



# EDUCATION REFORMERS

EDITION-VIII

## EARLY CHILDHOOD CARE & EDUCATION

First-ever Policy Launched

## SUCCESSFUL COMPLETION

Head Teachers' Induction Training





# MESSAGES



**“ With induction of well-trained HMs we hope to improve overall functioning of school administrations as the new school heads are being imparted training on planning and management. ”**

**ABDUL AZIZ UQAILI**

SECRETARY SCHOOL EDUCATION AND LITERACY DEPARTMENT

Dear readers,

This issue of the Education Reformers is presented to you when the School Education and Literacy Department is entering the crucial phase of implementing reforms the government of Sindh has introduced to raise the standard of education.

The introduction of Internal Communication System (ICS) for officials of the department and induction of head masters and mistresses on merit are the two landmark achievements. The two tasks have been taken by the government to move towards the use of technology by officials and improve the oldstyled school administrations. The use of ICS will effectively deliver messages to authorities concerned on time, enabling them to take actions promptly.

With the induction of well-trained HMs we hope to improve overall functioning of school administrations as the new school heads are being imparted training on planning and management. Besides new inductions in the department, the Departmental Promotion Committee has promoted 377 HSTs of BS-16 to BS- 17. They will be appointed as head masters and mistress. The promotion of senior teachers will minimise the chronic issue of shortage of DDOs and head masters.

We hope the use of technology by officials, induction of welltrained school heads and promotions of senior teachers will bring about a number of changes in the system and help build a well-functioning new educational system on modern lines.

Dear readers,

Welcome to the Education Reformers' latest issue. We're pleased to share with you some of our recent achievements. As you know the Education and Literacy Department and the Reform Support Unit have finally embarked upon the gigantic task of inducting trained head masters and mistresses across Sindh in collaboration with the Shaheed Zulfikar Ali Bhutto Institute of Science and Technology.

We've reached a significant milestone and trained 1,016 school heads recruited on merit. We believe only well-trained, confident, responsible and innovative school heads can run the schools effectively.

Raising professional qualifications of school heads is part of several reform programmes the government of Sindh has introduced for improving the standard of education. One such reform is introduction of School Management Cadre at division, district and school levels.

In this connection, SZABIST trained Master Trainers and its representatives were present during trainings in all six regions. The new head teachers are expected to play a leadership role. Hopefully, their induction will bring about substantial improvements in school management and functioning.



**"We believe only well-trained, confident, responsible and innovative school heads can run the schools effectively."**

**FAISAL AHMED UQAILI**

CHIEF PROGRAM MANAGER  
REFORM SUPPORT UNIT



# REFORMING CURRICULUM

The Provincial Assembly of Sindh has passed the Sindh School Education Standards and Curriculum Bill 2015, which covers maintenance of school education standards, reflecting the learning needs of 21<sup>st</sup> Century, through supervision of curriculum, textbooks, and assessment process for improving quality of education from early years to grade twelve.

The purpose of the bill is to improve quality education through enhanced learning among children with command over knowledge, skills and values necessary to attain their full potential so that they are able to succeed in their personal and professional lives in a highly competitive and globalised environment.

The Rules of Business were notified in December 2016. Under the same Act, the Curriculum Wing was established at the School Education and Literacy Department.

Curriculum Wing is responsible for:

- Framing policy on curriculum, assessment, textbooks and learning materials;
- Ensure alignment between education standards, curriculum, assessment, textbooks, and learning material;
- Provide guidelines for periodical review, evaluation and revision of curriculum and instructional material;
- Certify curriculum, textbook and learning material submitted by relevant educational institutions;
- Establish an effective coordination mechanism to promote formal links between institutions for sharing expertise, experience and relevant resources for improving quality of education;
- Design capacity building strategies to strengthen agencies or institutions under the administrative control of the School Education and Literacy Department;
- Facilitate efficient management and coordination of the delivery of education to ensure scheduled implementation of policies and attend programs, and adherence to education laws and regulations.

## Curriculum Implementation Framework:

The Framework for Curriculum Implementation is designed to support the School Education and Literacy Department's approach for establishing a process of curriculum implementation as an integrated system. The implementation matrix outlines an ongoing continuous

improvement process and aims to offer guidance on how to formulate robust annual work / implementation plans which clearly articulate how programs and services are delivered on time and to expectations. It supports active involvement of the private sector in realization of objectives of curriculum implementation whereby schools will be able to provide evidence that each and every student is learning essential concepts and skills as required by the curriculum.

## Reforming Curriculum:

The Directorate of Curriculum, Research and Assessment had been involved in; developed and notified Sindh Language Curriculum grades 1-12 Review of 2006 curriculum from grades 6-8, and at present grades 9-12 Review of text books manuscripts developed by Sindh Textbook Board(STBB).

Completed Quality Assurance of the final text books submitted by STBB.

The STBB has developed, printed and distributed textbooks based on the revised curriculum.

Grades	Textbooks	Total Books
1-5	English, Sindhi, Urdu, Mathematics, General Knowledge, Islamiat, Ethics, Social Studies and General Science.	36 and translated versions in Urdu and Sindhi = 36
6-8	English, Sindhi Urdu, Mathematics, Islamiat, Ethics, Social studies and General Science, Arabic Computers	*30 and translated versions in Urdu Sindhi =*39 Social studies grade 8 will be developed for academic year 2018-19
9-12	English Grades 9 and 10 in progress	

- The Social Studies curriculum grades 6-8 has been developed and notified.
- English Language Curriculum Grades K-12 reviewed and is in the process of notification
- Minimum standards for quality education are in the process of revision to align with Sindh specific policies and programmes.
- The Non-Formal curriculum has been developed and notified.
- The ECCE Policy and standards have been developed and notified.
- The ECCE Curriculum is developed and in the process of notification.
- The Sindh Education Student Learning Outcome Assessment Frame work (SESLOF)



## SANIA KHURSHEED MANAGER POLICY & EXTERNAL AFFAIRS REFORM SUPPORT UNIT

Sania has been associated with Reform Support Unit from past five years and throughout the time she has proved to be a valuable asset to our organization. She distinguished herself by consistently delivering her performance at par excellence. She is highly intelligent, cooperative and has good analytical and communication skills. Sania has been selected for Fulbright Scholarship Cohort 2017-19 for Masters in Public Affairs from the Truman School of Public Affairs (TSPA), University of Missouri - UoM Columbia, MO for next two years. She wants to peruse her higher studies and for that reason she is leaving her RSU family. We all wish her best of luck for future endeavors.

Best of Luck!



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Reform Support Unit  
School Education & Literacy Department  
Government of Sindh



# CONTINUOUS PROFESSIONAL DEVELOPMENT

The School Education and Literacy Department has notified a Continuous Professional Development (CPD) model on May 29, 2017, to ensure teachers' regular training and development.

This CPD model is on cluster-cum-school based approach. The professional development activities under the framework will be managed through a central elementary/high school (referred as Cluster Hub School in the framework). The method of formation of clusters and selection of Cluster Hub Schools has been adopted from the 'School Clustering Policy 2016' and School Consolidation Policy (2012). The number of schools in a cluster will be 10 to 12, located within a radius of 15 kilometer from the Cluster Hub School/Campus School. The CPD will be delivered through blended mode:

**Focus:** All primary and elementary school teachers will attend the professional development activities every year. Along with building capacity of teachers on reading skills, the teachers will get chance to improve their professional competence in other aspects of languages (English and Sindhi/Urdu) and also in other subjects including Science and Mathematics.

The model shows an elaborative web of linkages between various institutions, including STEDA and Teacher Training Institutions (TTI). It stretches down to Directorates, District Education Officers, Taluka Education Officers, Cluster Hub Schools and Campus Schools. The model has a clear and defined job description for every entity working together to achieve the objectives of the education department. As per the CPD model, a structure has been formulated which rests the overall responsibility of CPD implementation on the Provincial Institute of Teachers' Education under the Sindh School Education Standards and Curriculum Act 2015. PITE is responsible to train Guide Teachers, selected from Cluster Hub Schools or Campus Schools from across Sindh through proper selection mechanism to enable them to later train subject coordinators and teachers in their respective assigned cluster Hub/Campus schools.

## Selection Process Of Guide Teachers

District Education Officers have been requested through directorates to furnish nominations for guide teachers. The District Selection Committee has also been notified to help in this regard. These Selection Committees have District Education Officer (Ele, Sec and Higher Sec) as the chairman with DEO primary, representatives from PITE and Government Elementary College for Education (male & female) and cluster hub school as committee members. The committee selects subject-wise Guide Teachers for five subjects who are then given subject-specific training. The Guide Teachers will later train Subject Coordinators and Teachers in cluster hub or campus schools and also



monitor them post training to observe their execution of learning from training. The department has also notified a selection committee to select resource persons for five subject areas: English, Sindhi, Urdu, Mathematics and Science. These resource persons are responsible to develop training manuals for the Guide Teachers. At present, four manuals have been developed which were later reviewed and certified by STEDA. The fifth manual is in process and will be completed soon.

**Teacher training will help building the capacity to develop goal oriented, realistic, time bound with minimum usage of resources, plan for their teaching methodology while keeping their students' needs in mind to teach and assess them accordingly.**

The selection process of Guide Teachers has been completed in 13 districts whereas the same shall be completed in the remaining districts in the next couple of days. After the selection process two-week residential training of Guide Teachers will start at PITE.

## Impact

The sole purpose of teachers' training is to enhance their knowledge, competence and their pedagogical skills in line with the new teaching methods being introduced across the world. These trainings will help shape teachers' attitudes to plan their teaching well and develop low-cost resources while keeping their students' needs in mind to teach and assess them accordingly.

Through the training they are given a broad spectrum of options to implement strategies and mechanism in classrooms to teach as per curriculum's requirements and to improve their delivery and to achieve defined Student Learning Outcomes (SLOs). All these areas aim at helping students learn better in a classroom.



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# EARLY CHILDHOOD CARE & EDUCATION POLICY LAUNCH

The School Education and Literacy Department, Government of Sindh, has launched the province's first Early Childhood Care and Education (ECCE) Policy. The policy is aligned with the Sustainable Development Goals and will play a pivotal role in transition of children from pre-primary to primary and serve as a useful tool for pursuing clear and coherent action planged towards introduction and promotion of Early Childhood Education in Sindh.

**“Policy will support in fostering social skills which can't be learned at home.”**

**Dr. Azra Fazal Pechuho**  
Chief Guest of the launching ceremony,  
MNA and Chancellor of SZABIST

The policy is the outcome of collective efforts involving experts, early childhood specialists, practitioners, researchers, academicians and development partners representing various strands of the School Education Department, NGOs and INGOs.

**“Recruitment of qualified ECCE teachers is a major challenge for successful implementation of ECCE policy”**

**Abdul Aziz Uqaili**  
Secretary  
School Education and Literacy Department

## Members of the ECCE task force

- |                         |                       |                         |                          |                         |
|-------------------------|-----------------------|-------------------------|--------------------------|-------------------------|
| 1. STEDA                | 6. UNESCO             | 11. Plan International  | 14. Aga Khan             | 17. Save the Children   |
| 2. PITE                 | 7. UNICEF             | Pakistan                | University- Human        | 18. National Commission |
| 3. Bureau of Curriculum | 8. Indus Resource     | 12. HANDS               | Development Program      | for Human Development   |
| and Extension Wing      | Center                | 13. Aga Khan            | 15. Teacher Resource     | 19. Rupani Foundation   |
| 4. Sindh Textbook Board | 9. Right to Play      | University-Institute of | Center                   | 20. Catco Kids          |
| 5. Sindh Education      | 10. Idara-e-Taleem-o- | Educational Development | 16. Notre Dame Institute | 21. DEVCON              |
| Foundation              | Aagahi                |                         | of Education (NDIE)      |                         |





# GIRLS' STIPEND CONTRACT SIGNING CEREMONY

The School Education and Literacy Department, Government of Sindh, gives annual stipend to encourage female education. An amount of Rs1500 million has been reserved for 275,000 female students during the 2015-16 academic year and 280,000 for the 2016-17 academic year.

A contract was signed with JazzCash, Mobilink, on May 10, 2017 for the distribution of girls' stipend among students of government schools from class VI-X across the province.

Speaking on the occasion, Minister for Education and Literacy Department Jam Mehtab Hussain Dahar said: "This initiative is reflective of the government of Sindh's commitment to increase the enrolment of girls in schools at the secondary level. Investing in girls' education is a strategic development priority as it pays huge dividends for a society". SELD Secretary Abdul Aziz Uqaili said that key challenge in girls' stipend disbursement is timely delivery. Earlier, stipend was disbursed by Pakistan Post which caused delay and many other problems. Therefore, since 2014 the government is distributing stipend through ATM card, pin mailers and SMS. This year stipend will also be distributed through biometric verification. RSU Chief Program Manager Faisal Ahmed Uqaili said that approximately 300,000 girl students receive stipend amount each academic year. The data received from the school principals are duly scrutinised and verified through different sources to ensure transparency and disbursements are made accordingly. The girls' stipend is an incentive programme which was initiated in 2006 to ensure greater transition and retention among female students post primary education. Every year stipend of Rs2500/- and Rs3500/- (to low transition talukas) is distributed. This year the government of Sindh is distributing stipend among girls through four different ways:



"If you educate a woman, you educate a nation. For that reason we are encouraging girls to continue education. The provision of stipend has helped raise girl students' enrolment and curtailed dropouts."

**JAM MEHTAB HUSSAIN DAHAR**  
MINISTER FOR  
EDUCATION & LITERACY



Bio-metric verification



Short Message Service (SMS)



ATM Card Service



Pin Code Mailer

## Farhana Nisar, a 9<sup>th</sup> grader from Govt. Girls Higher Secondary School, Lakhi. Says

"These thirty-five hundred rupees can be a reason many girls from poor families are still managing to continue their studies," My father is a farmer by profession. "I save this stipend and use it for buying stationery. Those, who want to educate their girls, find financial constraints and accessibility to school," she said.





# HEAD TEACHERS' INDUCTION TRAINING

The government of Sindh is committed to provide quality education to students of government schools through different reform initiatives. One such reform is introduction of School Management Cadre at division, district, taluka and school levels. Under this reform, 1,016 headmasters and headmistresses have been recruited on need-cum-merit criteria in the first phase.

The School Education and Literacy Department conducted an induction training for the newly-recruited head masters and mistresses through selected master trainers from all over Sindh. The master trainers went through the Training of Trainers (ToT).

They were then divided into six regions, where they conducted fourteen days' training for the newly-recruited HMs. A training manual was used to help trainees with problem-solving techniques, classroom and school management, focusing on development in areas of academia, administration, finance and planning. Sharing his views about the newly-recruited HMs, Minister for Education and Literacy Jam Mehtab Dehar said: "The current situation of education in Sindh could not be improved unless teachers, headmasters and headmistresses develop a sense of ownership for their respective schools".

SELD Secretary Abdul Aziz Uqaili said: "The department has recruited head teachers through an objective and merit-based process administered by a third party."

Reform Support Unit Chief Program Manager Faisal Ahmed Uqaili said the department had ensured strict adherence to transparency at every stage of the hiring process. He said that successful candidates were also going through a biometric verification with the department.

## Recruitment Policy 2017 notified

Recruitment of teaching and non-teaching staff has to be a cyclic feature at the School Education and Literacy Department. In this regard, the department has recently announced the Recruitment Policy 2017. Some of the salient features of the notified Recruitment Policy 2017 are as under:

- Induction of Early Childhood Teachers (ECTs) at the Taluka level (for female only)\*
- Induction of subject-based Junior Elementary School Teachers (JESTs) for Mathematics, Physics, Chemistry, Zoology, Botany, Computer Science and English at the Taluka level (for both male and female)
- Induction of subject-based Secondary School Teachers (SSTs) for Mathematics, Physics, Chemistry, Zoology, Botany, Computer Science and English at the Taluka level (for both male and female)



### Saima Memon Master Trainer Provincial Institute for Teacher Education (PITE)

The HMs were not well cognizant of their job descriptions, but in this manual we have come to know the detailed roles and responsibilities of a HM and how to manage the resources and work as a team. After this TOT session I am in a better position to familiarize the newly-induced teachers with field knowledge and problem resolving techniques.



### Momina Mussarat Ali Newly-induced Head Mistress District Hyderabad

Before this training, I was curious about the problems related to education but after this training and manual I am able to understand how to manage and use the techniques to resolve the problems.



### Zainulabidin Newly-induced Head Master District Dadu

Through manual we have learnt the roles and responsibilities of a head teacher so now we know how to implement the acquired knowledge into our day-to-day routine.







SE&LD Secretary Abdul Aziz Uqaili visited head teachers' induction training at Qasimabad, Karachi



A consultative workshop on challenges of Sindh education sector. The program was organised by ADB in collaboration with the AKUIED



SE&LD Secretary Abdul Aziz Uqaili visited development scheme under the Provincial ADP, SBEP (USAID) / SID Project in Larkana district



Distribution of appointment orders and orientation session for newly-inducted Headmasters / Headmistresses for Karachi and Hyderabad Region



Certificate Distribution after the successful completion of Head Teachers' induction training at Qasimabad, Karachi

**Publication by Communications Unit**

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