according to the approved criteria		List of Schools for PPP			Dec-2015	Approved list of schools for PPP by Secretary/Minister	
	Workout budget / staff of schools		Budget approved			Dec-2015	Budget document	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Publish EOI with detailed terms and conditions for engaging partners along with list of schools		EOI published			Mar-2016	Copy of EOI with detailed terms and conditions for partnership	
	Engage and handover schools to selected private sector partners, strictly in accordance with the criteria		Schools handed over (Continuous process)			Jun-2016 and onward	Notification of partnership - by E&LD after endorsement by Secretary/Minister	
Subsidy based PPP Model	Analyses current GIS and identify underserved areas		Unnerved areas identified	PPP Unit/ node	Sindh Education Foundation	Dec-2015	GIS analysis report/ list of unnerved areas	TBD
	Prepare criteria and ToR for Organizations/ Entrepreneurs		ToR developed			Dec-2015	Approval of criteria	
	Develop and Publish EOI		EOI published			Jan-2016	Copy of EOI	
	Scrutinize and finalize parties as per policy		List of eligible organization for PPP			Mar-2016	Notified list of partners	
	Schools opened and enrolment started		List of enroled students and teachers engaged			On- gaining	Number enroled students	
Monitoring and Quality Assurance	Develop monitoring tools and framework		Monitoring tools developed	PPP Unit	Sindh Education Foundation	Dec-2015	Letter communicating approval of the Monitoring frame work	Catered under Governance (M&E)
	Develop key learning outcomes		Learning outcomes developed			Mar-2016	List of learning outcomes	
	Monitoring of schools		Monitoring schools started			On- gaining	Monitoring reports	
	Analyze, review and share monitoring reports		Evaluation of monitoring reports			On- gaining	Evaluation Report	
	Take remedy measures		Report prepared			On- gaining	Action reports	



12.3. Social Cohesion

‘The imperative of uniformity in Pakistan’s educational system flows from the Constitution of Pakistan, which entrusts the State with the responsibility of organizing an equitable and effective education system, with an aim to enhance the overall well-being of Pakistanis’ (NEP 2009, section 1.3, pt. 16, p.3)

The Constitution of Pakistan obligates the state to provide equal educational opportunities for all. Article 38(d) of the Constitution, particularly, refers to equal provision of education to all citizens irrespective of gender, caste, creed or race. In Sindh, there are various distinct ethnic, social, economic, religious, political groups and communities that form a broad spectrum of diversity in the province. This diversity, with careful and comprehensive planning and effective implementation, can lead to enhanced educational outcomes in the province. Failure to build on the potential of diversity, on the other hand, can be divisive and can result in social conflict and disintegration.

12.3.1. Policy Context and Situation Analysis

One of the key aims of education is social transformation, that is, through reducing social inequalities. This emphasis as well as the urgency of the matter is evidently reflected in the current National Education Policy 2009; for instance, in the following comments:

‘Education is not only about the individual; it has a societal role --a societal role of selecting, classifying, distributing, transmitting and evaluating the educational knowledge, reflecting both the distribution of power and the principle of social contract. In a country with alarming inequities of income and opportunities, reducing the social exclusion needs to be one of the principle objectives of the Policy.’ (NEP 2009, section 1.5, pt. 26, p.5)

‘Educational system is supposed to ensure the right of an individual to grow in income and stature on the basis of his/her excellence in education and training.’ (NEP 2009, section 1.5, pt. 27, p.6)

However, as the NEP observes, by and large educational policies and plans have failed to promote social inclusiveness by reducing social stratification and ensuring social mobility through education and training. Various factors have contributed to the current social fragmentation, including differences related to faith, poverty, unequal distribution of power and access to resources and lack of political stability. Besides socio-economic structures, two further issues have had a substantial negative impact on social cohesion: parallel education systems and language issues. Even within the parallel systems of education (public, private and Madrassahs) there are multiple layers. In many areas each category of school is accessible to a particular social group only, and is rigidly bound so as to discourage any social mobility. Moreover, the role of language in social cohesion is crucial. The second aspect, language of instruction, has been a burning issue for some time. Several languages besides Sindhi and Urdu language are spoken in Sindh. The key challenge is achieving a creative balance between use of the mother tongue and other languages that have national (such as Urdu) or international relevance (such as English).



Social Cohesion – Aims and Objectives

- *‘To promote national cohesion by respecting all faiths and religions and recognize cultural and ethnic diversity.*
- *To promote social and cultural harmony through the conscious use of the educational process.*
- *To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.*
- *To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/marginalized groups and special children and adults.*
- *To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.’*

(NEP 2009, Section 2.3, pp. 9 -1 0)

Other dimensions of social inequality which also need to be addressed include whether marginalized groups are able to obtain equitable access to educational services and opportunities, especially children from minority ethnic or religious groups, children with special needs and females, in addition to children from rural and extremely disadvantaged contexts. The issues facing each group differ in nature and scope; however, the biggest challenges are access and equitable provision.

The NEP 2009 takes a firm stance on the issue of social inequality. The Policy’s broader aims of equity and social cohesion can be translated into the following specific policy actions:

Policy Actions for Enhancing Social Cohesion – NEP 2009

Policy Action 1

The state shall provide greater opportunities to the citizens and areas that have been largely excluded from mainstream development and participation in the national processes, by ensuring even and equitable human development across Pakistan

Policy Action 2

Governments shall identify schools in less developed areas for prioritization in resource allocation and management for improving quality.

Policy Action 3

The Ministry of Education, in consultation with Provincial and Area education departments, relevant professional bodies and the wider public, shall develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and less developed regions.

Policy Action 4

The curriculum from Grade 1 onwards shall comprise English (as a subject), Urdu, one regional language and mathematics, along with an integrated subject.

Policy Action 5

The Provincial and Area Education Departments shall have the choice to select the medium of instruction up to Grade 5.



Policy Action 6

English shall be used as the medium of instruction for sciences and mathematics from class IV onwards.

Policy Action 7

For the first five years, Provinces shall have the option to teach mathematics and science in English or Urdu/ official regional language; but after five years the teaching of these subjects shall be in English only.

Policy Action 8

A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders.

12.3.2 Key Issues and Challenges

From the recent and continued incidents of violence and conflict in Karachi and in other parts of Sindh, it is evident that education needs to take on a more proactive role than it currently does in promoting social cohesion. Despite various efforts towards educational reform, access remains a persistent issue and, especially, in case of the socially disadvantaged groups and far flung areas in rural parts of Sindh. The divide created through parallel system of schooling continues to widen – this situation is exacerbated by the fact that public schools have been unable to lift their quality standards to an acceptable level.

Table: 12.3.1: Social Cohesion – Key Issues and Challenges

Issue	Details
Issue of Curriculum Standardization and Outdated and Insensitive nature of Textbook contents:	<ul style="list-style-type: none"> • 2006 Curriculum has been approved but an outdated (2002) curriculum is being used in Sindh • Textbooks developed under the 2002 curriculum promote material that causes disharmony • Need for sensitization of technical personnel associated with the development and approval of textbooks to the issue of social cohesion and disharmony
Teacher Training	<ul style="list-style-type: none"> • Lack of teacher capacity and awareness in terms of conflict sensitivity and management of diversity in classrooms • Teachers’ potential to promote social cohesion is under-utilized
Parents and community	<ul style="list-style-type: none"> • Lack of awareness as well as lack of trust among parents and communities regarding social cohesion and mobilization, which has a negative impact on community progress • Lack of democratic values in the societies
Students	<ul style="list-style-type: none"> • Students do not have a voice; need for connection/ communication between the students and the local governing bodies • Students face bullying during their education; there are no unions/ associations to represent students • Lack of student led activities and the code of conduct for teachers and students to participate in these activities
Infrastructure, environment and security	<ul style="list-style-type: none"> • The existing infrastructure does not address the hard and soft needs of the students and lacks in giving a vibrant and protective learning environment
Governance in the education system	<ul style="list-style-type: none"> • Lack of proper mechanism of coordination between community and the education department/ government



School Management Committees (SMC) are an important initiative for fostering community participation and ownership, not only through involving parents and community members in decision-making processes, but also as a means to achieving social cohesion through developing self-reliant, resilient and socially responsible communities. The community participation initiatives also aim to ensure success and sustainability of initiatives.

Policy Actions for Strengthening School Management Committees (SMCs)

1. *School Management Committees (SMCs) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).*
2. *The tenure of the SMCs shall be enhanced, so that the members are able to make use of their experience.*
3. *To promote greater utilization of allocated funds, Governments shall move from financial audit to a performance or output based audit system for SMCs.*
4. *Head teachers shall be trained in social mobilization to involve the community effectively.*
5. *Awareness campaigns shall be launched, at district, Tehsil and Union Council levels to sensitize communities about their role in school education.*

(Source: NEP 2009, p.22, section 3.7)

The Department of Education and Literacy has also made efforts in this regard, for instance:

- 40,000 SMCs were established across Sindh (SMCs became active in 2008).
- Capacity building for selected SMCs in 8 districts in 2012

Although the policy directives for ‘marginalized groups’ include ‘females’, the Education Sector Plan deals with Gender as a separate issue.

12.3.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for Social Cohesion and Education over the next five years:

1. To ensure that the Curriculum and textbooks adequately address the issue of Social Cohesion.
2. To enhance community participation and ownership, and strengthen school-community linkages.
3. To develop a students’ charter and accompanying implementation mechanism.
4. To understand and assess the capacity of the system to develop a policy on mainstreaming children with special needs in the education system.
5. To develop a comprehensive school language policy through a process of consultation with key stakeholders.
6. To prepare a comprehensive plan to implement the English Language Policy.
7. To promote respect for all faiths and religions, and provide adequate opportunities to minorities for their cultural and religious development

GOAL: To provide education in a manner that it leads to social cohesion			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
Ensure that the Curriculum and textbooks adequately address the issue of Social Cohesion	<ul style="list-style-type: none"> Review 2006 curriculum Include social cohesion as a cross cutting theme for all classes Develop Textbooks in light of revised curriculum 	<ul style="list-style-type: none"> Curriculum enrichment of 2006 curriculum to be done by 2015-16 Textbook development in accordance with 2006 Curriculum (enriched) to be completed by 2015 	<ul style="list-style-type: none"> Notify and constitute Curriculum review and enrichment committee, based on a social cohesion experts Literature review of the existing studies is conducted by the social cohesion experts Carry out curriculum review Prepare supplementary reading material Put in place implementation plan Review, develop, disseminate, pilot and accordingly implement the revised curriculum and textbooks and pedagogy in selected districts (prioritized as being conflict-ridden) Make available the revised textbooks to schools and teachers
Enhance community participation and ownership, and strengthen school-community linkages	<ul style="list-style-type: none"> Sensitizing, capacity building and awareness raising programmes for SMCs, parents and community at large in targeted districts (prioritized as being conflict-ridden) Review SMC membership Include disadvantaged groups in SMC Development of SMC funding formula for more equitable distribution among schools. Planning and implementation of complaint management system 	<ul style="list-style-type: none"> Community mobilization in targeted areas by 2016 Student representation in all SMCs achieved by 2014-15 Female participation enhanced in SMCs in all schools by 2016; Revised SMC grant by 2016 More equitable distribution of SMC funding among all schools achieved by 2016 Complaint management system is in place by 2015 	<ul style="list-style-type: none"> Conduct needs assessment, selecting two districts (representing rural and urban) Develop supplementary material for capacity building and awareness raising Capacity building and awareness raising of General Bodies of schools of targeted districts Capacity building and awareness raising of all SMCs of targeted districts related to coping with disaster Conduct awareness raising sessions for parents and community in targeted districts to promote peace education and disaster risk reduction as a 'life skill' Conduct SMC village meetings Revise existing SMC membership for mandatory inclusion of 2 students (increase from 5 to 7 members) and enhance female representation Review SMC Act 2007 for SMC revenue raising, and develop SMC funding distribution formula Plan and implement the development of complaint management system and carry out regular review of the efficiency and effectiveness of the system
Students' charter and	<ul style="list-style-type: none"> Develop students charter 	<ul style="list-style-type: none"> Preparation of 	<ul style="list-style-type: none"> Constitute experts team to design student's charter



GOAL: To provide education in a manner that it leads to social cohesion

Strategic Objective	Strategies	Targets (2014-2018)	Activities
mechanism for its implementation	<ul style="list-style-type: none"> • Share with all stakeholders to get their feedback • Finalize the student charter • Introduce student charters in all schooling system 	<ul style="list-style-type: none"> • student charter by 2015 • Protection of student charter for all school system through necessary legislation by 2016 	<ul style="list-style-type: none"> • Test and pilot students' charter • Review and modify charter through workshops and focus group discussions • Create (and revitalize existing) student counsels • Design school activity calendar including sports activities • Enable students' interaction with school authorities/ communities relating to school affairs once in 2 months activities; the points of interaction to be shared with higher authorities • Provide designated student display corners in schools
Develop a policy on mainstreaming children with special needs in the education system	<ul style="list-style-type: none"> • Assessment of the current capacity of system to cater to the needs of special needs children • Understanding the current number and profile of special children to be catered for) • Strategize based on system's capacity and available models 	<ul style="list-style-type: none"> • Capacity audit of the system is completed by 2015 • Needs analysis of existing situation is completed by 2015-16 	<ul style="list-style-type: none"> • Commission studies to <ul style="list-style-type: none"> - assess the current number and profile of special children at, for instance, public school, schools for special children, school going age of out-of-school special needs children - understand existing models at local/regional level for integration of special children into mainstream education • A comprehensive framework and feasibility plan is developed in relation to possible integration of the children with special needs into mainstream education
Develop a comprehensive school language policy through consultative process with key stakeholders	<ul style="list-style-type: none"> • Develop policy through rigorous and systematic consultative process (given the sensitive nature of the issue) 	<ul style="list-style-type: none"> • Comprehensive language policy is prepared, approved and its implementation process is initiated by 2016 	<ul style="list-style-type: none"> • Develop detailed plan for carrying out consultative process • Relevant groups of key stakeholders formed for consultations • Meeting and deliberations of stakeholders' groups • Consolidate, pilot, approve, and disseminate recommendations of the groups • Develop implement Language Policy and implementation plan
Prepare a comprehensive plan to implement the English Language Policy	<ul style="list-style-type: none"> • Understand and analyze existing situation and strategize to build capacity 	<ul style="list-style-type: none"> • Understand the existing situation and challenges faced in teaching and learning of English by 2015 	<ul style="list-style-type: none"> • Commission studies to <ul style="list-style-type: none"> - conduct situation analysis - carry out system's capacity audit - understand existing models at local/regional level for accelerated learning of as a language • For implementing language policy based on capacity assessment,



GOAL: To provide education in a manner that it leads to social cohesion			
Strategic Objective	Strategies	Targets (2014-2018)	Activities
		<ul style="list-style-type: none"> • Carry out detailed assessment of the existing capacity of the system to teach English as a language by 2015 • Develop a comprehensive strategic plan to enhance system's capacity to teach English as a language by 2016 	<p>develop detailed and comprehensive plan, inclusive of strategies, for instance:</p> <ul style="list-style-type: none"> - for ensuring equitable access for improving the English language skills of children from low socio-economic strata, girls, and children from rural areas - for using English as the medium of instruction for sciences and mathematics from class IV onwards - for teacher rationalization for English language teaching
Promote respect for all faiths and religions, and provide adequate opportunities to minorities for their cultural and religious development	<ul style="list-style-type: none"> • Understand existing situation Informed planning for promoting respect for all faiths and providing the minorities with adequate opportunities for growth • Carry out situation analysis in relation to the treatment of minorities in the overall education system • Develop plan to promote respect for all faiths and to provide adequate opportunities to minorities through extensive consultative process 	<ul style="list-style-type: none"> • Plan approved by 2015 	<ul style="list-style-type: none"> • In-depth study is conducted on the existing practices in the education system towards promoting respect and faith for all faiths and religions – analyzing issues and opportunities • Opportunities available to minorities for their cultural and religious development and whether these are adequate or not • Based on extensive consultative processes with representatives of minorities and findings of research, put in place a Comprehensive Plan to promote respect for all faiths and provide adequate opportunities to minorities for their cultural and religious development



12.3.4 Implementation Arrangements

Cross Cutting Area - Social Cohesion								
Outcome: Social cohesion for educational development								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Revised Curriculum, textbooks and supplementary materials cater for Social Cohesion	Constitute Curriculum Review and Enrichment committee with adequate representation of social cohesion and curriculum / material development experts	Curriculum and Textbooks contents does not cater to social cohesion	Committee notified	STEDA, BoC and Textbook Board with the technical support of RSU	Academic Wing, Education and Literacy Department, Government of Sindh	Jun-14	Copy of notification	PKR 50 million
	Carry out review of the existing Curriculum including literature review of secondary data / other reports is undertaken by the committee (mainly by social cohesion experts)		Review report prepared indicating the areas on which development work needs to be carried out			Sept-14	Approved Review Report - by the committee	
	Revise Curriculum and develop revised textbooks and supplementary material		Approval of revised curriculum and textbooks /material			Jun-15	Copy of minutes of committee meeting communicating approval	
	Pilot and accordingly implement (teachers training covered in respective matrix) the revised curriculum, textbooks and materials in selected districts (prioritized as being conflict-ridden)		Pilot results incorporated and final / revised textbooks / material approved			Jun-16	Approved scripts of textbooks and material made available (complete set) - copy of approval of competent authority	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Printing of revised textbooks and distribution to schools		i) Order placed with the Sindh Textbooks Board, ii) Distribution made as per plan			Mar-17	Communication by all DEOs to have received books and materials at school	
Improved mechanism for greater community participation and ownership and strengthened school-community linkages	Conduct Review and Assessment Study of existing framework and mechanism through procurement of services	Approx. 42,000 SMCs exist and capacity building of 5,000 SMC completed - Needs Continuous Capacity Improvement	ToR developed, services procured and Report prepared including review of SMC Act	SMC section of RSU with inputs from DG M&E, other provinces, district education offices and civil society (working group or committee to be formed for the purpose)	PDF Wing of Education and Literacy Department, Government of Sindh	Jun-14	Procurement Notice, Award Letter, Approved Assessment Report	PKR 2.5 million
	Revise SMC Act 2007 to improve on objectives and delivery including aspects to fund raising, composition / representation, formal powers, transparency and social accountability, funding distribution formula - procurement of services		ToR developed, revised SMC Act and Rules approved by the Government / enacted by Parliament			Dec-14	i) Letter of Award, ii) Notification of new Law and Rules for SMC in line with the objectives, iii) Notification of newly composed SMCs in line with the new law/rules	PKR 1 million
	Capacity building and awareness raising of General Bodies of schools of targeted districts		Minimum capacity of 50% functional SMCs developed			Dec-15	Procurement Notice, Award Letter, Approved Modules / materials / Training Report	PKR 25 million
	Conduct awareness raising sessions for parents and community in targeted districts to promote peace education and disaster risk reduction as a 'life skill'		awareness raising sessions for parents and community conducted at district level			Jun-13		



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate	
	Procurement of Services - Development of complaint management system including systems, procedures and processes, reporting and oversight arrangement		Complaint Management System developed and operational			Dec-16	Verified complaint log with actions taken - complaint management system	PKR 3 million	
Students' Charter and implementation mechanism developed	Procurement of Services - Development of Student Charter and School Activity Matrix & Calendar	Student charter does not exist	ToR developed	SMC section of RSU with inputs from DG M&E, other provinces, district education offices and civil society (working group or committee to be formed for the purpose)	Academic Wing of Education and Literacy Department, Government of Sindh	Sep-14	Procurement Notice, letter of award	PKR 2.5 million	
	Design and develop Students' Charter, School Activity Matrix and Calendar (which includes sports activities as well)		Drafted Student Charter, School Activity Matrix and Calendar			Dec-14	Copy of drafted Charter, Matrix and Calendar		
	Pilot test draft Charter, Matrix		Charter developed and piloted			Feb-15	Pilot Report		
	Conduct FGDs and workshops on draft Charter, Activity Matrix		Workshops and FGDs held			Mar-15	FGD and Workshop Report		
	Finalize Student Charter, Activity Matrix and Calendar based on the pilot results and deliberations of the workshop		Finalized set of Charter, Activity Matrix and Calendar			May-15	Minutes of meeting / letter communicating approval of competent authority		
	Establish Student Counsels		Student counsels established in all districts			Jun-15	Notification of students counsels		N/A



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Provide for students' interaction with school authorities/communities relating to school affairs once in every two months - outcome to be shared with higher authorities		Minutes of meeting and follow up action reports			Aug-16	Students interaction reports / minutes of meeting	
	Provide designated space for student display in schools		Student display corners established			Sep-15	Letter of intimation by DEOs to the Academic Wing	
Capacity Need Assessment - Institutional Arrangements for children with special needs in education	Procurement of Services - (i) Census for profiling special children at public school/schools for special children and out-of-school, (ii) Study models for mainstreaming special children into formal education, iii) Recommendations for strategizing for mainstreaming	A neglected area, no baseline available	ToR developed, contract awarded	BoC and Textbook Board with inputs of Department of Special Education and technical support of RSU	Academic Wing of Education and Literacy Department, Government of Sindh	Jun-16	Procurement Notice, letter of award	PKR 2 million
	Development of a comprehensive framework and feasibility plan for integration of the children with special needs into mainstream education		Frame work developed			Dec-16	Approval of the framework and directive for implementation issued by E&LD to District Education Offices	
	Capacity building of teacher for screening special needs and mainstreaming		Minimum 50% of schools have trained teachers to handle special needs of children			17-Jun	Number of children main streamed with special needs	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Developed comprehensive school language policy through process of consultation with key stakeholders	In-House Experts and officials / other stakeholders identified to form Committee on developing comprehensive school language policy		Committee formed with due representation of all stakeholders	Academic and Training wing of E&LD with technical support of RSU	RSU, E&LD	Jun-14	Committee notified	PKR 1 million
	Meeting and deliberations of committee - draft Policy developed		Meetings conducted			Dec-14	Minutes of meeting	
	Hold workshop to finalize the Policy		Workshop held			Jun-15	Workshop Report	
	Comprehensive School Language Policy Finalized and Approved for implementation		School Language Policy Finalized			Sep-15	Letter of approval of competent authority and direction for its implementation to the field offices	
	Implement Language Policy across		Language policy implemented			Dec-15	Initialization Report by Districts to the E&LD	
Inculcate culture of inter-faith harmony (co-existence with minorities)	Procurement of Services - (i) existing practices in the education system, for promoting respect and inter-faith harmony, ii) analyzing issues and opportunities, (iii) opportunities available to minorities for their cultural and religious development		ToR's developed, contract awarded	Academic and Training wing of E&LD with technical support of RSU	RSU, E&LD	Jan-15	Procurement Notice, letter of award	PKR 3 million
	Develop a Comprehensive Plan to promote respect and inter-faith harmony and for providing adequate opportunities to minorities for their cultural and religious development		Comprehensive Plan prepared, consultation / workshops held for deliberating with the stakeholders			Dec-15	Approval by E&LD	







12.4 Education in Emergencies

Situations such as conflicts, wars, floods and droughts are formidable barriers to attaining the EFA goals – acknowledged by the World Education Forum (2000)

This acknowledgement made by development partners at the World Economic Forum in 2000 speaks to the situation of education in Sindh today. Natural and man-made disasters, such as earthquakes, widespread flooding and ethnic conflict, have hit the province hard in recent years especially.

Given the context, there is a growing realization that education should prepare individuals as well as systems to deal with the demands of emergencies and disasters. The NEP 2009 thus provides clear guidelines for Education in Emergencies (EiE).

12.4.1. Policy Context and Situation Analysis

Policy Actions for Education in Emergencies – NEP 2009

Policy Action 1	Awareness shall be raised amongst the students regarding emergency situations, natural disasters and school safety so as to enable them to take appropriate preventive measures and informed decisions in emergencies or crises.
Policy Action 2	Curriculum, especially of Social Studies, Geography, Languages, and Literacy shall include themes on emergencies, natural disasters and trauma management based on latest international best practices and shall also include information about response in an emergency or disaster.
Policy Action 3	Teacher education and training curricula shall include provisions to enable the teacher to address education in emergencies.
Policy Action 4	A repository of all emergency related materials, manuals, guidelines, minimum standards and research pertaining to education shall be maintained at the teachers training institutions, schools, colleges and universities.
Policy Action 5	National Disaster Management Authority shall provide guidelines and code of conduct to the building departments to construct school infrastructure according to the international standards.
Policy Action 6	The authorities in planning (at Federal Ministry of Education, Planning Commission and Provincial Planning and Development Departments) shall ensure that guidelines and code of conduct for construction of school infrastructure regarding disaster have been followed while recommending the education projects for approval.
Policy Action 7	National Disaster Management Authority shall make available the Standard Operating Procedures (SOPs) for the educational institutions to follow pre and post emergency situations.
Policy Action 8	Disaster Management Plans shall include education delivery mechanism for rehabilitation.



Due to its geographic location, Sindh is suffering from the shift of monsoon rains towards the western parts of Pakistan, resulting in heavier and more frequent floods all over the province. Between 2010 and 2012, all 23 districts in Sindh have been affected by flooding. By late 2012, 19 out of the 23 districts had been hit twice or even three years in a row, leaving virtually no area untouched by destruction of infrastructure and blocked roads, and displacing hundreds of thousands of people. The coastal areas of Sindh (Karachi in particular) are also affected by cyclones, such as that which hit the southern districts of Thatta, Badin and Tharparkar in 1999, displacing 50,000 people and damaging more than 100,000 buildings.

With respect to earthquakes, whilst in the majority of Sindh the risk is low to moderate, Karachi sits close to a plate boundary and south-eastern parts of the province around Thatta have suffered from severe earthquake damage in the past. Situated in a seismically active region, coastal areas of Sindh are also at risk of tsunamis, such as that which killed more than 4,000 people and destroyed entire villages only 50 km west of Karachi in 1945.

Sindh also suffers from increasingly frequent and deadly sartorial violence in Karachi and northern districts of the province. While targeted attacks, bombings and civil unrest in Karachi are usually accompanied by shut down of public services for a few days, long term tribal/ethnic feuds in the districts of Kashmore, Shikarpur, Jacobabad, Gothki, Naushahro Feroze and Dadu result in closing down of schools for periods ranging from a few days to several months, or in parents not sending their children to school due to fears for their security.

With the state of education in Sindh already in crisis, the impact of disasters brings already low baselines to lower levels.

12.4.2 Key Issues and Challenges

The recurrent nature of natural and man-made disasters in Sindh has had and will continue to have a devastating impact on educational indicators which are already extremely poor. Table 12.4.1 summarizes key issues related to Education in and for Emergencies in Sindh.

Table 12.4.1: Education in/for Emergencies: Key Issues

Issue	Details	Implications for Planning
Damaged School Buildings	Following floods: <ul style="list-style-type: none"> • Roads are impracticable, • School buildings are either partially or completely damaged, • The remaining safe schools are used as temporary shelters by IDPs, who often burn school furniture and infrastructure, thus indirectly damaging more schools than the ones originally destroyed by waters • More than 10,600 schools were damaged by floods in the last three years and 27% were used as IDP shelters • In 2011-12, 4,150 schools were still reported to be closed as a consequence of the preceding floods¹⁰ • Floods and occupation of schools also result in the destruction of teaching and learning materials¹¹ 	Education in emergencies response should focus on <ul style="list-style-type: none"> • quickly solving issues of access, e.g., through <ul style="list-style-type: none"> - Rehabilitation of partially damaged schools; - Set up of Temporary Learning Centres (TLCs); • also on rebuilding infrastructures able to resist future floods and earthquakes

¹⁰ In addition to the 1,100 existing schools which are closed on a permanent basis.



<p>Interruption of learning</p>	<ul style="list-style-type: none"> • As a result of natural disasters or tribal/ ethnic violence, children’s education is interrupted for periods ranging 2-3 months (high waters) to several months/ years (when schools have been destroyed or in the case of tribal/ ethnic clashes) • Children’s education can also get disrupted because their families move to provinces where the language of instruction is different; in this case students either drop out school or sit in classes but do not understand content of the lessons • Most often, once education services have started again, students resume their studies directly to the next level, without benefiting from catch up lessons 	<p>Coordination by department needs to focus on</p> <ul style="list-style-type: none"> • monitoring of teachers’ presence; • informing families, students and teachers about reopening of the schools; • lessons by teachers knowing the language of the province of origin of the students (if numbers allow); • remedial classes for those who missed education for a long time; and • catch up lessons for those who had their education interrupted for a few weeks only
<p>Issue of Girls’ Education</p>	<ul style="list-style-type: none"> • When roads and schools have been damaged, in areas where insecurity prevails, girls are the ones who stay longest out of school due to their parents’ fears for their safety • During past disasters, displaced girls have suffered from harassment and assault when on the move and in temporary shelters 	<p>Coordination by department needs to focus on</p> <ul style="list-style-type: none"> • prioritizing the rebuilding of rural girls’ schools first, then, mixed rural schools; and • coordinating interventions with the authorities/ cluster in charge of logistics to prioritize reopening of roads leading to girl’s and mixed schools <p>For this purpose, female and rural educational facilities should be surveyed first</p>

Table 12.4.2 summarizes key challenges faced with respect to the provision of Education in Emergencies in Sindh.

Table 12.4.2: Education in Emergencies: Key Challenges

<p style="text-align: center;">Key Challenges</p>	
<p>Management related</p>	<ul style="list-style-type: none"> • Lack of management capacity at various levels • Lack of comprehensive data that provide solid basis of planning and action
<p>Teachers related</p>	<ul style="list-style-type: none"> • Lack of awareness regarding need for teacher preparation and preparedness to deal with emergency
<p>Commitment related</p>	<ul style="list-style-type: none"> • Lack of commitment from key stakeholders • Lack of budget to respond to emergency situations
<p>Awareness related</p>	<ul style="list-style-type: none"> • Lack of general awareness

In sum, the lack of a systematic mechanism to aid in understanding the impact of emergencies on dropout and enrolment rates, the contribution of emergency situations to social disparities, and their impact on the overall

¹¹ MIRA 2012 revealed that in the district of Jacobabad 86% of the educational materials had disappeared or been destroyed by the floods.



education status, are key challenges for the education sector.. The Education Department thus needs to focus on preparedness and coordination of education activities, addressing the key issues and challenges listed above. For this purpose, an Education in Emergencies (EiE) Cell (or alternatively, a Provincial Disaster Management Authority – PMDA, as indicated by the NEP 2009) will be created within the Education Department with two dedicated staff¹²: one Coordinator and an Information Management Officer (See Annex 7 for specific roles and responsibilities of the Education Department EiE Cell).

Objectives and activities have been set with reference to the Minimum Standards for Education in Emergencies, with the aim of achieving acceptable levels of access to education, improving the quality of teaching and learning, and ensuring that all stakeholders are accountable for their actions. The SESP action plan for EiE will be reflected and adapted in the Department’s forthcoming ‘Education in Emergencies Policy Framework’.

12.4.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for Education in Emergencies:

1. To develop the capacity of Educational Managers and School Management Committees to manage Education in Emergencies.
2. To prepare teachers for Education in Emergencies.
3. To implement large scale and broad-based awareness campaigns on Education in Emergencies.

¹² Funding by UNICEF - Education Department multi-year work plan.

GOAL: To ensure the provision of and preparedness for Education in/ for Emergencies (EiE)

Strategic Objective	Strategies	Targets (201 – 2018)	Activities
Develop capacity of Educational Managers and School Management Committees to manage EiE	<ul style="list-style-type: none"> • Creation of a Special Unit or Cell in the education department • Capacity building of management and SMCs • Development of an Emergency Response Plan (ERP) at district level 	<ul style="list-style-type: none"> • Creation of a Special Unit or Cell in the education department by 2014 • Capacity building of management and SMCs by 2015 • Development of an Emergency Response Plan (ERP) at district level by 2015 	<ul style="list-style-type: none"> • Create a Disaster Management Unit/ Cell in the education department • Identify personnel for the Disaster Management Unit/ Cell with clear ToRs • Identify focal person at Taluka level • Develop and implement a plan for capacity building of managers and SMCs • Conduct capacity development programmes at Taluka level, prioritising talukas that are more likely to be affected by emergencies • Prepare an updated ERP for each district
Prepare teachers for EiE	<ul style="list-style-type: none"> • Preparation/ professional development of teachers and teacher educators through CPD Programmes 	<ul style="list-style-type: none"> • At least One teachers from a each Union council is better prepared for handling education in emergencies by 2014 	<ul style="list-style-type: none"> • Design CPD programme for preparing teacher educators in handling education in emergencies • Develop 1-2 teacher educators per TEI in handling education in emergencies • Design CPD programme for preparing teachers in handling education in emergencies • Offer CPD to % teachers in handling education in emergencies, prioritizing based on gender and Taluka that are more likely to be affected by emergencies
Large scale and broad-based awareness on EiE	<ul style="list-style-type: none"> • Understanding existing good practices in EiE at national or regional level • Conducting awareness raising sessions • Curriculum enrichment on EiE 	<ul style="list-style-type: none"> • Awareness raising on education in emergencies by 2016, prioritizing Taluka that are more likely to be affected by emergencies 	<ul style="list-style-type: none"> • Commission study of best practices in EiE, and put in place plan for its wider dissemination • Undertake curriculum enrichment exercise to include information on EiE, especially, strategies to handle disaster • Special and focused adult literacy programmes to raise awareness • Conduct awareness sessions for parents and community on Disaster Risk Reduction (DRR), prioritizing Taluka that are more likely to be affected by emergencies



12.4.4 Implementation Matrix

Priority Issue: Education in Emergencies (EiE)								
Outcome: Enhance the capacity of the Education Department to provide education in emergencies								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Develop capacity of educational managers and school management committees to manage education in emergencies	Establish Disaster Management Unit/ Cell	Current Capacity of Educational Managers is low	Disaster unit established	Academic and Training wing and General Administration wing	Secretary Education	Dec-14	Disaster Management Unit	
	Identify personnel for the Disaster Management Unit/ Cell with clear ToR		Posting notification			Dec-14	Joining reports	
	Identify focal person at Taluka level		Notification of focal persons at Taluka level			Mar-15	Notification of focal persons at Taluka level	
	Develop and implement a plan for capacity building of managers and SMCs		Implementation plan approved			Jun-15	Approved plan for capacity building	
	Conduct capacity development programmes at Taluka level, prioritizing Taluka that are more likely to be affected by emergencies		Training conducted			Jun-16	Draft emergency plan ready at Taluka level	
	Prepare an updated Emergency Response Plan (ERP) for each district		ERP prepared			Dec-16	Draft emergency plan ready at district level	
Prepare teachers for education in emergencies	Design CPD programme for preparing teacher educators in handling education in emergencies	Current Capacity of teachers is low	CPD programme designed	Disaster management Unit	Academic and Training wing and General Administration wing	Dec-16	Approved CPD Programme	
	Develop 1-2 teacher educators per TEI in handling education in emergencies		Educators trained			Mar-17	Draft emergency plans at TEI level	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Offer CPD to one teacher in high enrolment schools in handling education in emergencies, prioritizing Taluka that are more likely to be affected by emergencies		CPD offered			Jun-17	Draft emergency plans at school level	
Large scale and broad-based awareness on education in emergencies	Commission study of best practices in EiE, and put in place plan	Emergencies awareness at community level is low	Study conducted	Disaster management Unit	Academic and Training wing and General Administration wing	Mar-17	EiE plan ready at Provincial level	
	Undertake curriculum enrichment exercise to include information on EiE, especially, strategies to handle disaster		Curriculum revised			Jun-17	Curriculum revised	
	Special and focused adult literacy programmes to raise awareness		EiE included in Adult literacy curriculum			Jun-17	Adult literacy programmes notified	
	Conduct awareness sessions for parents and community on Disaster Risk Reduction (DRR), prioritizing Taluka that are more likely to be affected by emergencies		Awareness sessions conducted			Dec-17	Disaster Risk Reduction (DRR), prepared by communities	
Create linkages	Identify key stakeholders, who work in Education in emergencies	No formal communication system exist	List of all stakeholders developed	Disaster management Unit	Secretary Education	Mar-15	Complete database of stakeholders	
	Map all stakeholders		Mapping completed			Jun-15	Stakeholders map ready & disseminated	
	Hold consultation meeting		Consultation meeting held			Aug-15	Roles and responsibilities of stakeholders agreed	
	Develop and notify Standard Operating Procedures for communication in case of emergencies		SOPs developed			Dec-15	copy of SOPs	





12.5. Information and Communications Technology (ICT)

There is need to fully integrate ICT in education to exploit its potential to overcome any challenges to expansion of quality education (White Paper 2007, p. 55)

Information and Communications Technology (ICT) has huge potential with respect to meeting development challenges and realizing Sindh’s Vision 2030. In the new information age, ICT is one of the key defining features that distinguish between a developed and a developing country. ICT has been identified as a priority area for SESP for the following important reasons:

- a) The potential of ICT in terms of expanding access to education for children from all socio-economic strata.
- b) Supporting the delivery of quality education by providing a variety of learning resources.
- c) Developing graduates with relevant market oriented skills.
- d) Using ICT as a management tool at all levels of the education system.

In order to meet ICT resource requirements, NEP 2009 has identified ICT as potential area for collaboration with the private sector.

12.5.1. Policy Context and Situation Analysis

Policy Actions for ICT - NEP 2009

Policy Action 1	In-service training shall cover a wide range of areas and programmes to cater to emerging needs like trainings in languages and ICT (p.34)
Policy Action 2	Use of Information Communication Technologies (ICTs) in Education shall be promoted in line with Ministry of Education’s ‘National Information and Communication Technology Strategy for Education in Pakistan’ (p.36)
Policy Action 3	ICTs shall be utilized creatively to assist teachers and students with a wide range of abilities and from varied socio-economic backgrounds (p.36)
Policy Action 4	ICTs shall be used to strengthen the quality of teaching and educational management (p.36)

ICT is an important area of investment for the public education sector. As discussed above, one important purposes of education is to create social cohesion through addressing issues of inequalities and promoting equitable provision of opportunities; ICT can certainly serve as a very important resource in reaching out to the most disadvantaged and in ensuring access to a wide variety of resources. Likewise, ICT can not only create an enriching learning environment for the mainstream classes, but can also serve as an important tool for promoting adult literacy and non-formal education. Moreover, technology can be used for quality assurance, effective management and evidence-based planning.

Currently, since Computer Science is an alternate career pathway (subject choice) for students at the secondary and higher secondary level, computer laboratories have been established, often under donor-funded



projects (e.g. USAID- ‘Ed-links’ Project), so as to enable students to pursue studies in the field of Computer Science. However, no systematic assessment has been carried to understand the current capacity of the system for provision of functional ICT facilities or insights in relation to its impact on teaching, learning and educational management. Nearly, all apex educational institutions – teacher education colleges, district education offices and PITE, are equipped with computers and printers. However, the effective use of these resources remains a challenge. Numerous studies and reports (e.g. Sindh Study Report, 2007; Bengali, 1997) provide evidence that ICT resources provided in past have largely been under-utilized or misused; for instance, computers have often remained under lock and key due to security reasons, lack of competence, skills or aptitude, or lack of necessary supporting infrastructure (e.g. electricity), or they have been kept for personal use in some cases.

Recently, some shifts in use of ICT have been evident. For instance, according to the Teacher Education Strategy 2018, the use of technology-based learning came across as a major component in students’ and teachers’ (pre-service ADE) visions of the future of education and their aspirations. Student assignments reflected the use of computers, and there was also evidence of the faculty’s use of computers and laptops for information sharing and other professional work in urban areas. The desire of students to utilize technology was much more evident than that of teachers. Despite some technological obstacles noted by participants (difficulties mentioned included ‘power breakdown,’ ‘non-availability of sufficient time’, or lack of ‘personal computers’), there seemed to be some increase in the use of technology. Capacity building sessions have been organized for teacher educators in ICT under the USAID Pre-STEP Project; laptops were also provided to the faculty. Similarly, CIDA has been helping to provide computers to existing computer labs.

At the management level also, government officials have attended capacity building programmes at, for instance, the AKU-IED, which had a component on ICT. MoE, RSU and STEDA now have a web presence and other projects are in the pipeline to enhance the use of ICT in educational management (e.g. TEDDS). These include, for instance, the use of IT for monitoring and evaluation. Another example is UNESCO’s forthcoming project in collaboration with RSU which will pilot the use of mobile technology to promote literacy in the province. Such initiatives need to be carefully documented to understand the process of implementation, challenges faced and potential impact on access to education and quality of learning..

Private sector education providers offer a great opportunity for shared learning and capacity building. Outreach programmes by INGOs such as iEARN are good examples of this.

12.5.2 Key Issues and Challenges

Table 12.5.1: Key Issues related to ICT in Education in Sindh

Issue	Details
Lack of comprehensive policy framework and implementation plan for provision and use of ICT in the province	<ul style="list-style-type: none"> • The Department, currently, does not have available a comprehensive policy framework and implementation plan to promote the use of ICT in Sindh • Though, at national level, such document is available in form of ‘The National ICT Strategy for Education in Pakistan’; however, the strategy needs to updated in terms of its relevance for the province • Donor support has been there in past to build capacity in this area to some extent, however, it has remained sporadic and fragmented, not as a mega project to provide a comprehensive strategy



Issue	Details
Availability of/ access to ICT related physical resources and infrastructure	<ul style="list-style-type: none"> • Availability of ICT related resources (e.g. computers) is limited, especially in rural or disadvantaged areas, and far-flung areas • The available resources are not optimally utilized, rather they are under-utilized or misused • Even where the computers are available, the necessary support and infrastructure is not available; some related issues, for instance, include: <ul style="list-style-type: none"> - Limited availability of electricity (especially, the extensive load-shedding) - Limited or no internet connectivity - Limited/ lack of technical support available in case the equipment has a problem
Lack of data on existing situation and system's capacity to offer ICT	<ul style="list-style-type: none"> • Lack of systematic data collection and comprehensive analysis of system's existing capacity for ICT provision • Lack of rigorous and systematic studies to generate insights into the existing attitude, competence and use of ICT • Rationalization of resources cannot be done in the absence of such data base
Existing mindsets, and limitations of competence and skills	<ul style="list-style-type: none"> • Though ICT is offered at secondary level, the secondary school programmes turn out is few students in the areas of science and technology and, even then the programme standards are not internationally competitive (White Paper 2007) • In many cases, the anecdotal evidence and other observations suggest that the existing orthodox mindset hinders use of ICT • Though students (or student-teachers in case of TEIs) seem to have interest in using ICT and developing relevant skills, teachers/ teacher educators, at large, seemed to have a fear of parting with their old ways of teaching • With this mindset, capacity building and subsequent implementation remains a challenge • Teachers' capacity building needs have not been assessed, without which it is difficult to put in place any effective and comprehensive capacity building plan

12.5.3 SESP Objectives, Strategies, Targets and Activities

SESP sets out the following objectives for ICT in Education over the next five years:

1. To develop a policy framework for promoting ICT in Education.
2. To build capacity within the education system for ICT provision.
3. To promote the effective use of ICT for teaching and learning at schools, colleges and Teacher Education Institutions.
4. To promote the effective use of ICT in/for educational management.

GOAL: Enhancing teaching, learning and management of education through the effective use of ICT

Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
Develop a policy framework for promoting ICT in Education	<ul style="list-style-type: none"> Put in place ‘ICT in Education’ policy framework based on existing national strategy document and findings of policy research 	<ul style="list-style-type: none"> Policy related research findings regarding use of ICT in education and management are available for informing policy by 2015-16 Policy framework for use of ICT in education is developed, approved and implemented by 2016 Implementation framework for use of ICT in education is developed and approved by 2016 	<ul style="list-style-type: none"> Commission policy research to gain relevant insights Adapt and update ‘The National ICT Strategy for Education in Pakistan’ to make it relevant for the provincial needs Develop policy framework Develop implementation framework
Capacity building within the education system for ICT provision	<ul style="list-style-type: none"> System capacity audit for provision of ICT System’s capacity building for creating ICT provision based on audit Public-private partnership Inviting donor support 	<ul style="list-style-type: none"> System capacity audit for ICT provision is undertaken by 2015 Comprehensive plan for need-based and rationalized provision of resources and phase-wise capacity building is in place by 2015-16 	<ul style="list-style-type: none"> Develop and approve plan for capacity audit of the system in relation to ICT provision (physical resources and teachers’ capacity) Carry out capacity audit Based on findings, put in place resource rationalization plan Enhance provision of ICT resources based on system’s available/ sanctioned resources and/or donor support Invite private sector to help in system-wide and phase-wise capacity of the system (teachers, teacher educators and technical staff) Hire relevant teachers/ staff wherever needed (based on rationalization)
Effective use of ICT for teaching and learning at schools, colleges and TEIs	<ul style="list-style-type: none"> Teacher development through CPD for enhancing their use of ICT for/in teaching Enhanced use of technology at schools, colleges, TEIs 	<ul style="list-style-type: none"> Phase wise plan for teacher/ faculty phase wise capacity building is in place by 2015 Enhance use of ICT at schools, colleges, TEIs by 2016 	<ul style="list-style-type: none"> Use findings of system capacity audit to develop phase wise plan for teachers’ capacity building Use ICT policy framework for provincial needs to develop ICT in Education programmes and courses Provide context-based mentoring/ support to teachers to help them in implementing their learning from programmes



GOAL: Enhancing teaching, learning and management of education through the effective use of ICT			
Strategic Objective	Strategies	Targets (2014 – 2018)	Activities
Effective use of ICT in/ for educational management	<ul style="list-style-type: none"> • System capacity audit for provision of ICT • Provision and maintenance of necessary ICT infrastructure • System's capacity enhancement to use ICT for management • Public-private partnership • Inviting donor support 	<ul style="list-style-type: none"> • Necessary ICT infrastructure is in place by 2016 • Promote technology literacy among the sector personnel by 2016 	<ul style="list-style-type: none"> • Identify ICT needs of educational managers • Equip all education administrations with IT facilities and supporting infrastructure • Develop a maintenance system for ICT equipment • Enhance functionality, updating and effective use of websites of apex institutions • Enhance provision of ICT resources based on system's available/ sanctioned resources and/or donor support • Invite private sector to help in system-wide and phase-wise capacity of the system (education managers, officials, technical staff) • Hire relevant staff wherever needed (based on rationalization)



12.5.4 Implementation Arrangements

Priority Issue: Information and Communications Technology (ICT)								
Outcome: Enhancing teaching, learning and management of education through the effective use of ICT								
Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
Develop a policy framework for promoting ICT in Education	Commission policy research to gain relevant insights	There is no ICT policy in place	Research report prepared	General wing of E&LD with technical support of RSU	Secretary E&LD	Dec-14	Research report	
	Adapt and update 'The National ICT Strategy for Education in Pakistan' to make it relevant for the provincial needs		Approved ICT strategy for Sindh			Mar-15	ICT Strategy report	
	Develop policy framework		Policy framework developed			Sep-15	Policy framework	
	Develop implementation framework		Implementation framework developed			Dec-15	Implementation framework	
Capacity building of system for ICT provision	Develop and approve plan for capacity audit of the system in relation to ICT provision (physical resources and teachers' capacity)	ICT capacity of teachers as well as managers is very low	Approved capacity building plan	General wing of E&LD with technical support of RSU	Secretary E&LD	Jan-16	Capacity building plan	
	Carry out capacity audit		Capacity audit report prepared			Mar-16	Capacity audit report	
	Based on findings, put in place resource rationalization plan		Resource rationalization plan prepared			Jun-16	Resource rationalization plan	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Enhance provision of ICT resources based on system's availability/ sanctioned resources and/or donor support		ICT needs provided based on resources			Dec-16	Monitoring reports / delivery challahs	
	Invite private sector to help in system-wide and phase-wise capacity of the system (teachers, teacher educators and technical staff)		Consultation reports with private sector			Jun-16	Consultation reports	
	Hire relevant teachers/ staff wherever needed (based on rationalization)		Teacher posted			Jun-16	Joining reports	
Effective use of ICT for teaching and learning at schools, colleges and TEIs	Use findings of system capacity audit to develop phase wise plan for in service teachers' capacity building	Absence of ICT for teaching and learning	Capacity building plan developed for teachers	General wing of E&LD with technical support of RSU	Secretary E&LD	Mar-16	Capacity building plan	
	Use ICT policy framework for provincial needs to develop ICT in Education programmes and courses		ICT framework for capacity building of teachers developed			Mar-16	ICT framework	
	Provide context-based mentoring/ support to teachers to help them in implementing their learning from programmes		Support for teachers provided			Dec-16	Monitoring reports / delivery challahs	
Effective use of ICT in/ for educational management	Identify ICT needs of educational managers	Weak ICT infrastructure	ICT need for Education Managers identified	General wing of E&LD with technical support of RSU	Secretary E&LD	Jun-16	Need identification reports	
	Equip all education administrations with IT facilities and supporting infrastructure		IT facilities provided to DEO's			Dec-16	Monitoring reports / delivery challahs	



Outputs	Actions	Baseline	Indicators	Implementation Agency	Monitoring Agency	Targets	Source of Verification / protocol	Indicative Cost Estimate
	Develop a maintenance system for ICT equipment		Maintenance policy developed			Dec-16	Maintenance policy	
	Enhance functionality, updating and effective use of websites of apex institutions with the support of private sector		Updated website of E&LD up and running			Jun-16	Website running	
	Build capacity of Education Managers in data collection, analysis and evidence based decision making		Education managers trained on data collection, analysis and planning			Sep-14	Use of data in Planning	
	Consultations private sector to help in system-wide and phase-wise capacity of the system (education managers, officials, technical staff)		Consultation reports with private sector			Jun-16	Consultation reports	
	Hire relevant staff wherever needed (based on rationalization)		Staff posted			Dec-16	Joining reports	







13. Costing and Financing of Sector Plan

13.1 Situation Analysis

Public Finances in Sindh have witnessed a steady increase over the past few years, mainly due to higher federal revenues, an increase in own source revenues including sales tax on services through the Sindh Revenue Board and overall increased share for provinces and for Sindh in particular from the Federal divisible pool.

Sindh's Education Budget

Budgetary allocations have risen considerably for Education sector. Table 13.1 presents budget allocation data for the past 7 years.

Table 13.1: Sindh Education Sector Budget Allocations

(PKR millions)	2007-08 (BE)	2008-09 (BE)	2009-10 (BE)	2010-11 (BE)	2011-12 (BE)	2012-13 (BE)	2013-14 (BE)	Increase since 2007-08
Total Education Budget	49,723	58,854	63,739	77,987	127,373	115,908	132,341*	166%
% Increase in BE over previous FY		18.36	8.3	22.35	63.33	-0.9	14.178	
- Recurrent	43,083	48,628	54,299	68,787	110,953	103,689	118,743	176%
- Development	6,640	10,226	9,440	9,200	16,420	12,219	13,598	104%

The budget of Museum and Archives is not included

Source: Appropriation Accounts/ AG Sindh

The overall education budget grew by 166 per cent during the last seven year period, its recurrent component by 176 per cent and development budget by only 104 per cent. The major portion of the increase was in the salary budget to off-set partially high inflation. Overall there has been an annual average increase of about 21 per cent, for the education sector in Sindh. Table 13.2 shows the percentage of education sector annual allocations into current and development budgets out of the total GoS budget.

Table 13.2: Share of Sindh Education Budget in the overall GoS Budget (in millions)

Rs in million	2009-10	2010-11	2011-12	2012-13	2013-14	Increase since 2009-10
Total GoS Budget*	311,302	403,352	424,238	546,475	585,911	88%
-Current Rev Exp	213,397	268,267	283,148	315,301	355,974	67%
-Development Exp	97,905	135,085	141,090	231,174	229,937	135%
Total Education Budget	63,739	77,987	127,373	115,908	132,341	108%
- Current	54,299	68,787	110,953	103,689	118,743	119%
- Development	9,440	9,200	16,420	12,219	13,598	44%
% Share of Education in GoS Budget	<u>20.47</u>	<u>19.33</u>	<u>30.02</u>	<u>21.21</u>	<u>22.59</u>	

Source: Appropriation Accounts/ AG Sindh

During 2009-10 to 2013-14 the overall education budget grew by 108 per cent, current budget by 119 per cent, and development budget by 44 per cent. The data shows the education sector's share in the overall GoS



budget for FY 09-10 as 20.47 per cent, for FY 2010-11 as 19.33 per cent, for FY 2011-12 as 30.02 per cent, for FY 2012-13 as 21.21 per cent, and for FY 2013-14 as 22.59 per cent. The average share of the Education sector in the overall GoS budget has been 22.74 per cent.

The budget utilization for the Education sector shows issues of budget credibility as expenditure variances are high (32 per cent and 28 per cent). The table below provides data on expenditure variance for the past six financial years.

Table 13.3: Education Budget Utilization

	2007-08 (Exp)	2008-09 (Exp)	2009-10 (Exp)	2010-11 (Exp)	2011-12 (Exp)	2012-13 (Exp)	Increase since 2007- 08
Total Education Recurrent Expenditure	35,960	47,404	45,665	66,127	86,507	94,092	162%
- Salary	27,757	36,115	38,350	52,569	65,520	80,103	189%
- Non- Salary	8,203	11,289	7,315	13,558	20,987	13,989	70%

Table 13.4: Variance between Education Budget and Actual Expenditures

	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Expenditure Variance (%)	-28%	-19%	-28%	-15%	-32%	-19%

Source: Appropriation Accounts/ AG Sindh

The annual average utilization of the Education budget has been 76.5% per cent, which suggests gaps in planning and capacity to spend. This highlights governance and management issues, particularly with respect to the utilization of public finances.

A major chunk of the Education sector budget is utilized to meet expenditure at district and local levels, mostly for payment of salaries to teachers and staff employed to run educational institutions across the province. Therefore, a review of trends in district budget allocations is crucial in order to assess the overall state of financial management in the Education sector. Table 13.5 shows the proportion of budget allocated to districts under Current and Development categories during 2007-08 to 2011-12.

Table 13.5: Sindh District Education Budget as Percentage of Total Education Budget

	2007-08	2008-09	2009-10	2010-11	2011-12	Increase Decrease since 2007-08
Total Education Budget	49,723	58,854	63,739	77,987	127,373	156%
Current	43,083	48,628	54,299	68,787	110,953	157%
Development	6,640	10,226	9,440	9,200	16,420	147%
Total Districts Budget	31,870	37,672	41,097	52,739	58,636	94%
Current	28,527	33,572	37,804	49,266	55,431	94%
Development	3,243	4,100	3,293	3,473	3,205	(1%)
District Budget as % of total Education Budget	64%	64%	64%	68%	46%	
Current	66%	69%	70%	72%	50%	
Development	49%	40%	35%	38%	20%	

Source: Appropriation Accounts/ AG Sindh

During 2007-08 to 2010-11 Total, Current and Development budget allocations to districts ranged between 64-68 per cent, 66-72 per cent and 35-49 per cent respectively, of the total education budget under respective



budget heads. This indicated a major share in payroll expenses for districts, managed through District Accounts Officers. Development works and bulk procurements are mainly managed centrally at provincial level, utilizing budget allocations of respective budget heads. The SESP financing strategy requires a focus on effective budgeting at both provincial and district level to meet respective Plan targets, their capacity building and improving financial governance.

Table 13.6 shows the percentages of current expenditure under salary and non-salary heads of accounts at district levels, compared to total Education expenditures under respective budget heads.

Table 13.6: Salary and Non-Salary Expenditures of Districts (PKR millions)

	2007-08	2008-09	2009-10	2010-11	2011-12
Total Education Current Expenditure	35,960	47,404	45,665	66,127	86,507
- Salary	27,757	36,115	38,350	52,569	65,520
- Non- Salary	8,203	11,289	7,315	13,558	20,987
Total Districts Current Expenditure	25,496	33,002	34,842	47,395	18,943
- Salary	24,903	32,364	34,081	46,441	18,853
- Non- Salary	593	638	761	954	90
- Total Current District Expenditure as % of total Education Current Expenditure	71	70	76	72	22
- Salary	90	90	89	88	29
- Non- Salary	7	6	10	7	0.4

Source: Appropriation Accounts/ AG Sindh

During 2007-08 to 2010-11 the total current, salary and non-salary expenditures of districts as a proportion of total Education current, salary and non- salary expenditures ranged from 70-76 per cent, 88-90 per cent and 6-10 per cent respectively.

13.2 SERP Incentives

The Government of Sindh (GoS) launched the Sindh Education Reform Programme (SERP) to address key constraints and improve quality, equity and efficiency in education service delivery. In order to achieve SERP objectives, GoS is providing four incentives: free textbooks, stipends for girls, SMC grants and a school rehabilitation fund. All of these incentives are centrally procured (using the provincial non-salary budget) or issued directly to beneficiaries, except for school rehabilitation funds which are transferred to districts as part of their Development budget. School Rehabilitation funds for districts are first reported in the provincial (non-salary) budget and later in the district Development budget, after adjusting the effect of the releases from the Finance Department.



The budget allocation for the SERP¹³ showed a growth of 30.28 per cent in FY 2012-13 compared to FY 2011-12¹⁴. It was 2.74 per cent in FY 2011-12, 15.27 per cent in FY 2010-11 and 23.24 per cent in FY 2009-10. The SERP expenditures also include Teachers/Managers Training, Incremental Technical Assistance, Learning Assessment/PEACE and expenditure tracking and monitoring. The revised estimates for the SERP showed a negative variance of 3.38 per cent, 39.56 per cent and 27.85 per cent from the budget estimates in FY 2008-09, FY 2009-10 and FY 2010-11 respectively, which implies that the budget has been underutilized in both years for SERP-related activities. The variance (negative) of revised estimates from the budget has increased, indicating a lack of capacity to deliver education services, however the variance has reduced sharply in the current FY. Actual expenditure¹⁵ for SERP in the FY 2009-10 showed a negative variance of 56.8 per cent from the budget, indicating that more than 50 per cent budget for the SERP was not utilized in FY 2009-10 but the same has reduced to 22.73 per cent in the FY 2010-11. Both revised and actual detailed heads of SERP indicates that budget of all detailed heads is underutilized except stipend to female students.

SERP incentives comprise 50 per cent of the provincial non-salary budget till 2008-09, over the time it comprises of 78 per cent of the provincial non-salary budget. Overall allocations for SERP incentives was decreasing over the time, it grew by 14.6 per cent, 12.63 per cent, 619 per cent in FY 2009-10, 2010-11 and 2011-12 respectively and then start increasing from the FY 2012-13. It grew by 34 per cent in FY 2012-13. In order to draw concrete conclusions, the analyses of the following key SERP incentives are presented below: Free textbooks, SMC Grants, Girls' Stipends, School Infrastructure and SEF SERP/SPPRS schools.

Free Text Books

The allocation for free text showed a growth of 7.44 per cent in FY 2012-13 while it was 10 per cent in FY 2011-12. Growth in the allocation for text books was 10 per cent in FY 2010-11 compared to 64.2 per cent growth in FY 2009-10. It seems that growth of 10 per cent in budget allocation for the FY 2010-11 was adjustment for the inflation while the growth of 64.2 per cent in the FY 2009-10 was because the government announced free text distribution for class XI and XII too the FY 2009-10. However, the actual for the FY 2009-10 showed a negative variance of 20 per cent from the budget, indicating government's inability to deliver service. A zero growth can be observed in allocations for Free Text during the period 2006-07 to 2008-09. The absence of an inflation correction in the budget and Increase in enrolment figures could indicate a reduced commitment in the past three years.

School Management Committee (SMC) Grants

The budget allocation for the SMCs showed no or zero growth in the FY 2012-13 while it showed an increase of 12.7 per cent in FY 2011-12 and 10 per cent in FY 2010-11 and 2009-10 while it remains the same during the period 2006-07 to 2008-09, but the fact is that no releases have been made in the financial years 2007-08 and 2008-09 against these budgets for SMCs and consequently no expenditure under this head is made. Now both the allocations and releases have increased so a very effective tool is under operation.

¹³ Prior to FY 2009-10, there was no separate head for SERP in the GoS Budget and all the incentives were reported under the head of Education Department (Secretariat). In the year 2009-10, a separate head was created in the budget for all the SERP incentives and SERP related expenditures.

¹⁴ In 2011-12 initially some portion of education budget was reflected in District Government's budget. After dissolution of District Government's (SLGO 2001), the same budget was reflected in Provincial budgets

¹⁵ Actuals are taken from the Budget Execution Reports (BERs) for FY 2007-08, FY 2008-09 and FY 2010-11.

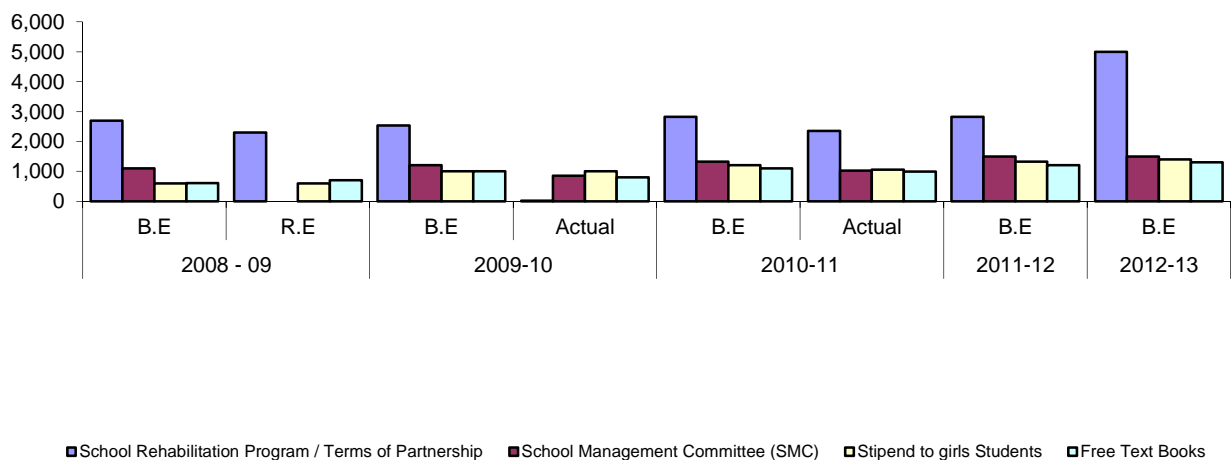
Girls' Stipends

Budget for Cash stipend grew by 5.18 per cent in FY2012-13, 10 per cent in 2011-12, 21 per cent in the FY 2010-11 and 66 per cent in FY 2009-10. The increase of 66 per cent in FY 2009-10 was because of the increase in the rate of normal and differential stipends per girl. The rate of normal stipend is increased to PKR 2,400 from PKR1,000 while the rate of differential stipend is increased to PKR 3,600 from PKR 2,400. Differential stipend is given to girls students in 30 deprived Taluka of Sindh where the girls' participation rate is low. The objective of introducing differential stipend is to reduce the gender disparity. The stipends/scholarships budget was increased by 20 per cent in 2008-09 and this may has been caused by an increased coverage and the introduction of a differential stipends scheme.

District School Rehabilitation Funds (ToP)

The School rehabilitation funds showed a sharp increase of 77 per cent in FY 2012-13. This sharp increase in the rehabilitation fund is mainly because of the damage occurs during the flood conditions last years. The infrastructure budget allocation showed an increase of 11.62 per cent in the FY 2010-11 and an increase of 8 per cent in FY 2008-09. The revised estimates indicate a negative variance of 79.05 per cent and 14.81 per cent in the FY 2009-10 and 2008-09 respectively. Concluding the SERP Incentives as percentage of Total Education Budget (District and Provincial) as well as Provincial Non-Salary Budget it can be noted that these are increasing over time and has a positive impact on the educational environment in Sindh.

SERP INCENTIVES



13.3 National Finance Commission Award and the Resource Envelope

In pursuance of Article 160 of the Constitution of Pakistan, a National Finance Commission (NFC) award was made in 2010. It is to be noted that in almost three decades, there were only three awards which emanated from consensus of elected Federal and Provincial Governments, in 1974, 1991 and 2010. The seventh NFC Award is widely regarded as a positive step in Pakistan's political and economic progress, a major accomplishment and a product of the democratic process. Therefore, the strategic role played by federal government to ease mistrust of the provinces merits plaudits, conceding additional 11 percent and recognition of the rights of provincial governments over their resources.



Salient features of NFC 2010 for FY 2011 to FY 2015 are:

- i) Population as the sole criterion for horizontal distribution replaced by multiple criteria viz. population (82%), poverty / backwardness (10.3%), revenue collection / generation (5%) and inverse population density (2.7%). This in turn is likely to benefit KPK and Baluchistan in terms of poverty / backwardness, Sindh in terms of revenue collection and again Baluchistan in terms of inverse population density. **Weightages** - Punjab 51.74%, Sindh 24.55%, KPK 14.62% and Balochistan 9.09%;
- ii) Collection charges of Federal Government reduced from 5.2 to only 1%;
- iii) The provincial share in vertical distributions increased from 46.5% in 2010 (Sixth Award) to 56% in 2011 and to 57.5 % for the next four years in the Seventh Award;
- iv) Federal Government share reduced from 53.5 to 44 in 2011 and 42.5 % thereafter;
- v) General Sales Tax on services recognized as right of provincial governments. The Provincial Government of Sindh is now collecting the sales tax on services through Sindh Revenue Board since 2012;
- vi) Increase in development surcharge, in particular for Sindh 60.4%; Baluchistan by 28.7%, KPK 3%, and Punjab
- vii) Hydel profits arrears: KPK to receive Rs.110 billion;
- viii) Front-line role against terrorism, 1% of divisible pool allocated [15 billion in 2011]
- ix) Balochistan assured a minimum share of 83 billion. Gas development surcharge and royalty arrears: Balochistan to receive Rs. 10 billion.

The NFC 2010 promises much greater share of the Provinces through the federal divisible pool. Sindh has benefitted substantially and is likely to receive enhances quantum of public funds during the next two financial years. The next NFC is likely to be drawn on similar or better (for Provinces) lines. As the NFC is now multiple criteria based, Sindh is getting 24.55 per cent from the divisible pool. The divisible pool's base has increased substantially with the reduction of Federal Government's collection charges and overall reduction in Federal Government's share from 53.5 per cent to 42.5 per cent.

This means for Sindh, that public funds are and would be available for the corresponding years of SESP, to a far greater volume than it used to get on a mere incremental basis. This is expected to provide the required fiscal space for the additional PKR 20 billion annually for a period of 5 years, to completely implement the SESP 2014-18. The major portion of the SESP 2014-18 would be catered through the provisions made in the Medium Term Budgetary Framework of Sindh Government and the commitments of the development partners already made. It is likely that the commitments from the development partners may increase, if the Government is able to demonstrate effective and timely implementation of the SESP, providing for more financing to bridge the gap.

13.4 Costing

The Sindh Education Sector Plan covers a five year period (2014-2018). Costing has been done for each activity as planned in the sector plan.

The overall cost has been worked out at PKR 940 billion for SESP implementation through 2014 to 2018. PKR 186.9 billion is the additional financing required for full implementation over and above what is projected in MTBF. PKR 83.64 are expected to be financed (commitments) through development partners including GPE during the period of SESP implementation whereas PKR 102.35 billion with an annual average of PKR 20.4 billion would be provided by Government of Sindh through increased revenue flows from Federal Government and higher Own Source Revenue. GoS may seek additional support of Development



Partners for further reducing the financing gap / bridging difference of PKR 102.35 billion over 5 years, for full implementation. The summary of SESP cost is in the following table:

In order to safeguard against the risk of non-availability of finances, two further costing Scenarios with related reduced enrollment targets were considered namely

13.4.1 Costing Scenarios

The costing of the SESP is based on the expected source of funding; in the SESP, three sources have been identified:

- i. Government of Sindh's regular budget (as per MTBF), for all activities covered in the SESP
- ii. Donor funding committed over the next five years
- iii. Potential gap, over the next five years, although the Finance department, Govt. of Sindh has committed to provide these funds, but taken care of separately.

Based on the available funding the three scenarios have been developed:

High Enrollment Scenario: With support of Development Partners and Excess Budget by GoS
Low Enrollment Scenario: Without the support of Development Partners and Excess financing GoS
Medium Enrollment Scenario: With support of Development Partners and without additional Financing by GoS

For all these three scenarios different targets have also been developed, for all three scenarios the base line enrollment figures are same

Baseline for Sindh Education Sector Plan (2012)

Education Level	Population	NER	Total Enrollment	Public	Private	ALP
Katchi	2,973,621	32%	951,559	576,467	375,092	
Primary	6,832,436	59%	4,031,137	2,579,928	1,451,209	12,795
Middle	2,951,349	34%	1,003,459	642,214	361,245	-
Secondary	1,730,497	23%	398,014	254,729	143,285	-
Higher Secondary	1,434,044	19%	272,468	174,380	98,089	-
	15,921,947		6,656,637	4,227,717	2,428,920	12,795

Baselines were established for the public and private education sector along with the numbers being accommodated through the alternate learning path (ALP).

The three scenarios are discussed as under:

High enrollment Scenario (Scenario-1): With support of Development Partners and additional financing by Govt. of Sindh



The target for scenario 1 developed under the assumptions that all the expected funding from regular budget, donor commitment and excess budget from GoS will be available. Targets of SERP II (supported by The World Bank) up to 2016 were kept in view. The targets for SESP are as follows:

SESP (2014-18) targets for scenario 1

Education Level	Population	NER	Total Enrollment	Public	Private	ALP	Additional Enrollments
ECE			240,000	240,000			
Katchi	3,476,819	45%	1,324,568.55	529,170	795,399		613,010
Primary	8,003,588	77%	6,162,763	3,944,168	2,218,595	102,360	2,131,626
Middle	3,480,185	50%	1,740,093	1,113,659	626,433	-	736,634
Secondary	2,044,166	35%	715,458	457,893	257,565	-	317,444
Higher Secondary	1,701,640	30%	510,492	326,715	183,777		238,024
	18,706,398		10,693,374	6,611,605	4,081,769	102,360	4,036,737

SESP Year wise Enrollment Targets (Public & Private)

Education Level	Till 2014	2015	2016	2017	2018	Enrolment Total
ECE	-	25,000	80,000	160,000	240,000	240,000
Katchi	1,011,573	1,076,839	1,151,895	1,202,421	1,324,569	1,324,569
Primary	4,504,832	4,860,103	5,250,901	5,677,226	6,162,763	6,162,763
Middle	1,150,785	1,284,300	1,427,023	1,578,954	1,740,093	1,740,093
Secondary	461,503	511,765	567,318	641,388	715,458	715,458
Higher Secondary	320,073	359,022	402,299	454,232	510,492	510,492
	7,448,767	8,117,030	8,879,436	9,714,220	10,693,374	10,693,374

SESP Cost and Overall Education Budget Projections based on High enrollment Scenario

Scenario 1	2012	2014-15	2015-16	2016-17	2017-18	2018-19	Total
	Base Line	Rs in Billion *					
Total Budget of education Sector	116	159	175	192	211	233	1086
Budget for School Level Budget	90	126	135	149	164	180	844
Estimated cost of SESP		175	159	188	219	199	940
Shortfall due to targets set in SESP		-49	-24	-39	-55	-19	-186



Scenario 1	2012	2014-15	2015-16	2016-17	2017-18	2018-19	Total
	Base Line	Rs in Billion *					
Development Partner Share		16	17	17	17	17	84
Excess Financing by GOS		33	7	22	38	2	102

In scenario-1, the total cost of SESP is estimated 940 billion over the five years, out of which 844 billion will be covered under the regular budget through GoS, and remaining 186 billion shortfall will be met from the commitment of donors and commitment of GoS to support SESP. The detailed costing of 940 billion is explained as under.

Detailed costing of SESP based on Scenario 1

Major Cost elements	Total cost	Cost per Year	Project MTBF (For 5 Years)	Relevant Cost per Year	MTBF
Teachers Cost	668,127	133,625	590,595.17	15,506	118,119
Student Specific Costs(Private sector)	15,783	3,157	13,720.03	413	2,744
Infrastructure-Existing (Missing Facilities)	18,360	3,672	33,500.00	(3,028)	6,700
Furniture & Playing Facility	1,167	233	-	233	
M&E(Others)	1,350	270	-	270	
Quality	3,713	743	500.00	643	100
Data Collection and Monitoring	4,678	936	2,890.62	357	578
Internal Monitoring	661	132	-	132	-
Independent Validations	305	61	1,166.67	(172)	233
SMC-Furniture	4,781	956	-	956	
Equipment, network ,Furniture and Vehicles(ADO)	330	66	500.00	(34)	100
Internal Audit	126	25	-	25	
Procurement performance appraisal	61	12	-	12	
Surveys ,policies /Studies/R&D	175	35	500.00	(65)	100
Other soft Components(Implementation Matrices)	932	186	-	186	
Information and communication	155	31	-	31	
Provision of resources to TEI	500	100	-	100	
Upgrade of GCEs	1,000	200	-	200	
Mentoring	100	20	-	20	
Education Emergencies	661	132	-	132	
Teachers Training Costs	5,388	1,078	1,232.04	831	246



Major Cost elements	Total cost	Cost per Year	Project MTBF (For 5 Years)	Relevant Cost per Year	MTBF
Material Development and Publishing cost for trainees	623	125	-	125	
Infrastructure-Additional Rooms	156,571	31,314	46,387.55	22,037	9,278
Stipend	9,147	1,829	10,226.74	(216)	2,045
SMC	10,073	2,015	12,078.83	(401)	2,416
FTB	11,432	2,286	11,273.57	32	2,255
SSB	23,330	4,666	27,974.56	(929)	5,595
	939,529	187,906	752,546	37,397	150,509

The details of each of the above are in the enclosed tables. Implementation matrices were developed to implement the SESP. The matrices have baselines, targets, inputs and outputs, monitoring indicators and the responsible agencies for implementation and monitoring. These matrices are duly estimated.

Low Enrollment (Scenario 2): Without the support of Development Partners and with no additional budget from Govt of Sindh

The scenario 2 is developed on the assumptions of that the Education sector may not receive any funding either from additional grant from Govt. of Sindh and none from development partner, the revised targets based on this assumptions are as under

SESP (2014-18) Targets for scenario 2

Education Level	Population	NER	Total Enrollment	Public	Private	ALP	Additional Enrollments	Decrease in Enrollment (Shortage of Funds)
ECE	3,476,819		240,000	240,000			-	-
Katchi		45%	1,324,568.55	529,170	795,399		613,010	-
Primary	8,003,588	65%	5,202,332	3,329,493	1,872,840	102,360	1,171,195	960,431
Middle	3,480,185	35%	1,218,065	779,561	438,503	-	214,606	522,028
Secondary	2,044,166	25%	511,042	327,067	183,975	-	113,027	204,417
Higher Secondary	1,701,640	21%	357,344	228,700	128,644		84,876	153,148

18,706,398	8,853,351	5,433,991	3,419,361	102,360	2,196,714	1,840,023
-------------------	------------------	------------------	------------------	----------------	------------------	------------------


SESP Year wise Enrolment targets for Low enrollment scenario

Education Level	Till 2014	2015	2016	2017	2018	Enrolment Total
ECE	-	25,000	80,000	160,000	240,000	240,000
Katchi	1,011,573	1,076,839	1,151,895	1,202,421	1,324,569	1,324,569
Primary	4,226,336	4,382,496	4,616,735	4,870,494	5,202,332	5,202,332
Middle	1,054,964	1,091,447	1,127,930	1,164,413	1,218,065	1,218,065
Secondary	430,792	449,442	470,917	491,827	511,042	511,042
Higher Secondary	295,809	309,814	323,818	337,823	357,344	357,344
	7,019,475	7,335,038	7,771,295	8,226,978	8,853,352	8,853,352

SESP Cost and Overall Education Budget Projections

Scenario 2	2012	2014-15	2015-16	2016-17	2017-18	2018-19	Total
	Base Line	Rs in Billion					
Total Budget of education Sector	116	159	175	192	211	233	1086
Budget for School Level Budget	90.0	125.9	135.1	148.7	163.5	180	843
Estimated cost of SESP		130.4	130.6	151.4	176.7	171	760
Shortfall due to targets set in SESP		(4.6)	4.5	(2.8)	(13.2)	9	(7)
Development Partner Share		-	-	-	-	-	-
Excess Financing by GOS		-	-	-	-	-	-

Detail costing for 760 billion is as under

Major Cost elements	Total cost	Cost per Year	Project MTBF (For 5 Years)	Relevant Cost per Year	MTBF
Teachers Cost	576,219	115,244	590,595.17	(2,875)	118,119
Student Specific Costs(Private sector)	10,086	2,017	13,720.03	(727)	2,744
Infrastructure-Existing (Missing Facilities)	18,360	3,672	33,500.00	(3,028)	6,700
Furniture & Playing Facility	1,167	233	-	233	
M&E(Others)	1,313	263	-	263	
Quality	3,601	720	500.00	620	100
Data Collection and Monitoring	4,678	936	2,890.62	357	578
Internal Monitoring	661	132	-	132	-
Independent Validations	305	61	1,166.67	(172)	233
SMC-Furniture	4,781	956	-	956	



Major Cost elements	Total cost	Cost per Year	Project MTBF (For 5 Years)	Relevant Cost per Year	MTBF
Equipment, network ,Furniture and Vehicles(ADO)	330	66	500.00	(34)	100
Internal Audit	126	25	-	25	
Procurement performance appraisal	61	12	-	12	
Surveys, policies /Studies/R&D	175	35	500.00	(65)	100
Other soft Components (Implementation Matrices)	932	186	-	186	
Information and communication	155	31	-	31	
Provision of resources to TEI	500	100	-	100	
Upgrade of GCEs	1,000	200	-	200	
Mentoring	100	20	-	20	
Education Emergencies	661	132	-	132	
Teachers Training Costs	3,524	705	1,232.04	458	246
Material Development and Publishing cost for trainees	507	101	-	101	
Infrastructure-Additional Rooms	78,325	15,665	46,387.55	6,387	9,278
Stipend	9,147	1,829	10,226.74	(216)	2,045
SMC	10,073	2,015	12,078.83	(401)	2,416
FTB	9,970	1,994	11,273.57	(261)	2,255
SSB	23,330	4,666	27,974.56	(929)	5,595
	760,086	152,017	752,546	1,508	150,509

Medium Enrollment (Scenario 3): With support of Development Partners and without additional Financing by GoS

Scenario 3 was developed to show the choices that would be made, and the consequences, if the Education sector does not receive any of the grant from either GoS or Development partners.

Education Level	Population	NER	Total Enrollment	Public	Private	ALP	Additional Enrollments	Decrease in Enrollment (Shortage of Funds)
ECE			240,000	240,000				
Katchi	3,476,819	45%	1,324,568.55	529,170	795,399		613,010	-
Primary	8,003,588	75%	6,002,691	3,841,722	2,160,969	102,360	1,971,554	160,072
Middle	3,480,185	40%	1,392,074	890,927	501,147	-	388,615	348,019
Secondary		27%					153,911	163,533



Education Level	Population	NER	Total Enrollment	Public	Private	ALP	Additional Enrollments	Decrease in Enrollment (Shortage of Funds)
	2,044,166		551,925	353,232	198,693	-		
Higher Secondary	1,701,640	23%	391,377	250,481	140,896		118,909	119,115
18,706,398 9,902,636 6,105,533 3,797,103 102,360 3,245,998 790,738								

SESP Cost and Overall Education Budget Projections

Scenario 3	2012	2014-15	2015-16	2016-17	2017-18	2018-19	Total
	Base Line	Rs in Billion					
Total Budget of education Sector	116	159	75	192	211	233	1,086
Budget for School Level Budget	90	126	135	149	164	180	843
Estimated cost of SESP		156	141	169	193	180	838
Shortfall due to targets set in SESP		(30.4)	(6.0)	(19.8)	(29.0)	(0.1)	(85)
Development Partner Share		16.7	16.7	16.7	16.7	16.7	84
Excess Financing by GOS		(13.7)	10.7	(3.1)	(12.3)	16.6	(2)

SESP Year wise Enrolment targets

Education Level	Till 2014	2015	2016	2017	2018	Enrolment Total
ECE	-	25,000	80,000	160,000	240,000	240,000
Katchi	1,011,573	1,076,839	1,151,895	1,202,421	1,324,569	1,324,569
Primary	4,483,362	4,812,365	5,141,368	5,560,324	6,002,691	6,002,691
Middle	1,087,659	1,152,428	1,217,197	1,304,636	1,392,074	1,392,074
Secondary	445,727	467,659	493,439	522,682	551,925	551,925
Higher Secondary	309,330	326,275	346,192	368,785	391,377	391,377
	7,337,651	7,860,566	8,430,091	9,118,847	9,902,636	9,902,636

Major Cost elements	Total cost	Cost per Year	Project MTBF (For 5 Years)	Relevant Cost per Year	MTBF
Teachers Cost	616,942	123,388	590,595.17	5,269	118,119
Student Specific Costs(Private sector)	4,363	873	13,720.03	(1,871)	2,744
Infrastructure-Existing (Missing Facilities)	18,360	3,672	33,500.00	(3,028)	6,700
Furniture & Playing Facility	1,167	233	-	233	
M&E(Others)	1,336	267	-	267	
Quality	3,671	734	500.00	634	100



Data Collection and Monitoring	4,678	936	2,890.62	357	578
Internal Monitoring	661	132	-	132	-
Independent Validations	305	61	1,166.67	(172)	233
SMC-Furniture	4,781	956	-	956	
Equipment, network ,Furniture and Vehicles(ADO)	330	66	500.00	(34)	100
Internal Audit	126	25	-	25	
Procurement performance appraisal	61	12	-	12	
Surveys, policies /Studies/R&D	175	35	500.00	(65)	100
Other soft Components (Implementation Matrices)	932	186	-	186	
Information and communication	155	31	-	31	
Provision of resources to TEI	500	100	-	100	
Upgrade of GCEs	1,000	200	-	200	
Mentoring	100	20	-	20	
Education Emergencies	661	132	-	132	
Teachers Training Costs	4,374	875	1,232.04	628	246
Material Development and Publishing cost for trainees	567	113	-	113	
Infrastructure-Additional Rooms	119,757	23,951	46,387.55	14,674	9,278
Stipend	9,147	1,829	10,226.74	(216)	2,045
SMC	10,073	2,015	12,078.83	(401)	2,416
FTB	10,897	2,179	11,273.57	(75)	2,255
SSB	23,330	4,666	27,974.56	(929)	5,595
Total	838,449	167,690	752,546	17,181	150,509

13.4.2 Minimum Services Standards in Education

The Government needs to develop a Minimum Services Standard (MSS) to be upheld across all schools. This plan is based on provision of all basic facilities which may serve as a prelude to MSS framework. However the standards suggested in the SESP are only for the schools which will be upgraded during the period. This includes school facilities such as deployment of human resource (teaching and non-teaching), infrastructure, equipment, text books and materials, stipends and scholarships, furniture, playgrounds etc.

13.5 Support from development partners

This includes all financing committed for Education in the province, by Development Partners. The details are presented in the following table and factored in, for overall SESP financing.

Commitments by Development Partners (during 2014-18)

Project	Objective	Funding	Districts	DP	Balance FA available for SESP period	Foreign financing available for SESP period (in PKR million)
Pakistan Canada Debt for Education Conversion	The debt amount is being utilized for the rehabilitation and strengthening of pre-service teacher training institutions as well as processes for in-service training of teachers.	CAD \$24 million	All	CIDA	CAD \$ 2.83 million	290.78
Assistance to Girls Primary Education in Sindh	Supporting Girls Primary Education in Sindh, WFP assisted	PKR 215 million		WFP	PKR 8.5 million	8.50
Strengthening Teacher Education in Pakistan	Improving quality and delivery of services in elementary education appropriate to the needs of the poor, particularly women and children.	CAD \$13 million	Hyderabad, Khairpur, Matiari, Sukkur, Tando Allahyar, Tando M. Khan, & Thatta	CIDA Agha Khan Foundation	CAD \$ 13	1,335.75
Education Fund for Sindh	Target 199,000 children (aged 5-9) out of which 155,000 are out-of school children, attaining a basic minimum standard of literacy, with a particular focus of early grade reading & numeracy.	£ 16 million	Karachi, outskirts of Karachi and rural districts	DFID	£ 16 million	2,770.24
Sindh Education Sector Support Programme (Sindh II)	Promoting the quality & access to primary & secondary education and the achievement of education-related MDGs. EU sector support will assist the Govt. of Sindh towards improving management and its service delivery.	EUR 30 million	All 23 Districts	European Union	EUR 30 m	4,338.00



Project	Objective	Funding	Districts	DP	Balance FA available for SESP period	Foreign financing available for SESP period (in PKR million)
Upgrading of Primary Schools into Elementary Schools in Rural Sindh	The objective is to increase access, reduce rural urban disparities, & gender gap especially in rural areas of Sindh by providing enough numbers of elementary middle schools for girls in prioritized districts.	¥ 0.7-0.8 million (est.)	13 Districts are under consideration: Badin, S. Benazir Abad, Dadu, Ghotki, Hyderabad, Jamshoro, Kashmore, Khairpur, Larkana, Mirpurkhas, Shikarpur, Sukkur, & Tando Allah Yar	JICA	¥ 0.7-0.8 million (est.)	0.80
Sindh Basic Education Programme (SBEP)	SBEP will focus on increasing and sustaining student enrolment in primary, middle and secondary schools in five districts in northern Sindh as well as the city of Karachi by developing a school environment conducive to teaching and learning.	USD \$165 million	Dadu, Kashmore, Kambar, Khairpur, Jacobabad, Karkana Sukkur, Shahdadkot, Khairpur and Karachi's five towns (Kemari, Lyari, Orangi, Korangi & Gadap)	USAID	USD \$165 million	17,757.30
Pre-Step	Improving the quality of teaching through the standardization of pre-service teacher education.	USD \$75 million	Nationwide	USAID	USD 62 million	6,672.44
Fulbright Scholarships	To promote international cooperation for educational and cultural advancement.	USD \$157 million	Nationwide	USAID		



Project	Objective	Funding	Districts	DP	Balance FA available for SESP period	Foreign financing available for SESP period (in PKR million)
Sim Sim Hamara	The Sim Sim Hamara series, the associated website and outreach activities are designed to help expose children to early literacy, mathematics, and social skills in enjoyable & entertaining manner.	USD \$20 million	Nationwide	USAID		
Early Childhood Education and Gender Mainstreaming.	Education For All (EFA Forums): To advocate for right to Education and expanding access to ECE and Elementary Education.	Not available – national programme	All of Sindh with a focus on Dadu, Jamshoro and Thatta	UNESCO	N/a	N/a
Gender Mainstreaming	To improve the quality of literacy and Non- Formal Basic Education (NFBE) programmemes.	Not available – national programme	Badin, Thatta, Tando M. Khan, Tando Allah Yar, Khairpur, Noshero Feroze, Sukku,r and Larkana	UNESCO	N/a	N/a
Advocacy for literacy.						
Capacity building of literacy personnel.	To improve literacy among adult rural females through NFBE and Community Learning Centres					
Improving quality of literacy and NFBE programme.						
HIV/AIDS Prevention Education	To train education managers, school heads and teachers in HIV & AIDS Prevention Education and SHP.	Not available – national programme	All of Sindh with a focus on Umerkot district	UNESCO	N/a	N/a



Project	Objective	Funding	Districts	DP	Balance FA available for SESP period	Foreign financing available for SESP period (in PKR million)
Integration of AIDS Education messages into Curricula and Textbooks.	Advocacy, assessment and Policy dialogue for HIV & AIDS Prevention Education and SHP at Federal and Provincial level					
School Health Programme						
School Safety Action Plan	Enhanced awareness about school safety at all levels and capacity of the education departments strengthened for DRR and DRM.	Not available – national programme	TBD	UNESCO	N/a	N/a
Regular Education Programmeme	To increase girls' enrolment and retaining by social mobilization and strengthening SMCs. Improving quality by strengthening the concept of Child Friendly School (CFSs)[1].	USD \$2.4 million	Khairpur, Thatta, Umarkot, Sanghar, and Mirpurkhas	UNICEF	USD 2.4 million	258.29
	Strengthening Policy Reforms in Sindh under Sindh Education Reform Programme (SERP)					
Early/Emergency Recovery Programmeme	Early recovery of schools damaged by the 2010 and 2011 floods by providing Transitional School Structures and Temporary Learning Centres.	N/A	Jacobabad, Shikarpur, Kambar, Dadu, Naushero Feroze, Shaheed, Benazirabad, TandoAllahyar,	UNICEF	N/a	N/a



Project	Objective	Funding	Districts	DP	Balance FA available for SESP period	Foreign financing available for SESP period (in PKR million)
			Tando Muhammad Khan, Badin, and Tharparkar			
Global Partnership for Education (GPE)	Ensuring that education aid is better coordinated.	USD \$ 66 m	TBD	GPE	USD 66 million	7,102.92
Provision of missing facility in reconstructed schools	Construction of compound wall in existing primary schools reconstructed under transitional school structures in Sindh (68 units)	PKR 60 million	TBD	UNICEF	PKR 60 million	60.00
Sindh Education Sector Project	Supporting the Government of Sindh's Medium Term Education Sector Reform Programme (SERP). The objectives of SERP are to increase school participation, reduce gender and rural-urban disparities, increase progression and improve the measurement of student learning.	USD \$300 million	All 23 Districts	The World Bank	USD 400 million	43,048.00
		USD \$50 million (alternative financing)				
<u>Exchange Rate (21 Nov 2013)</u> USD 107.62; GBP 173.14; JPY 1.067; Euro 144.6; CAD 102.75			<u>TOTAL FA AVAILABLE (in PKR million)</u>			<u>83,643.02</u>







14. Key Risks and Risk Mitigation Measures

Sindh faces a set of daunting challenges as it seeks to put its education system on the path to greater quality in the medium term and international competitiveness in the long term. GoS has identified the core challenges to be addressed, and has put in place a thoughtful risk management process to minimize any disruptions to SESP implementation. Key to success will be continued political leadership and financial support.

A. Risk rating summary

Risk	Potential Impact on Project Success (L/M/S/H)	Likelihood of Occurrence (L/M/S/H)
1. Stakeholder Risks		
1.1. Provincial Government	S	L
1.2 International Donors	S	M
1.3 District Governments	M	L
2. Sector Plan Risks		
2.1 Governance and Accountability	S	M
2.2: Access: ECE, Primary and Elementary Education Secondary and Higher Secondary Education, Literacy and Non-Formal Basic Education	S	M
2.6: Quality: Teacher Education and Development, Curriculum and Assessment	M	M
3. Overall Implementation Risk		
	S	M

Risk rating scale: Low, Moderate, Substantial, High

SESP 2014-18 Operational Risk Assessment and Management Matrix (ORAMM)

SESP Stakeholder Risks	Rating	Substantial			
<p>Provincial Government: The Educational activities in the province involve many other departments' i.e Finance Department, Planning and Development department, Social Welfare, Health. Most of the activities proposed in the Sector Plan need total support of these departments at the provincial level. Also needs the political and administrative support to implement the Plan activities in timely manner. Timely releases of funds from Finance department have always been an issue.</p> <p>International Donors: In Sindh there are many international and local donors working with different programs in different regional and target groups/ areas. This causes duplication and waste of resources with little impact in terms of outputs and outcomes. Different donor program also causes difficult for government to manage, monitor and track these programs. More over many activities in the SESP are based on the timely availability of donor funding, any change in the policies and priorities of donor or any change in international politics/ monetary policies may cause the implementations and funding expectations.</p> <p>District Governments/ District Administration: Local bodies elections are expected and there might be change in policy and decision making levels. This may involve more stakeholders. New District, taluka and UC based leadership may influence the priorities and proposed activities at UC and School level.</p>	<p>Risk Management:</p> <ul style="list-style-type: none"> Local Education Group (LEG) comprises all internal and external stakeholders including Finance Department and Planning and Development Department, having regular meetings and consultation during the planning, approval phases to build ownership and will also monitor and facilitate implementation implementation phase to have feedback for improving design/implementation. Based on availability of funding either from GoS or from development partners, the three scenarios have been developed to handle the financial risk. Provincial Steering committee on SERP-II under the chairmanship of Additional Chief Secretary is a better forum for the resolution of inter-departmental issues. Regional Reform Oversight Committee (RROC) is also better forums to get the support of local administration at district and regional level. Implementation may get effect or delay may happen due to local bodies elections. Strong advocacy and awareness will be required amongst the District, Taluka and UC Nazims and Mayors. All these layers have to assign priority to Education and support the activities planned in the SESP. Joint reviews/ LEG meetings on the key educational indicators and implementation monitoring will help to refine the implementation strategies and capacity needs. Information and Communication Unit can play a key role and share the key information will all internal and external stakeholders. This Unit will have feedback and complain mechanism, this will help to to improve the implementation and monitoring mechanism. Education Department has convened the Donors Conference, on 13th February 2012, and need to reactivate this forum and convene meetings regularly coordinate and integrate efforts to support the government's sector plan priorities. Government's new initiatives and dialogue through LEG and Donor Conference with different donors i.e USAID, DFID etc to ensure all new initiative will be fully aligned with SESP. Implementation plan in SESP fixes the responsibilities of different implementing agencies, strong oversight of LEG can make sure all activities be implemented. Strong liaison and reporting and feedback mechanism will all key stakeholders i.e Finance Department, PnD Department, donors will help to build trust and help to get support from these stakeholders Roll-out plan for District based Sector Plan will build capacity of districts and engage the local political leadership. Translation of SESP into local languages will help to understand the contends and activities of the plan in effective manner at local level of implementation 	<p>Resp: Government of Sindh, District Governments/ Administrations and Donors</p>	<p>Stage: Implementation</p>	<p>Time frame: Life of the Plan</p>	<p>Status: Ongoing.</p>



SESP Stakeholder Risks	Rating	Substantial			
Sector Plan Risks					
Governance, Policies Financial and Accountability (including fiduciary risks)	Rating:	Substantial			
<p>Currently the there is lack of policy coherence, roles and responsibilities of different tiers of government are unclear, holistic view of sector is also missing.</p> <p>In the Sector Plan, a number of policy actions have been suggested. There is a potential risk of getting these policies approved and putting these into actions.</p> <p>The accuracy of SEMIS data is under questions, timely availability of data is the key concern for donors.</p> <p>The Policy formulations, evidence based planning and implementation capacities at provincial and district level are weaker.</p> <p>The monitoring and evaluation system is weak, and research and development is totally missing, which may impact on the outputs and targets of the Sector Plan</p> <p>Community participation is very low and Schools management committees are ineffective.</p> <p>Accounting and auditing capacities are low and effective utilization of public funds are key concerns</p>	<p>Risk Management:</p> <ul style="list-style-type: none"> Restructuring and interlinking different reform areas in RSU under SERP-II, can create harmony and improve service delivery and track the school based outcomes Establishment of Local Support Unit as an extension of RSU at district level will improve the overall capacity at district level and implementation of reforms. Placement of staff in Communication and Information unit, Directorate General Monitoring and Evaluation, Reform Support Unit through open merit based recruitment process can ensure effective monitoring and evaluation, information dissemination and follow up actions. Local education group (LEG) including donors, government can be pushed not only to develop policies and allocate resources, so these policies not only get approved, but efforts should be taken to implement these policies. Establishment of Education Management Cadre and approval of specific ToR's can improve the overall governance. Regular meetings of LEG, RROC and Steering Committee can improve the communication and information flow, and will improve the planning and implementation of SESP activities. School based management i.e placement of Head Teacher with authority and accountability will have an impact on school management. Capacity building and awareness of SMC's , effective participation in development of School improvement plans, controls on effective utilization of SMC funds. Various initiatives under SERP-II i.e School Specific Budgets, school consolidations will have improved governance at school level. 	<p>Resp: Government of Sindh, District Governments/ Administrations and Donors.</p>	<p>Stage: Implementation</p>	<p>Time frame: Life of the Plan</p>	<p>Status: Ongoing.</p>



Access: ECE, Primary and Elementary Education Secondary and H. Secondary Education and Non Formal Education	Rating:	Substantial			
<ul style="list-style-type: none"> In Sector Plan there are many policy provision have been suggested, current capacity is bit low to develop policies Recruitment of teachers on merit and need based. Proper budgeting and allocation of resources Engagement of Private Operators in implementation and service delivery Mainstreaming vocational education Tracking of Key educational indicators Capacities and roles and responsibilities for Curriculum Development, textbooks development and teachers training are not sufficient to meet the targets Assessment and examination system are weaker 	<ul style="list-style-type: none"> Formation of task group to work on policy development, advocacy for new interventions and awareness Establish working group and create linkages with local partners and practitioners Develop public private partnerships Hire consultants for technical inputs to work with task group Approach Finance department, through LEG and reform steering committee for teachers SNE's and budget allocation Engage Third party testing services for merit based recruitment. Independent monitoring system, HRMIS are being introduced in Sindh Strengthening of SEMIS and online data entry will help to monitor the key indicators Strengthening BoC is key and defining roles and responsibilities and building capacities of BoC, PITE and Sindh textbook board Sindh Education commission will be established to make examination reforms and in addition to that third parties have been engaged to carry out assessments in Sindh 	Resp: Government of Sindh, District Governments/ Administrations and Donors.	Stage: Implementation	Time frame: Life of the Plan	Status: Ongoing.
Quality: Teachers Education Development, Curriculum and Assessment	Rating:	Medium			
<ul style="list-style-type: none"> Capacities and roles and responsibilities for Curriculum Development, textbooks development and teachers training are not sufficient to meet the targets Assessment and examination system are weaker 	<ul style="list-style-type: none"> Strengthening BoC is key and defining roles and responsibilities and building capacities of BoC, PITE and Sindh textbook board Sindh Education commission will be established to make examination reforms and in addition to that third parties have been engaged to carry out assessments in Sindh 	Resp: Government of Sindh, District Governments/ Administrations and Donors.	Stage: Implementation	Time frame: Life of the Plan	Status: Ongoing.



Overall Implementation Risks	Rating:	Substantial			
<p>Baseline: Current socio economical condition are not good in the province, poverty is higher which causes higher out of School children, and parents are least interested to send their children into schools, current NER and GER are also not very encouraging.</p> <ul style="list-style-type: none"> External Risks: Sindh has experienced three major flood rain emergencies, which has not only damaged infrastructure but also displaced people. Law and order situation especially in urban areas and tribal clashes may impact the implementation of SESP. Capacity Issues: Overall Education department capacity in low in terms of Policy development, planning, implementation and monitoring. 	<ul style="list-style-type: none"> Introduction of ICT at different levels of administration and tracking key indicators Establishment o Education in Emergency unit at provincial level with timely flow of information and capacity development can minimize the overall damages. With the introduction of HRMIS, independent Monitoring system and Information and Communication system through GPE funding can improve the overall governance and monitoring issues Establishment of Local Support Unit at district level can improve the overall performance at district level Girls stipend program can help parents to send girls into schools Re-energizing schools through school specific budgets, SMC grants, school based management 				
	<p>Resp: Government of Sindh, District Governments/ Administrations and Donors.</p>	<p>Stage: Implementation</p>	<p>Time frame: Life of the Plan</p>		<p>Status: Ongoing.</p>

Annex 1: Monitoring Framework and Key Performance Indicators

	Results Areas	KPI	Indicators	Source	Baseline 2011/12	Targets				Remarks	
						2013	2014	2015	2018		
I.	IMPACT	All children realising their full potential and contributing to long term development and poverty alleviation									
	Reduced poverty and vulnerability	KPI	1. % children of out of school (Age 5-16)	PSLM	40%	38%	35%	30%	23%	Alternative data source: ASER	
		KPI	2. Adult Literacy Rate (Aged 10 year and older)	PSLM	59%	62%	65%	67%	77%		
II.	OUTCOME	A well governed and accountable education system capable of providing equitable and quality education services.									
1	Enhance sector governance and accountability	KPI	3. Teacher attendance rate	ASER	85.3%	87%	89%	91%	96%		
		KPI	4. SEMIS ASC data accuracy	TPV	46%	50%	55%	65%	85%	TPV ASC 2010/11	
			5. % of Education officials and teachers receiving computerized ID no. & smart card	DoF	0%	30%	60%	80%	100%		
			6. % of public schools (PS) randomly monitored	RSU/SERP2	-	20%	40%	55%	75%		
			7. no. of public primary schools have head teachers	RSU/SERP2	0	2,000	3,000	4,500	7,000%		
			8. % of SMC conduct election of the exec. Committee	RSU/SERP2	20% (est.)	30%	45%	65%	90%		
			9. % of Non-functional government schools	SEMIS	10.5%	9%	7%	5%	2%		
			10.No. of officials in the management cadre receiving induction training	RSU/SERP2	0	1,000	2500	4000	7000		
2		Improved Education Access & Participation	KPI	11. Primary net enrolment rate (NER Age 6-10)	PSLM	59%	60%	63%	66%	77%	PSLM 2011
				12. Middle secondary net enrolment rate (NER Age 11-13)	PSLM	32%	33%	35%	38%	50%	PSLM 2011



	Results Areas	KPI	Indicators	Source	Baseline 2011/12	Targets				Remarks
						2013	2014	2015	2018	
			13. Secondary net enrolment rate (NER Age 14-15)	PSLM	19%	20%	22%	24%	30%	PSLM 2011
			14. Class 1 to 2 dropout rate in public schools	SEMIS	26.4%	22%	20%	18%	10%	SEMIS 2011/12
		KPI	15. Class 5 to 6 promotion rate in PS	SEMIS	58.0%	66%	69%	72%	80%	SEMIS 2011/12
			16. Primary Completion Rate	PSLM	53%	58%	63%	68%	80%	Statistics n.a.
3	Reduced disparity in education services	KPI	17. Gender Parity Index (GPI) on Primary GER	PSLM	0.77	0.78	0.80	0.82	0.87	PSLM 2011
			18. GPI on Middle Secondary GER	PSLM	0.81	0.82	0.83	0.84	0.88	PSLM 2011
		KPI	19. Primary GER gap between best/worst performing districts	PSLM	53%	51%	48%	45%	35%	PSLM 2011
			20. Middle Secondary GER gap between best/worst performing districts	PSLM	51%	49%	47%	45%	32%	PSLM 2011
			21. Primary GER gap between urban/rural	PSLM	31%	29%	27%	26%	20%	PSLM 2011
			22. Middle GER gap between urban/rural	PSLM	37%	35%	33%	30%	25%	PSLM 2011
4	Improved Student Learning Outcomes		23. Class 3 students learning outcomes (Rural Sindh): - % of class 3 pupils can read sentence - % of class 3 pupils can do math subtraction	ASER	33.8% 22.2%	35% 25%	37% 27%	40% 30%	45% 35%	ASER 2011-12
		KPI	24. Class 4 students assessment results - Language - Mathematics - Science	SAT	32% 15% 19%	34% 17% 21%	36% 19% 23%	38% 21% 25%	45% 25% 32%	SAT 2012



	Results Areas	KPI	Indicators	Source	Baseline 2011/12	Targets				Remarks
						2013	2014	2015	2018	
		KPI	25. Class 8 students assessment results - Language - Mathematics - Science	SAT						Baseline will be based 2013 test results
5	Sustainable sector financing	KPI	26. Education share of the overall provincial expenditure outlay	FD	17%	18%	19%	20%	25%	
			27. Education share of the total provincial ADP Budget	FD	6.7%	7.5%	8.5%	10.0%	15%	
		KPI	28. Salary share of the education current budget	FD	80%	79%	77%	75%	65%	
			29. Primary/Elementary and NFE share of the education current budget	FD	46.5% (FY 2012/13)	46.5%	46.5%	46.5%	45.6%	(Budget code 0911)





School Quality & Efficiency Indicators (SQEI)

Indicators	Baseline (2011-12)
1. Student teacher ratio (primary & middle public schools)	30.1
2. Student classroom ratio (primary & middle public schools)	36.5
3. No. (%) of public schools have functional toilet	27,590 (55%)
4. No. (%) of public schools have drinking water	24,102 (48%)
5. No. (%) of public schools that are whole school ¹	6,341 (13%)
6. No. (%) of public schools that has only one room	8,920 (19%)
7. No. (%) of public schools that have only one teacher	19,466 (41%)
8. No. (%) of public schools have ECE/Katchi enrolment	24,658 (52%)
9. No. (%) of public schools receiving free textbooks	42,524 (85%)
10. No. (%) of public schools receiving stipends	2,513 (5%)
11. No. (%) of public schools receiving SMC funds	SEMIS 2012/13
12. No. (%) of public schools have class timetable	SEMIS 2012/13
13. No. (%) of public school teachers have B.Ed or M.Ed	61,605 (41%)
14. % females teachers in public primary schools	28%
15. % of primary enrolment in non-public schools	29% (PSLM 2010/11)

Data Sources: Indicators 1-16: RSU/SEMIS; Indicator 17: PSLM

Note 1: Whole School is defined as a school that has functional toilet, drinking water, electricity, boundary walls and sufficient no. of classroom (non-crowding SCR 45)



Annex 2: SESP Enrolment Simulation

SESP enrolment projection presents three scenarios:

- Baseline (status quo; no change from baseline year)
- High (ideal scenario; reaching EFA policy targets by year 3)
- SESP (realistic/achievable)

The key indicators used for projecting enrolments are:

- Age 6 Gross Intake Rates into Class 1 (e.g., admission rate)
- Dropout Rates

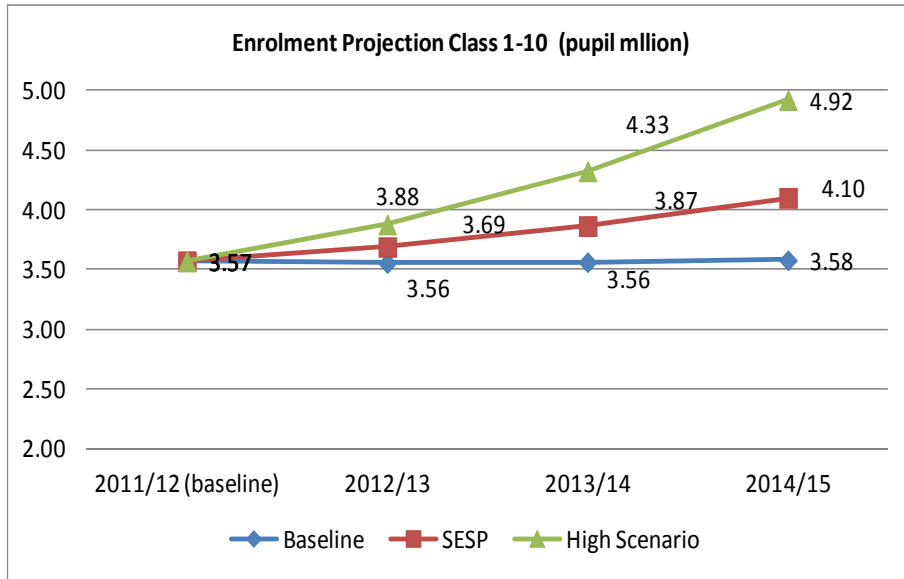
Due to very low repetition, repetition rate is a dependent variable on dropout. The logic is that an increase in the number of potential drop-outs pupils staying in schools will lead to a small increase in repetition rates.

The main assumptions behind the 3 enrolment scenarios are:

	Age 5 Gross Intake Rates	Dropout Rates
Baseline	Baseline year rates constant over the SESP 3 year period: <ul style="list-style-type: none"> - Boys = 59% - Girls = 46% - Total = 53% 	Baseline year rates constant over the SESP 3 year period
High	Assumptions on full grade 1 admission: <ul style="list-style-type: none"> - Gross Intake Rate = 110% - Public school share = 90% - Private school share = 20% Gross intake rates progressively increase from baseline, in Year 3 reaching <ul style="list-style-type: none"> - Boys = 90% - Girls = 90% - Total = 90% 	Dropout rates for all classes reduced to 0% by year 3 for both girls and boys
SESP	Gross intake rates progressively increase from baseline; in Year 3 reaching: <ul style="list-style-type: none"> - Boys = 70% - Girls = 60% - Total = 65% 	Dropout rates for all classes are reduced by 50% for boys and 60% for girls.

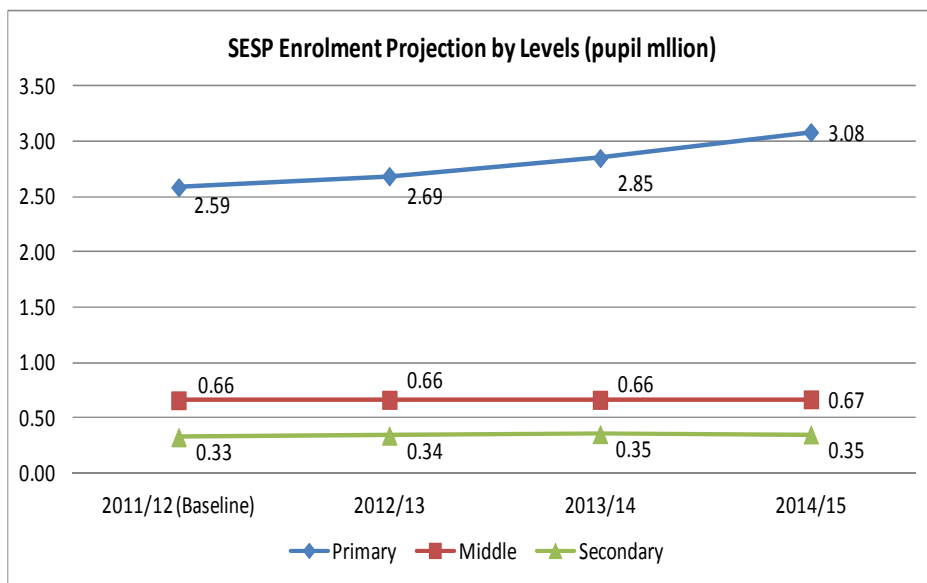
Based on these assumptions and using the cohort flow model, class 1-10 enrolment projections for the 3 scenarios are:

- Baseline Scenario: enrolment remains constant at around 3.57 million pupils over the 3 year period
- High Scenario: total enrolment increases by 38% from 3.57 to 4.92 million pupils in Year 3
- SESP Scenario: total enrolment increases by 15% from 3.66 to 4.10 million pupils in Year 3



If SESP scenario is assessed to be the most feasible and realistic projections, enrolments by education level is shown below:

- Primary Education: main source of enrolment expansion from 2.59 to 3.08 million (19%) over the three year period
- Middle Secondary: enrolment increases slightly by 1.2% at 0.67 million in Year 3.
- Secondary Education: enrolment increases by 7% from 0.33 to 0.35 million pupils in year 3.





SESP Enrolment Projection by Class

Current enrolment

Description	Population	%	Total	Boys	Girls	Boys	Girls
Enrollment-Total-Kachi	1,461,316	39%	576,467	315,003	261,464	55%	45%
Enrollment-Total-Class I	1,481,562	51%	755,648	442,574	313,074	59%	41%
Enrollment-Total-Class II	1,234,063	45%	554,389	330,962	223,427	60%	40%
Enrollment-Total-Class III	1,632,333	30%	483,233	287,238	195,995	59%	41%
Enrollment-Total-Class IV	943,327	44%	418,401	248,100	170,301	59%	41%
Enrollment-Total-Class V	1,541,158	24%	373,755	220,288	153,467	59%	41%
Total Kachi to V	6,832,443	39%	2,585,426	1,529,162	1,056,264	59%	41%
Enrollment-Total-Class VI	818,683	28%	232,002	129,888	102,114	56%	44%
Enrollment-Total-Class VII	1,277,535	17%	221,103	124,337	96,766	56%	44%
Enrollment-Total-Class VIII	855,138	24%	207,282	118,624	88,658	57%	43%
Total VI to VIII	2,951,356	23%	660,387	372,849	287,538	56%	44%
Enrollment-Total-Class IX	908,900	19%	172,066	103,788	68,278	60%	40%
Enrollment-Total-Class X	821,596	19%	154,390	93,870	60,520	61%	39%
Total IX to X	1,730,496	19%	326,456	197,658	128,798	61%	39%
Enrollment-Total-Class XI	789,331	5%	38,222	25,204	13,018	66%	34%
Enrollment-Total-Class XII	644,709	5%	35,202	23,431	11,771	67%	33%
Total XI to XII	1,434,040	5%	73,424	48,635	24,789	66%	34%
Grand Total	14,409,651		4,222,160	2,463,307	1,758,853	61%	39%


Enrolment Projections by level

Description	Population	%	Total	Boys	Girls	Boys	Girls
Enrollment-Total-Kachi	1,709,264	45%	769,169	384,584	384,584	50%	50%
Enrollment-Total-Class I	1,733,278	56%	970,636	495,024	475,611	51%	49%
Enrollment-Total-Class II	1,448,970	51%	738,975	384,267	354,708	52%	48%
Enrollment-Total-Class III	1,906,502	49%	934,186	485,777	448,409	52%	48%
Enrollment-Total-Class IV	1,110,878	46%	511,004	275,942	235,062	54%	46%
Enrollment-Total-Class V	1,803,960	44%	789,366	426,257	363,108	54%	46%
Total Kachi to V	8,003,588	49%	3,944,166	2,067,267	1,876,899	53%	47%
Enrollment-Total-Class VI	968,414	38%	370,564	214,927	155,637	58%	42%
Enrollment-Total-Class VII	1,500,607	32%	480,194	278,513	201,682	58%	42%
Enrollment-Total-Class VIII	1,011,162	26%	262,902	152,483	110,419	58%	42%
Total VI to VIII	3,480,183	32%	1,113,660	645,923	467,737	58%	42%
Enrollment-Total-Class IX	1,073,656	24%	253,920	103,788	150,132	41%	59%
Enrollment-Total-Class X	970,515	21%	203,973	93,870	110,103	46%	54%
Total IX to X	2,044,171	22%	457,893	197,658	260,235	43%	57%
Enrollment-Total-Class XI	934,322	22%	203,944	130,524	73,420	64%	36%
Enrollment-Total-Class XII	767,318	16%	122,771	78,573	44,198	64%	36%
Total XI to XII	1,701,640	19%	326,715	209,097	117,617	64%	36%
Grand Total	16,938,846		6,611,602	3,504,530	3,107,072	55%	45%

**Current enrolment estimates**

District	Population	Primary	Middle	Secondary	H. Sec	Total	Boys	Girls
Karachi City	5,147,696	947,704	245,609	116,601	26,390	1,336,303	54%	54%
Hyderabad	598,567	110,198	28,559	13,558	3,069	155,384	54%	46%
Tando Allah Yar	188,933	34,783	9,014	4,280	969	49,046	64%	36%
Tando M. Khan	195,635	36,017	9,334	4,431	1,003	50,785	65%	35%
Jamshoro	249,307	45,898	11,895	5,647	1,278	64,718	58%	42%
Sukkur	415,754	76,541	19,837	9,417	2,131	107,927	61%	39%
Sanghar	684,701	126,055	32,669	15,509	3,510	177,743	63%	37%
Mirpur Khas	459,043	84,511	21,902	10,398	2,353	119,164	65%	35%
Khairpur Mirs	767,624	141,322	36,625	17,388	3,935	199,269	60%	40%
Badin	495,312	91,188	23,633	11,219	2,539	128,579	60%	40%
Shikarpur	358,253	65,955	17,093	8,115	1,837	93,000	63%	37%
Umerkot	339,456	62,495	16,196	7,689	1,740	88,120	63%	37%
Ghotki	482,963	88,915	23,043	10,940	2,476	125,374	69%	31%
S. Benazirabad	419,851	77,296	20,032	9,510	2,152	108,990	63%	37%
Thatta	505,750	93,110	24,131	11,456	2,593	131,289	56%	44%
Kashmore	278,258	51,228	13,276	6,303	1,426	72,234	69%	31%
Larkana	497,633	91,615	23,743	11,272	2,551	129,182	59%	41%
Naushero Feroze	412,547	75,951	19,684	9,345	2,115	107,094	60%	40%
Kambar-S. Kot	451,136	83,055	21,525	10,219	2,313	117,112	60%	40%
Dadu	498,415	91,759	23,781	11,290	2,555	129,385	59%	41%
Mitiari	159,603	29,383	7,615	3,615	818	41,432	61%	39%
Tharparkar	491,969	90,573	23,473	11,144	2,522	127,711	55%	45%
Jacobabad	311,245	57,301	14,850	7,050	1,596	80,797	60%	40%
Total	14,409,651	2,652,853	687,519	326,395	73,871	3,740,638	61%	39%


Enrolment Projections district wise during the project phase

Description	Population	ECE	Primary	Middle	Secondary	H. Sec	Total	Boys	Girls
Karachi City	6,364,606	100,000	1,171,740	303,671	144,166	97,884	1,817,460	908,730	908,730
Hyderabad	648,332	40,000	119,360	30,933	14,685	9,971	214,949	107,475	107,475
Tando Allah Yar	204,641	9,292	37,675	9,764	4,635	3,147	64,514	38,708	25,806
Tando M.Khan	211,898	20,000	66,319	14,154	7,200	3,259	110,931	66,559	44,373
Jamshoro	285,751	20,000	89,433	19,087	9,709	4,395	142,624	78,443	64,181
Sukkur	479,051	54,383	88,195	45,713	10,851	9,823	208,965	125,379	83,586
Sanghar	792,651	20,000	225,570	52,947	26,932	12,191	337,639	202,583	135,056
Mirpur Khas	543,984	24,702	100,149	51,910	12,322	13,944	203,025	121,815	81,210
Khairpur Mirs	902,788	70,920	249,308	86,148	32,719	23,141	462,236	254,230	208,006
Badin	561,090	44,078	154,947	53,542	19,064	14,382	286,013	157,307	128,706
Shikarpur	391,498	30,755	108,114	37,359	13,302	10,035	199,564	119,738	79,826
Umerkot	402,268	31,601	111,088	28,790	13,668	10,650	195,796	117,478	78,318
Ghotki	571,663	44,908	157,867	40,913	19,423	14,653	277,764	166,659	111,106
Shaheed Benazirabad	457,456	35,936	126,328	34,922	15,543	11,726	224,455	134,673	89,782
Thatta	586,514	46,075	161,968	47,573	15,278	15,034	285,927	157,260	128,667
Kashmore	309,694	24,329	85,523	22,164	9,119	6,351	147,486	88,492	58,994
Larkana	587,995	26,700	162,377	44,887	17,581	12,057	263,603	158,162	105,441
Naushero Feroze	436,109	19,803	120,433	31,212	11,864	8,943	192,255	105,740	86,515
Kambar-Shahdadkot	533,057	24,205	147,206	38,608	14,501	10,931	235,451	129,498	105,953
Dadu	571,275	25,941	157,760	40,885	15,528	11,715	251,828	151,097	100,731
Mitiari	172,873	7,850	47,740	12,372	4,699	3,545	76,206	45,723	30,482
Tharparkar	577,246	26,212	159,409	41,313	15,690	11,837	254,461	139,953	114,507
Jacobabad	346,406	21,481	95,661	24,792	9,416	7,103	158,453	87,149	71,304
Total	16,938,846	769,170	3,944,168	1,113,659	457,893	326,715	6,611,605	3,662,852	2,948,754

Annex 3: Detailed Cost Estimates

Student-Specific Costs (per eligible student cost)

Year	Stipend	SMC	FTB	SSB	Furniture and Play Facilities	M&E (Other)	Quality	Year wise%	Costing Total
Base line year and Amount	1,270	1,500	1,400	3,474					
	416,336	3,572,269	4,148,736	3,572,269					
	3,050	420	337	972					
2014	1,428	1,650	1,667	3,821	191	214	214	15%	9,186
2015	1,605	1,815	1,985	4,204	210	240	480	18%	10,540
2016	1,805	1,997	2,378	4,624	231	270	756	20%	12,060
2017	2,029	2,196	2,580	5,086	254	297	951	22%	13,394
2018	2,281	2,416	2,823	5,595	280	328	1,311	25%	15,033
	9,147	10,073	11,432	23,330	1,167	1,350	3,713	100%	60,213

Quality Breakup						
Teachers	Syllabus and Text-Books	Text book Board, PEACE, STEDA, PITE	Teaching Equipment/ aids and techniques	Quality Standards for School operation and performance	ICT and School management capabilities	Scholarship
30%	10%	20%	5%	15%	5%	15%
64	21	43	11	32	11	32
144	48	96	24	72	24	72
227	76	151	38	113	38	113
285	95	190	48	143	48	143
393	131	262	66	197	66	197
1,114	371	743	186	557	186	557



Student Specific Costs (Private sector)

Year	Primary	Costing	Middle	Costing	Secondary Level	Costing	Higher Secondary Level	Costing	Total	%
2014	97,970	784	34,975	280	15,692	126	12,233	98	1,287	8%
2015	149,679	1,197	64,075	513	26,264	210	21,105	169	2,089	13%
2016	210,368	1,683	95,542	764	38,364	307	31,278	250	3,004	19%
2017	279,847	2,239	129,328	1,035	56,736	454	44,296	354	4,082	26%
2018	366,443	2,932	165,383	1,323	74,693	598	58,588	469	5,321	34%
		8,834		3,914		1,694		1,340	15,783	100%
		53%		24%		10%		8%	95%	
									M&E & Q	16,572

Infrastructure-Additional Rooms

	2013	2014	2015	2016	2017	Total
ECE	-	833	1,833	2,667	2,667	8,000
Primary	10,105	7,579	8,337	9,095	10,358	45,475
Middle	3,772	3,418	3,654	3,889	4,125	18,858
Secondary	975	772	853	1,138	1,138	4,876
Higher Secondary	731	598	665	798	864	3,656
ECE centres	-	121	-	-	-	121
Education technology Resource Centre			10	20	35	65
Laboratory	1,706	1,370	1,518	1,935	2,002	8,532
	17,290	14,692	16,870	19,542	21,189	89,582
	29,047	25,917	29,759	34,472	37,377	156,571




Infrastructure-Existing (Missing Facilities)

Level	Schools	Water	Electricity	Toilets	Boundary wall	Total
Primary	43,089	2,035	968	6,055	2,611	11,668
Coverage		100%	40%	70%	40%	
Middle	2,001	121	87	201	334	742
Coverage		100%	50%	80%	100%	
Elementary	553	20	79	85	104	288
Coverage		100%	100%	100%	100%	
Secondary	1,639	47	419	177	155	797
Coverage		100%	100%	100%	100%	
Higher Secondary	275					
Total	47,557	2,223	1,552	6,517	3,204	13,496

Year wise (20 % to level per Year)						
2013	2014	2015	2016	2017	2018	Total
2,334	2,450	2,573	2,701	2,837	2,978	15,873
148	156	164	172	180	189	1,009
58	61	64	67	70	74	392
159	167	176	185	194	204	1,085
2,699	2,834	2,976	3,125	3,281	3,445	18,360

Monitoring and Evaluation				Governance				R & D		Governance		Total
Year	Data Collection and Monitoring	Internal Monitoring	Independent Validations	SMC-Furniture	Equipment, network, Furniture and Vehicles(ADO)	Internal Audit	Procurement performance appraisal	Surveys, policies /Studies/ R&D	Education Emergencies	Other soft Components(Implementation Matrices)	Information and communication	
2014	1,200	108	50	1,032	54	18	10	29	108	153	25	2,786
2015	700	119	55	792	59	21	11	32	119	168	28	2,104
2016	800	131	61	897	65	25	12	35	131	185	31	2,372
2017	920	144	67	1,006	72	29	14	38	144	203	34	2,670
2018	1,058	158	73	1,054	79	34	15	42	158	224	37	2,932
	4,678	661	305	4,781	330	126	61	175	661	932	155	12,864



Teachers Specific Costs**Additional Teachers Cost**

Year	Teacher at ECE Level	Costing	Teacher at Primary Level	Costing	Teacher at Middle Level	Costing	Teacher at Secondary Level	Costing	Teacher at Higher Secondary Level	Costing	Total	Provision of resources to TEI	Upgrade of GCEs	Mentoring
2013	-	-	10,105	1,059	3,772	2,006	2,257	1,568	1,693	1,175	6,073	82	163	20
2014	954	408	6,278	2,632	583	310	1,787	1,241	1,385	962	5,845	90	180	22
2015	1,833	680	8,337	3,496	3,654	1,943	1,975	1,787	1,539	1,068	9,293	99	198	20
2016	2,667	990	9,095	3,814	3,889	2,069	2,634	2,420	1,846	1,282	10,921	109	218	20
2017	2,667	990	10,358	4,343	4,125	2,194	2,634	2,591	2,000	1,389	11,885	120	240	18
	8,121	3,067	44,174	15,344	16,023	8,522	11,287	9,606	8,463	5,877	44,016.13	500	1,000	100

Teachers & Other Supporting Staff Costs -Accumulated

2014	2015	2016	2017	2018	Total
85,706	101,151	121,483	145,263	172,108	625,711

Teachers Training Costs**Induction Training**

Year	Teacher at ECE Level	Costing	Teacher at Primary Level	Costing	Teacher at Middle Level	Costing	Teacher at Secondary Level	Costing	Teacher at Higher Secondary Level	Costing	Total
2013	-	-	10,105	115	3,772	50	2,257	38	1,693	28	231
2014	954	13	6,278	86	583	9	1,787	36	1,385	28	172
2015	1,833	30	8,337	137	3,654	69	1,975	48	1,539	37	321
2016	2,667	53	9,095	179	3,889	89	2,634	76	1,846	54	450
2017	2,667	63	10,358	245	4,125	113	2,634	92	2,000	70	582
	8,121	159	44,174	762	16,023	330	11,287	290	8,463	217	1,757



Continued Professional Development

Year	Teacher at ECE Level	Costing	Teacher at Primary Level	Costing	Teacher at Middle Level	Costing	Teacher at Secondary Level	Costing	Teacher at Higher Secondary Level	Costing	Total
2013	-	-	109,359	1,246	15,835	209	29,366	493	9,370	157	2,105
2014	954	13	6,278	86	583	9	1,787	36	1,385	28	172
2015	1,833	30	8,337	137	3,654	69	1,975	48	1,539	37	321
2016	2,667	53	9,095	179	3,889	89	2,634	76	1,846	54	450
2017	2,667	63	10,358	245	4,125	113	2,634	92	2,000	70	582
	8,121	159	143,428	1,892	28,086	489	38,396	745	16,140	346	3,631

Continued Professional Development

Year	Teacher at ECE Level	Costing	Teacher at Primary Level	Costing	Teacher at Middle Level	Costing	Teacher at Secondary Level	Costing	Teacher at Higher Secondary Level	Costing	Total
2013	-	-	109,359	1,246	15,835	209	29,366	493	9,370	157	2,105
2014	954	13	6,278	86	583	9	1,787	36	1,385	28	172
2015	1,833	30	8,337	137	3,654	69	1,975	48	1,539	37	321
2016	2,667	53	9,095	179	3,889	89	2,634	76	1,846	54	450
2017	2,667	63	10,358	245	4,125	113	2,634	92	2,000	70	582
	8,121	159	143,428	1,892	28,086	489	38,396	745	16,140	346	3,631



Material Development and Publishing cost for trainees

Year	ECE		Primary		Middle		Secondary		Higher Secondary		Total
	MD	Printing	MD	Printing	MD	Printing	MD	Printing	MD	Printing	
2013	10	-	10	273.40	10	39.59	10	73.42	10	23.42	460
2014		0.95		15.70		1.46		4.47		3.46	26
2015		1.83		20.84		9.13		4.94		3.85	41
2016		2.67		22.74		9.72		6.58		4.62	46
2017		2.67		25.90		10.31		6.58		5.00	50
	10	8	10	359	10	70	10	96	10	40	623

Supporting Staff at School level

Year	Elementary school	Costing	Secondary school	Costing	Higher Secondary school	Costing	Total
2013	4,089	1,654	1,500	1,214	500	405	3,272
2014		1,820		1,335		445	3,600
2015		2,002		1,469		490	3,960
2016		2,202		1,615		538	4,356
2017		2,422		1,777		592	4,791
	4,089	10,099	1,500	7,410	500	2,470	19,979





Annex 4: Development Coordination

Development partners have made significant contributions to the Education sector in Pakistan over the years. Coordination among these partners is achieved through the Local Education Group (LEG) and the Local Donor Group (LDG). The following table summarizes the areas and projects supported by multilateral and bilateral agencies as well as international and national NGOs.

Multilateral and Bilateral Agencies

Agencies	Project	Objective	Funding	Districts
CIDA	Pakistan Canada Debt for Education Conversion	The debt amount is being utilised for the rehabilitation and strengthening of pre-service teacher training institutions as well as processes for in-service training of teachers.	CAD \$24 million	Province-wide
	Strengthening Teacher Education in Pakistan (Agha Khan Foundation)	Improving quality and delivery of services in elementary education appropriate to the needs of the poor, particularly women and children.	CAD \$13 million	Hyderabad, Khairpur, Matiari, Sukkur, TandoAllahyar, Tando Muhammad Khan, and Thatta
DFID	Education Fund for Sindh	The objective is to provide poor children in Sindh with the opportunity to receive a quality education. The Fund will have two components: (i) a voucher scheme for poor families sending their children to low-cost private schools; and (ii) funding for intermediary organisations that demonstrate proven ability to provide quality education for the poor. The programme will be piloted in 4r districts and scale up after 2 years.	£ 16 million	Karachi, outskirts of Karachi and rural districts
Global Education Partnership (GPE)	Global Education Partnership (GPE) Grant	To support implementation of the Sindh Education Sector Plan and assist Sindh achieving its EFA policy goals and commitments.	US\$ 65.9 Million	Province-wide
European Union	Sindh Education Sector Support Programme	Promoting the quality of and access to primary and secondary education and the achievement of education-related MDGs in the province of Sindh. EU sector support will assist the Government of Sindh towards improving its management and its service delivery in the education sector.	EUR 30 million	Province-wide
JICA	Upgrading of Primary Schools into Elementary Schools in Rural Sindh	The objective is to increase access, reduce rural urban disparities, & gender gap especially in rural areas of Sindh by providing enough numbers of elementary middle schools for girls in prioritised districts.	¥ 0.7-0.8 million (est.)	TBD. 13 Districts are under consideration
USAID	Sindh Basic Education Programme (SBEP)	SBEP will focus on increasing and sustaining student enrolment in primary, middle and secondary schools in five provinces in northern Sindh as well as the city of Karachi by developing a school environment conducive to teaching and learning.	US \$165 million	Dadu, Kashmore, Kambar, Khairpur, Jacobabad, KarkanaSukkur, Shahdadkot, Khairpur and Karachi's five towns (Kemari, Lyari, Orangi, Korangi and Gadap)
	Pre-Step	Improving the quality of teaching through the standardisation of pre-service teacher education.	US \$75 million	Nationwide
	Merit and Needs Based Scholarship Programme (MNBSBP)	The MNBSBP awards scholarships for university study to academically talented, financially needy Pakistani students. The programme targets students going to public and private colleges/ universities in rural or remote areas of Pakistan	US \$13.3 million	Nationwide



S INDH EDUCATION SECTOR PLAN

Agencies	Project	Objective	Funding	Districts
	Fulbright Scholarships	To promote international cooperation for educational and cultural advancement.	US \$157 million	Nationwide
	SimSimHamara	The SimSimHamara series, the associated website and outreach activities are designed to help expose children to early literacy, math, and social skills in an enjoyable and entertaining manner.	US \$20 million	Nationwide
	Pakistan US Science and Technology Cooperation Programme	To improve the capacity of Pakistani public and private science and technology institutions, predominately institutes of higher education, to better contribute to human and economic development in Pakistan	US \$12.5 million	Nationwide
UNESCO	Early Childhood Education and Gender Mainstreaming.	Education For All (EFA Forums): To advocate for right to Education and expanding access to ECE and Elementary Education.	Not available – national programme	All of Sindh with a focus on Dadu, Jamshoro and Thatta
	Gender Mainstreaming Advocacy for literacy. Capacity building of literacy personnel. Improving quality of literacy and NFBE programme.	To improve the quality of literacy and Non- Formal Basic Education (NFBE) programmes. To improve literacy among adult rural females through NFBE and Community Learning Centres	Not available – national programme	Badin, Thatta, Tando Muhammad Khan, Tando Allah Yar, Khairpur, NosheroFeroze, Sukkur and Larkana
	School Health Programme: HIV/AIDS Prevention Education Integration of AIDS Education messages into Curricula and Textbooks.	To train education managers, school heads and teachers in HIV & AIDS Prevention Education and SHP. Advocacy, assessment and Policy dialogue for HIV & AIDS Prevention Education and SHP at Federal and Provincial level	Not available – national programme	All of Sindh with a focus on Umerkot district
	Technical Assistance and Equipment for Sindh TEVTA	To reform policy and build capacity for promotion of TVET (Technical Vocational Education & Training) Sector	Not available – national programme	All Technical Education & Vocational Training Authority (TEVTAs)
UNICEF	School Safety Action Plan	Enhanced awareness about school safety at all levels and capacity of the education departments strengthened for DRR and DRM.	Not available – national programme	TBD
	Regular Education Programme	To increase girls' enrolment and retention by social mobilisation and strengthening SMCs. Improving quality by strengthening the concept of Child Friendly School (CFSS). Strengthening Policy Reforms in Sindh under Sindh Education Reform Programme (SERP)	US \$2.4 million	Khairpur, Thatta, Umarmkot, Sanghar, and Mirpurkhas
	Early/Emergency Recovery Programme	Early recovery of schools damaged by the 010 and 2011 floods by providing Transitional School Structures and Temporary Learning Centres.	N/A	Jacobabad, Shikarpur, Kambar, Dadu, NausheroFeroze, Shaheed, Benazirabad, TandoAllahyar, TandoMuhammad Khan, Badin, and Tharparkar
	Education Priorities 2013-2017	Prioritizing and strengthening UNICEF activities	TBD	Regular UNICEF districts for girls education: Khairpur, Thatta, Sanghar, Mirpurkhas and Umerkot



Agencies	Project	Objective	Funding	Districts
The World Bank	Sindh Education Sector Project	Supporting the Government of Sindh's Medium Term Education Sector Reform Programme (SERP). The objectives of SERP are to increase school participation, reduce gender and rural-urban disparities, increase progression and improve the measurement of student learning.	US \$400 million	Province-wide
	Sindh Skills Development Project (SSDP)	Strengthening short-term training programme to improve skills sets and employability of trainees; pilot reforms of a selected set of training institutions and strengthening the management capacity of technical and vocational education training systems.	US \$21 million	All 23 Districts
World Food Programme (WFP-UN)	School Feeding Programme	Improving pupil participation, attendance and classroom through provision of food aid both on-site and take-home ration	TBD	Nationwide, operating in the most food insecure districts

(Source: USAID Sindh Basic Education Programme 2012)

Abbreviation: CIDA = Canadian International Development Agency; DFID = Department for International Development; JICA = Japan International Cooperation Agency; UNESCO = United Nations Educational, Scientific, and Cultural Organization; UNICEF = United Nations Children's Fund; US = United States; USAID = United States Agency for International Development.

International and National NGOs

NGO	Project	Objective	Funding	Districts	Donor
The Education Foundation (TEF)	Inclusive Education	Developing awareness among teachers and students about children with special needs and providing in-service training in special education	US\$100,060	Jamshed Town, Karachi	TEF Board of Trustees
	Monitoring and Improvement of City District Government, Karachi (CDGK) Schools	Piloting a model K-12 education system programme in 58 schools	US\$2 million	18 Towns, Karachi	Federation of Pakistan Chambers of Commerce and Industry and CDGK
	Community Development Project	Empowering individuals belonging to the underprivileged communities of Karachi	US\$216,685	Bin Qasim and Gadap Towns, Karachi	Planning and Development Department, GoS
Friends of Literacy and Mass Education (FLAME)	Non-formal Basic Education (home-based FLAME)	Providing free basic primary education through 91 non-formal schools	N/A	Baldia Town, Landhi, and Neelum Colony, Karachi; Dhabeji; Thata; Thando M. Khan; Shirkarpur; Sukkur; and NausheroFeroze	FLAME through overseas and local donors
	Basic Health Care in Schools	Providing free medicines to children through Lady Health Works in FLAMES schools in Karachi	US\$5,022/year	Karachi	FLAME through overseas and local donors
	Vocational Training Centre (VTC)	Empowering young girls through vocational training	US\$8,000 / year	SabuGabol Goth, Bin Qasim Town, Landi, QaimKhaniColoni and Baldia Town, Karachi	IIL Industries and British German Women's Association
	Pakistan Italian Debt Swat Agreement (PIDSA)	Supporting free education in 50 schools in Thata as part of a larger programme across Pakistan	N/A	Thatta	Government of Italy



S INDH EDUCATION SECTOR PLAN

NGO	Project	Objective	Funding	Districts	Donor
Human Development Foundation (HDF) / Human Development Foundation of North America (HDFNA)	HDF Education Programme	HDF uses a holistic approach, including education, health care, social mobilisation and economic development to address poverty change	US\$683,633 (2011); \$811,735 (2012)	Thando M. Khan; Malir, Karachi	HDF/HDFNA
Indus Resource Centre (IRC)	IRC's own schools	Providing access to quality education to girls in particular and ensure proper functioning of all the IRC's schools	US\$489,130/year	Kharipur, Dadu and Sehwan	Development in Literacy (DIL) and Pakistan Poverty Alleviation Fund (PPAF)
	Adopted Schools	Improving the overall standard of education by re-opening 50 closed schools	US\$97,826	Khairpur	GoS
	Management of Government Schools	Improving quality, increasing enrolment and controlling the drop-out rate in secondary and higher secondary schools	US\$326,086	Khairpur	GoS
	Partner Schools	Facilitating the improvement of 37 schools through repair and renovation and teacher training. Adopted 9 schools for a period of 10 years through 2020	US\$108,695 / year	Karachi	Pakistan Poverty Alleviation Fund (PPAF)
	Advocacy on Girls' Education	Bringing girls back to school by improving the quality of government schools and advocate for girls' education	US\$163,043 / year	Shahdadtot	Oxfam, Great Britain
	Revitalisation of School Management Committees	Improving schools through community participation	US\$521,739	Jamshoro, Nawabshah, NausheroFeroze, Khairpur	N/A
	Teacher Training	Improve education through teacher training	Rps 6.8 million	Sanhar	IKEA Foundation through Save the Children UK
	Accelerating Girls Education (AGE)	Achieving robust and sustainable gains in gender parity in primary and secondary education	US\$108,695	Khairpur	UNICEF
LEAD Pakistan	Bhit Rural Sustainability Programme	Developing human resources through the provision of primary education, vocational training and health services	US\$830,000	Jamshoro	ENI Pakistan Ltd.
Save the Children	Children's Action against Oppression and Neglect (CHAON)	Integrate efforts for protection, education and economic empowerment for families and health interventions for children in the cotton industry	EUR 1,364,706	Sanghar	Save the Children – Sweden and IKEA Foundation
	Protection and Empowerment of Working Children (PEWC)	Work closely with the government to extend anti-child labour programmes, including schooling, vocational training and income generation, to benefit 20,000 children.	US\$4,966,170	Tharparkar	Save the Children and Comic Relief
	Integrated Early Recovery Programme	Build the capacity of teachers, education authorities and school management committees and create awareness among communities about the importance of education	GBP 3,865,573 (3 districts in Punjab and 2 districts in Sindh)	Jacobabad, Shikarpur	DFID



NGO	Project	Objective	Funding	Districts	Donor
	Access to quality education and extending protection and development services to flood affected children	Providing education in emergency situation, rehabilitating schools and improve children's access to education	US\$1 million	Jacobabad, Shikarpur	SC Norway
	Provision of Access to Quality Education	Rehabilitation of schools in Jacobabad	US\$2,706,313 (including Rajanpur)	Jacobabad	AusAID
Socio-Engineering Consultants (SECON)	SMC Mobilisation and Revitalisation	Building the capacity of school management committees (SMCs)	US\$467,508	Badin, TandoAllahayat, Tando M. Khan, and Tharparkar	RSU, Education & Literacy Department, GoS and the World Bank
Sindh Education Foundation (SEF)	Promoting Private Schooling in Rural Sindh	Improving access to quality educational facilities through public-private partnership	US\$32,583	Larkana, Qambar-Shahdaddkot, Dadu, Sanghar, Mithi, Khairpur, Shaheed Benazir Bhutto, Badin, Thatta, and Umerkot	GoS and the World Bank
	Integrated Education Learning Programme (IELP)	Improve access to quality education facilities through public-private partnership	US\$22,664	All of Sindh	GoS
	Rural-based Community Schools Project	Provide accelerated education to children who missed the schooling years	US\$5,000	Larkana, Qambar-Shahdaddkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur, and Sukkur	GoS
	Early Learning Programme	Institutionalise pre-school classes in government schools and strengthen pre-primary education through quality reforms	US\$1,747	Tando Mohammed Khan, Badin, Khairpur, Nausheroferoze, Ghotki	GoS
	Adopt-a-School Programme (AASP)	Mobilise the private sector and civil society to adopt government schools to improve the state of education	US\$108,696 (yearly allocation)	Karachi, Matiari, Khairpur, Mirpurkhas, Shikarpur, Nausheroferoze, Benazirabad, Badin, Thatta, Sanghar	GoS
	Jail School Project	Promote literacy, numeracy and social skills through an integrated and accelerated learning model	PKR 0.5 million	Sukkur jail	GoS
		Child Labour Education Programme (CLEP)	Support working and non-working children through provision of open, challenging and free learning opportunities	PKR 6.5 million	Shershah, Karachi
Teachers Resource Centre (TRC)	PehlaTaleemiBasta (PTB)	Support early education in government schools through distribution of 150 PTBs	N/A	8 Towns, Karachi	HSBC
	Ed-Links to Learning	Research on Sindh: Digital Learning Material on Math, Science & English		11 districts in Sindh	EDC / USAID
	Releasing Confidence and Creativity Programme	Teacher training and school support	N/A	Karachi	RNE through Agha Khan Foundation, Pakistan



S INDH EDUCATION SECTOR PLAN

NGO	Project	Objective	Funding	Districts	Donor
CAN (formerly the Azaan Foundation)	Combating Abusive Child Labour (CACL) II Project	Eliminate abusive child labour through adult literacy and non-formal education	N/A	Sukkur	ILO and NRSP
	Sufa Literacy Project	Increase literacy and work related knowledge with focus on social skills	N/A	Mirpurkhas	Rotary Club, Karachi; Rotary Foundation; and Rashidabad Memorial Welfare Organisation
Asloob-e-Ilm Pakistan	Basic Education – Girls and Boys	Education and empower under-privileged students, especially girls, by operating student-centred model schools	N/A	Karchi, Thatta , Khairpur, Sanghar, Tharparkar, Dadu, and Nawabshah	Governor of Sindh, Preston University and IBM
DevCon: An Association for Rural Development	Children’s Action Against Oppression and Neglect (CHAAON)	Provide quality education to 15,000 children	N/A	Sanghar	Save the Children International
	Laar Schools Programme	Provide opportunities for primary education to 300 girls	N/A	Badin	Pakistan Poverty Alleviation Fund
	Strengthening Government Schools	Improve and strengthen 20 girls’ primary schools	N/A	Badin	Strengthening Participatory Organisations (SPO)

(Source: USAID Sindh Basic Education Programme 2012)



Annex 5: Overview of SESP Formulation and Consultation Process

The Education and Literacy Department recognizes that in order for the first sector plan to be credible and achievable, it needed to be highly participatory in its planning process. Accordingly, SESP planning adopts a bottom-up and cooperative approach through various consultative modalities. The approach also had to include a focus on clear setting of priorities in order to inform the phasing and sequencing of the education reforms. A further principle was to ensure clear target setting for each policy priority and strategy.

The sector planning process was initiated in early 2012 through a series of discussions between the Department and its main donor partners as part of the Global Education Partnership (GPE) field finding missions. In late June, the Reform Support Unit (RSU), on behalf of the Department, conducted the first consultation meeting with NGOs on the scope and processes for the development of the education plan, including formation of the Local Education Group (LEG). In early July 2012, the membership on the LEG was formalized through an official notification from the Secretary of Education and the first meeting of LEG was conducted on 7th July. At the meeting it was confirmed that the first Sindh sector plan will be five year in length and covers from ECE to upper secondary grade 12.

There were a number of follow-up discussions, especially between RSU, EU and UNICEF, the two lead agencies for the development partners, to define the mechanisms and processes for SESP formulation. An initial SESP concept note, including work organization, operational financing and technical advisory support needs was formulated and submitted to the Global Education Partnership (GPE) for funding support of the planning process.

The SESP concept note identified 12 thematic areas for forming of technical working groups (TWGs) consisting of department officials, donors, NGOs and private sector representatives. The 12 technical working groups were: (i) ECE & primary and elementary education; (ii) secondary education; (iii) non-formal education; (iv) teachers education and development; (v) curriculum, text books development and assessment ; (vi) school rehabilitation & consolidation; (vii) management & governance; (viii) public private partnership; (ix) gender equity; (x) social cohesion & resilience; (xi) monitoring & evaluation; and (xii) sector financing & PFM.

The second LEG meeting was held on 14 September for review and endorsement of the SESP work planning process, covering (i) organizational arrangements; (ii) technical working group formation; (iii) activities & work plan; (iv) SESP budget; and (v) TORs of technical assistance support. In order to ensure effective management and coordination of the SESP work plan, a SESP Secretariat was established within the RSU, headed by the Chief Programme Manager of RSU.

The implementation phase of the process, over late-October to January, was initiated when the SESP secretariat, technical working groups and advisory support team were substantively in place. Representation on the 12 Technical Working Groups (TWGs) was confirmed in mid-October, including appointment of a focal person for every TWG. On October 23, RSU conducted an orientation meeting for all the TWG members on the SESP planning methodology, schedule of activities and output requirements.

From November to early December, all 12 TWGs met on a weekly basis. The taskforces prepared their findings and recommendations, guided by briefing notes from the SESP advisory team and supported by selected facilitators. The taskforce reports and presentations formed the main basis for the preliminary SESP framework which was prepared in late November 2012.

After completing the initial planning exercise, the 12 TWGs were merged into four thematic groups (Access, Quality, Governance and Community Participation) In order to examine some of the policy/strategic and



cross-cutting issues as well as ensure internal plan consistency and coherence. The SESP draft framework was used for the first round of consultation within the education department and with external education experts and stakeholders. The third LEG meeting was held in early January to review the draft framework.

In order to ensure SEPS preparation is informed by a wide range of views and information sources, an SESP expert advisory group was convened, consists of eminent scholars and education experts in Sindh. The expert group provided valuable inputs for SESP development, especially on the long-term vision, policy objectives and strategic directions of the sector plan.

This information was further enriched by other focus group discussions with key stakeholders, alongside consultations with all 23 districts. In late December, RSU convened focus group meetings in Karachi with teachers, head teachers, parents and community members. In January, RSU convened focus group meetings with the same stakeholder groups in Hyderabad and Larkana and conducted two consultation workshops with all 23 district education offices.

The donor/NGO community has supported and been consulted throughout the SESP process. A number of donors have provided consultancy support, especially EU, UNICEF and the World Bank. A Sindh SESP team also presented the SESP process and some preliminary findings to the local donor group in Islamabad in mid-February. The primary advice was that further feasibility analysis of a number of strategies was required, especially related to technical feasibility and financial sustainability of proposed policy/strategy targets and a focus on early strengthening of provincial and district implementation and management systems. On April 25, 2013 a whole day consultative workshop was conducted at Sheraton Hotel, in which all stakeholders were invited and a detailed discussion was held on each section of the SESP and comments from different stakeholders were incorporated Deputy Program (SEMIS) was designated as focal person and he worked with CPM to finalize the Sector Plan. Finally the comments from GPE, development partner group (DPG) were also incorporated.

Sindh Local Education Group	
1. Secretary Education	Chairman
2. Chief Programme Manager, RSU	Secretary
3. Deputy Programme Manager, RSU/SMC	Member
4. Deputy Programme Manger, RSU/SEMIS	Member
5. Representative of World Bank	Member
6. Representative of European Union	Member
7. Representative of USAID	Member
8. Representative of UNICEF	Member
9. Representative of DFID	Member
10. Representative of UNESCO	Member
11. Representative of JICA	Member
12. Representative of CIDA	Member
13. Representative of IRC	Member
14. Representative of SGA	Member
15. Representative of CGN	Member
16. Representative of SAFWCO	Member



Sindh Local Education Group	
17. Representative of PFF	Member
18. Representative of Plan International Pakistan	Member
19. Representative of HANDS	Member
20. Representative of AKU-IED	Member
21. Representative of SAMI Foundation	Member
22. Representative of SZABIST	Member
23. Representative of SSEWA Pak	Member
24. Representative of DEVCON	Member
25. Representative of TCF	Member
26. Representative of Teacher Resource Centre	Member
27. Representative of Root Work Foundation	Member
28. Representative of Notredame Institute of Education	Member
29. Representative of ITA	Member
30. Representative of SAFHR	Member
31. Representative of PILER	Member
32. Representative of NCHD	Member
33. Representative of GEO	Member
34. Representative of Federation of Pakistan Chambers of Commerce & Industry	Member
35. Representative of Regional Print Media	Member

SESP Expert Advisory Group	
1. Dr. Prof. Usman Ali Esani, Vice Chancellor, IQRA University	
2. Mr. Mazhar UI Haq Siddiqui, Former Vice Chancellor, University of Sindh	
3. Dr. Muhammad Suleman Shaikh, Secretary Board of Trustees, SZABIST	
4. Dr. Prof. Abdul Wahab, President, Muhammad Ali Jinnah University, Karachi	
5. Dr. Mohammad Memon, Head of Institute of Education, Agha Khan University Karachi	
6. Dr. Parveen Munshi, Dean Faculty of Education University of Sindh	
7. Ms. Sadiqa Salahuddin, Executive Director, Indus Resource Centre	
8. Saba Mahmood, Reform Support Unit	
9. Ghulam Nabi, Reform Support Unit	

Annex 6: Key SEMIS Data (ASC 2011-12)

School Level	Number of Schools				Enrolment			Teachers		
	Boys	Girls	Co-Edu.	Total	Boys	Girls	Total	Male	Female	Total
Primary	10,331	6,471	26,287	43,089	1,748,862	1,231,584	2,980,446	71,832	27,422	99,254
Middle / Elementary	659	731	1,164	2,554	141,300	138,828	280,128	7,012	5,051	12,063
Secondary	641	513	485	1,639	393,984	278,079	672,063	16,104	11,005	27,109
Higher Secondary	101	86	88	275	179,161	110,362	289,523	4,972	2,705	7,677
Total	11,732	7,801	28,024	47,557	2,463,307	1,758,853	4,222,160	99,920	46,183	146,103

Note: Total Schools Including 648 Schools merged in Campus Schools in Schools Consolidation Programme.



SEMIS data by year		No. of Schools				Enrolment			Teachers		
School Level	Year	Boys	Girls	Mixed	Total	Boys	Girls	Total	Male	Female	Total
Primary	2007	10,155	7,487	26,673	44,315	2,001,910	1,333,261	3,335,171	68,865	26,987	95,852
	2008	14,792	7,298	22,428	44,518	1,994,676	1,332,058	3,326,734	72,692	28,307	100,999
	2009	10,416	7,283	27,345	45,044	2,016,185	1,386,206	3,402,391	72,979	28,965	101,944
	2010	11,406	7,112	26,004	44,522	1,942,476	1,349,498	3,291,974	73,116	28,945	102,061
	2011	10,331	6,471	26,287	43,089	1,748,862	1,231,584	2,980,446	71,832	27,422	99,254
Middle / Elementary	2007	867	914	1,316	3,097	130,924	99,958	230,882	6,240	3,952	10,192
	2008	936	839	1,012	2,787	116,467	101,874	218,341	6,349	4,237	10,586
	2009	679	889	1,100	2,668	117,146	111,686	228,832	5,585	4,025	9,610
	2010	649	758	1,098	2,505	119,227	117,776	237,003	5,782	4,177	9,959
	2011	659	731	1,164	0	141,300	138,828	280,128	7,012	5,051	12,063
Secondary	2007	638	491	472	1,601	346,109	231,857	577,966	15,525	10,491	26,016
	2008	762	476	366	1,604	356,697	229,886	586,583	16,242	10,647	26,889
	2009	663	518	481	1,662	376,766	253,571	630,337	15,384	10,166	25,550
	2010	684	513	444	1,641	366,074	254,877	620,951	15,512	10,086	25,598
	2011	641	513	485	1,639	393,984	278,079	672,063	16,104	11,005	27,109
Higher Secondary	2007	49	66	83	198	115,656	72,300	187,956	3,904	2,043	5,947
	2008	73	72	71	216	132,194	77,122	209,316	4,405	2,216	6,621
	2009	73	71	87	231	146,523	81,126	227,649	4,446	2,084	6,530
	2010	88	75	83	246	161,371	91,694	253,065	4,701	2,291	6,992
	2011	101	86	88	275	179,161	110,362	289,523	4,972	2,705	7,677
Total	2007	11,709	8,958	28,544	49,211	2,594,599	1,737,376	4,331,975	94,534	43,473	138,007
	2008	16,563	8,685	23,877	49,125	2,600,034	1,740,940	4,340,974	99,688	45,407	145,095
	2009	11,831	8,761	29,013	49,605	2,656,620	1,832,589	4,489,209	98,394	45,240	143,634
	2010	12,827	8,458	27,629	48,914	2,589,148	1,813,845	4,402,993	99,111	45,499	144,610
	2011	11,732	7,801	28,024	47,557	2,463,307	1,758,853	4,222,160	99,920	46,183	146,103

Note: Unadmitted class enrollment not collected in ASC 2011-12 (In ASC 2010-11 Unadmitted Class enrollment is 187,917)



Annex 7: Roles and Responsibilities of the Education Department EiE Cell

The Education Department EiE Cell will be part of Education Department Govt. of Sindh and will be in charge of preparedness, sharing of early warnings and coordination of education response during and after disasters. PDMA, UNICEF and OCHA will nominate focal points to liaise with the EiE cell and advise on its functioning. The EiE Cell will also liaise with the Education Department Reform Support Unit for inclusion of education indicators following disasters in the Sindh Education Management Information System (SEMIS).

The EiE cell will call and lead the Sindh EiE working group comprising all current members of the Education Cluster and NGOs/donors active in the field of education in emergencies. Monthly meetings of the EiE working group will be initiated and led by the EiE Cell and include the focal points from UNICEF, OCHA and PDMA. Minutes of meetings and the most important information will be shared with the Education Cluster at the national level. Staff from the EiE Cell will also attend OCHA Inter-Cluster Coordination Meetings and donor coordination forums.

At the district level the same responsibilities will rest with the District Education Officer and a counterpart from an NGO active locally (resources of district education authorities and NGOs will be complementary as NGOs often dispose of more resources and have the benefit of being closer to local populations). The Education Department EiE Cell will work closely with the DEOs and NGO counterparts to monitor implementation on the objectives and planned interventions on the agreed timeline. At the district level, meetings will also be held monthly, as part or following the DEO meetings and comprise all current members of the Education Cluster and UN agencies/NGOs active in the field of Education in Emergencies, plus OCHA. The DEO and/or NGO counterpart will also attend OCHA Inter-Cluster Coordination Meetings at the district level.

The Education Department EiE Cell will concentrate its capacity building efforts at the district level, so as to ensure the quickest and best response possible following an emergency. This will include training of staff, visits to the districts, providing transport and communication means.

Reactivation of the Education Cluster

In the event national or provincial authorities call for reactivation of the Education Cluster in Sindh, or one of the following happens: 1) new large-scale emergency or sharp deterioration in the existing humanitarian situation, 2) humanitarian needs justify a multi-sectoral approach that the EiE cell can no longer address, 3) the size of the operational presence (number of actors and complexity of response) requires more resources, 4) the EiE cell is not able to appropriately meet coordination needs, the Education Cluster will be reactivated and co-led by the EiE cell



References

Annual Development Programmes, Sindh. (2013-14). Planning and Development Department, Government of Sindh.

Annual Development Programmes, Sindh. (2010-11 and 2011-12). Planning and Development Department, Government of Sindh.

Annual Status of Education Report ASER – Pakistan 2012. South Asian Forum for Education Development (SAFED).

Bengali, Kaiser (1999). History of Educational Policy Making and Planning in Pakistan. Working Paper Series #40. Sustainable Development Policy Institute.

Defining Quality in Education. (2000). UNICEF. Paper presented at The International Working Group on Education, Florence, Italy. Working Paper Series, Education Section, United Nation Children’s Fund, NY, USA.

Education for All 2000: Pakistan. Report 2000. Available at:
http://www.unesco.org/education/wef/countryreports/pakistan/rapport_1.html

Education Sector Reforms: Action Plan 2001-2004. (2002). Ministry of Education, Pakistan, Government of Pakistan.

Education in Pakistan: A White Paper (revised) – Document to Debate and Finalize the National Education Policy. (2007). National Education Policy Review Team, Ministry of Education, Government of Pakistan.

Eighteenth Constitutional Amendment. In the Constitution of the Islamic Republic of Pakistan (2010).

18th Constitutional Amendment: Challenges & Opportunities for Education Sector. (2011). Government of Punjab, GIZ & I-SAPS.

Eighth Five Year Plan: 1993-98. (1993). Planning Commission, Government of Pakistan.

Fifth Five Year Plan: 1978-83. (1978). Planning Commission, Government of Pakistan.

First Five Year Plan: 1955-60. (1957). National Planning Board, Government of Pakistan.

National Educational Policy. (2009). Ministry of Education, Government of Pakistan.

National Education Policy and Implementation Programme. (1979). Ministry of Education, Government of Pakistan.

National Education Policy. (1992). Ministry of Education, Government of Pakistan.

National Education Policy. (1998). Ministry of Education, Government of Pakistan.



National Education Policy. (1972). Ministry of Education, Government of Pakistan.

National Plan of Action on Education for All 2001-2015. (2003). Ministry of Education, Government of Pakistan.

National Curriculum for Early Childhood Education. (2007). Ministry of Education, Government of Pakistan.

National Textbook and Learning Materials Policy and Plan of Action. (2007). Ministry of Education (Curriculum Wing), Government of Pakistan.

National Professional Standards for Teachers in Pakistan. (2009). Policy & Planning Wing, Ministry of Education, Government of Pakistan.

National Standards for Accreditation of Teacher Education Programmes. (2009). National Accreditation Council for Teacher Education, Higher Education Commission, Government of Pakistan.

Pakistan Social and Living Standards Measurement Survey (PSLM) 2010-2011. (2011). Federal Bureau of Statistics, Statistics Division, Government of Pakistan.

Pakistan Education Statistics 2006-2007. (2006). Academy of Education Planning and Management, Ministry of Education, Government of Pakistan.

Policy Document on Teacher Education Development – TED (2009). Education & Literacy Department, Government of Sindh.

Policy Analysis of Education in Sindh. (2011). UNESCO, Pakistan.

Poverty Reduction Strategy Paper Pakistan. (2004). IMF Country Report No. 04/24.

PRSP-II Period Progress Report, FY09-FY11. (2012). Finance Division, Government of Pakistan.

Proceedings of ‘The Pakistan Educational Conference’. (1947). Ministry of the Interior (Education Division), Government of Pakistan.

Proceedings of ‘The Educational Conference’ (1951). Education Division, Government of Pakistan.

Report of the Commission on National Education. (1959). Government of Pakistan.

Report of the Commission on Students Problems and Welfare. (1966). Government of Pakistan.

Second Five Year Plan: 1960-65. (1960). Planning Commission, Government of Pakistan.

Seventh Five Year Plan: 1988-93. (1988). Planning Commission, Government of Pakistan.

Sindh Education Profile 2011-12. (2011). Sindh Education Management Information System (SEMIS), Reform Support Unit (RSU), Education & Literacy Department, Government of Sindh.

Sindh Education Sector Reform Project 2006-7: Project Information Document Appraisal Stage – Report no. AB4600. (March 2009). The World Bank.



Sindh Education Sector Reform Project 2012-13. Project Documents

(<http://www.worldbank.org/projects/P125952/pakistan-second-sindh-education-sector-project?lang=en>).

Sindh Teacher Education Development Authority – STEDA Act (Draft). (2011). Education & Literacy Department, Government of Sindh.

School Consolidation Policy. (2012). Education & Literacy Department, Government of Sindh.

Sindh Vision 2030: Aspiring towards a Healthy, Productive & Prosperous Nation. (2007). Planning and Development Department, Government of Sindh.

Sindh Education Sector Project (SEP): Implementation Completion and Results – Report No. ICR00002481. (December 24, 2012). The World Bank.

Sindh Basic Education Programme: Activity Agreement – No. 391-013. (August, 2011). Government of Sindh and the USAID.

Sixth Five Year Plan: 1983-88. (1983). Planning Commission, Government of Pakistan.

Standardized Achievement Testing (SAT). Available at <http://satsindh.net.pk/page/aboutsat>

Teacher Education Strategy 2018: Addressing the Issue of Quality in Sindh. (2012). Education & Literacy Department, Government of Sindh (in collaboration with Pre-STEP, USAID).

The Global Literacy Challenge: A Profile of Youth and Adult Literacy at the Mid-point of the United Nations Literacy Decade 2003 – 2012. (2008). UNESCO.

The National Curriculum. (2006). Ministry of Education, Government of Pakistan.

The National Curriculum. (2002). Ministry of Education, Government of Pakistan.

The New Education Policy. (1970). Ministry of Education and Scientific Research, Government of Pakistan.

The Paris Declaration on Aid Effectiveness. (March 02, 2005). OECD.

The Sindh Right Of Children to Free and Compulsory Education Act, Sindh Act No. XIV. (March 11, 2013). Provincial Assembly of Sindh Notification. Government of Sindh.

Third Five Year Plan: 1965-70. (1965). Planning Commission, Government of Pakistan.

UN Millennium Development Goals. Accessed <http://www.un.org/millenniumgoals> on March 10, 2013.

Additionally, a number of other official documents and notifications provided by RSU, STEDA, PITE, and BoC- EW were consulted.