

EDITION-X



EDUCATION REFORMERS

SINDH EDUCATION PROFILE (2016-17)

A Repository of Information

STUDENT MIGRATION TO PUBLIC SCHOOLS

A Promising Tomorrow



Dr. Iqbal Hussain Durrani

Secretary

School Education and Literacy Department
Government of Sindh

Dear Readers,

It gives me a great pleasure to welcome you again to this edition of the Education Reformers. Upon taking up my duties as Secretary of School Education and Literacy Department, my very first act was to unveil a plan for improving Sindh's education. I feel proud by sharing this with you that since then we have taken a lot of decisions to steer Sindh's education out of emergency.

I've signed an agreement for the Feasibility and Transaction Advisory Services to implement Teachers' Training Project under Public Private Partnership mode. Meanwhile, a committee has been constituted by Chief Minister Syed Murad Ali Shah for preparation of the Education Reform Act.

The department has signed a Rolling Work-Plan for 2018-2019 with UNICEF. The plan will focus on provision of technical support to the department for increasing enrollment of out-of-school children (especially girls and most marginalised), early learning and improved student learning and education sector and education policy planning.

Another very important task we have taken in our hands is the initiation of work on life skills based education and integration of its content into curriculum. We plan to train all public school teachers as they can impart life skills-based education to children.

Besides, the European Union has approved 50 million euro, four year program called "DEEP" for Sindh's Education, starting from July 2018. This program KPIs includes improvement in girls' education, strengthening consolidation and clustering policies implementation, functionalized audit system within the department, improvement in the curriculum and integration of all data sets.



Nisar A. Memon

Chief Program Manager

Reform Support Unit

School Education and Literacy Department
Government of Sindh

Dear Readers,

Welcome to the new edition of the Education Reformers. This edition of SELD's quarterly newsletter was under design and page-making process when I joined the Reform Support Unit as the Chief Program Manager.

Let me share with you all readers that before taking over this responsibility, I worked for the School Education and Literacy Department as the Director General of the Monitoring and Evaluation. So I'm much better prepared and determined to lead the on-going reform process and take it to new heights of success. I know Sindh's education is in the state of emergency since 2016 and much efforts and energies are required to bring it on the zenith of glory and success.

Moreover, there is a vacuum of coordination and liaison within the wings of the department. So the responsibility lies on RSU to develop a link between wings and field formation of SELD.

The reform process initiated in RSU is a continuous task which needs more and more energies and commitments to accomplish all the assigned task in attaining the desired goals and deliverables.

So, I take the responsibility of this demanding assignment and work closely with all stakeholders and donors agencies with my dedicated team. Being a team leader, with the support of my team, I would do the best for moving the caravan of reforms and initiatives in SELD.

THANK YOU NOTE BY FORMER CHIEF PROGRAM MANAGER - RSU



Faisal Ahmed Uqaili

Dear Readers,

I am pleased to welcome you to this tenth edition of "Education Reformers". I wound up my tenure as Chief Program Manager, Reform Support Unit, SELD, and left this organisation few weeks earlier to join 23rd Senior Management Course at NIM.

Today I'm of the firm belief that Reform Support Unit stands tall on the new heights of successes by developing a system of education more conducive to teaching and learnings for public schools, through accomplishments of many sustainable education reforms in these little less than three years time frame. And surely what is achieved, during this period, would not have been possible, without the dedicated support of my colleagues at RSU as well as all our partners.

So let me take this opportunity of saying big "Thank you" to all of you, to whom I worked with since day one.

SINDH EDUCATION PROFILE 2016-17

Better Data Better Governance



The School Education and Literacy Department, Government of Sindh, has launched Sindh Education Profile 2016-17. Secretary School Education & Literacy Department, Dr. Iqbal Hussain Durrani, Chief Program Manager Reform Support Unit Mr Faisal Ahmed Uqaili, CFO Sindh UNICEF Ms Cristina Brugiolio, Director HR & Training Kazi Jamal Mustafa, representatives from INGOs and NGOs, media, academia and officers from Sindh government and Reform Support Unit were present on the occasion.

This years profile which is the 26th Sindh Education Profile, is divided in three sections Provincial Statistics, Districts' Profile and most importantly time series data of past 25 years.

According to data collected this year, there are 38,132 primary schools, 1,640 middle, 601 elementary, 1,719 secondary and 291 higher secondary schools. There were 45,447 schools in 2015-16. The number of schools increased to 45,555 this year. In 2015-16, there were 4,145,219 students. This year the number of students increased to 4,229,128. There are total 150,787 teachers. Of them 103,422 are male and 47,365 female. The department constructed 1,461 additional classrooms. Availability of drinking water has increased by seven per cent. Electricity facility has been increased by eight per cent. Washroom facility has increased by nine per cent as compare to the previous year.

STANDARDIZED ACHIEVEMENT TEST-V RESULT (PROVINCIAL)



TOP FIVE PUBLIC SCHOOLS - DISTRICT WISE

Grade V	1	GBPS ALAM ARAIN	Ghotki 76.34 %
	2	GBPS CHARAN MEMON	Thatta 74.60 %
	3	GBPS AMANAT ALI AWAN @MADAVE	Badin 74.38 %
	4	GBPS IRRIGATION COLONY	Ghotki 72.00 %
	5	GBELS JALAL DAHRI	Shaheed Benazirabad 71.88 %

Grade VIII	1	GGHS INTELLIGENCE	South Karachi 65 %
	2	GGHS KOT DIJI	Khairpur Mirs 60.58 %
	3	GBLSS MALHI VILLAGE	Mirpur Khas 60.25 %
	4	GBLSS SEDIO	Tharparkar 58.81 %
	5	GBHS A KAREEM DARS	Tando Allahyar 58.13 %



EUROPEAN UNION SUPPORT FOR SINDH'S EDUCATION

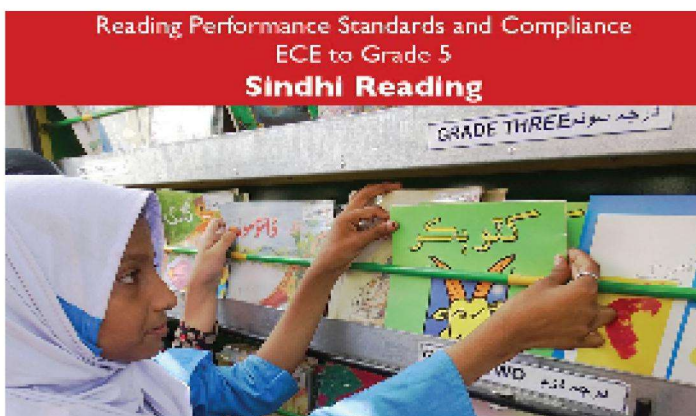


The European Union continues to support the School Education and Literacy Department in terms of improving service delivery, through strategic reforms, in line with the Sindh Education Sector Plan (2014-2018) and other sector priorities, since 2013 (2nd round). Through the current support, EU Education programme (SESSP) has directly contributed to the efforts made by the government of Sindh, in;

- i) designing, development of a robust Internal Audit Legal and Regulatory Framework in Sindh (first ever in Pakistan) which has now been established in SELD for improving governance and accountability;
- ii) developing and introducing a new governance framework in Sindh – cluster-based school management system (as envisaged in the Sector Plan), with a focus to ultimately benefit around 30,000 primary schools (around 3 million children) in rural & peri-urban areas, through decentralised and better schools management – piloted implemented in 6 districts and now being rolled out in the entire province;
- iii) introducing curriculum reforms particularly introducing the first Curriculum Act and Curriculum Implementation Framework;
- iv) introducing job descriptions for the education managers; introducing a new performance management framework; working towards a better environment for the education managers to perform in the districts and talukas;
- v) developing and introducing a first ever, Student Education Learning Outcomes Policy (SESLOAF) which is now under implementation;
- vi) revitalizing Provincial Education Assessment Centre;
- vii) strengthening capacity of PITE in multi-grade and SESLOAF;
- viii) furthering the school consolidation policy in terms of delegation of powers, policy implementation and monitoring instruments and for implementation in selected districts and;
- ix) building capacity of around 3,000 teachers/education managers through various interventions in 11 districts, on school consolidation (management), school clustering, CIF, SESLOAF and multi-grade teaching.

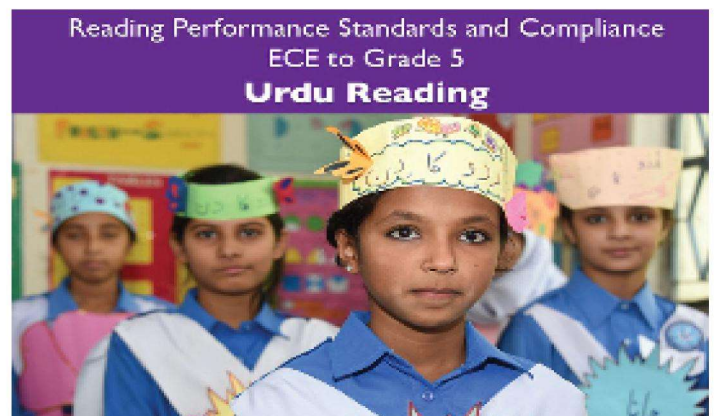
All the EU SESSP's interventions and support has been carried out in close cooperation and coordination with the RSU and SELD Secretariat, directorates of PITE, STEDA, TTIs and DCAR. As a result of achievement of agreed policy triggers, the EU has disbursed the last tranche of EUR 5 million, under the current programme to the Finance Department, Government of Sindh, in late December as Budgetary Support. Before this, the other two tranches of sector budget support amounting to EUR 20.5 million (full) were also received by the Finance Department through same manner, after positive assessment of performance against the agreed policy triggers by EU commission. The new EU programme "DEEP" has been agreed between the EU and SELD and the financing agreement is likely to be signed within the next couple of months.

READING PERFORMANCE STANDARDS ADOPTED



The School Education and Literacy Department, Government of Sindh, has approved the Reading Performance Standards and Compliance of Sindhi and Urdu Languages for early grades (ECE to Grade V) after incorporation of feedback from different segments of society.

The devolution of power under the 18th Amendment enabled the provincial governments to develop education



standards. In this context and in compliance with the Sindh School Education Standards and Curriculum Act No. IX of 2015, the School Education and Literacy Department had approved the Reading Performance Standards and Compliance of Sindhi and Urdu Languages for early grades (ECE to Grade V). The department developed these standards with the technical support of USAID-funded Pakistan Reading Project and Sindh Reading Project.

DIRECTORATE OF MONITORING AND EVALUATION

After the establishment of monitoring and evaluation system in the School Education Department a very effective impact has been made upon school education. The department has achieved following results:

- Control upon teachers' absenteeism has been established
- Constant watch upon school education is provided
- First-hand information about school infrastructure
- It provides assistance to maintain Student Teacher Ratio
- It helps in providing key information about school status to work out for improvement of overall indicators of quality education
- Modern automation tools are being employed to keep relentless watch upon school education
- Through monitoring system development works of schools are also being checked
- District Reforms Oversight Committee (DROC) has been constituted under the chairmanship of Deputy Commissioner which has key role in overall improvement of education sector reforms and analysis of monitoring reports being generated by the Monitoring and Evaluation System.



BASIC DEFINITION UNDER M&E POLICY

ABSCONDING TEACHERS

A teacher will be declared as an absconder teacher when:

- When MA visits a school and finds it permanently closed with no one inside the premises (students as well as employee). The teacher posted against that school would be considered as Absconder
- When MA finds continuous absence of any teacher in the attendance register (approximately one month) and H.M of the school also informs that the said teacher is absent without any prior formal approval of the competent authority; the teacher would be considered as absconder
- When the employee whose name is not available in the muster roll/attendance register of the school and HM also denies knowing any whereabouts or information of the employee, he would be considered as Absconder
- Hundreds of absconding teachers have been nominated by M&E team

ABSENT TEACHER

A teacher, who is not available in the school and there is no record or evidence of any granted leave to him, will be considered as an absent teacher

TEACHER ON OFFICIAL DUTY/TRAINING

A teacher/staff who is not available in the school and as per statement of the H.M or in charge of the school, he or she has gone to perform some official duty or proceeded for official training and there is proper record of such order by the competent authority available in the school, the teacher will be considered as on the official duty. Thousands of teachers/employees have been marked as absent and their salaries have been stopped.

TEACHER TRANSFER

A teacher, whose order of transfer is available on the record of school, will be considered as Transferred Teacher.

- Teacher must not leave school until his posting order is updated in the biometric system
- Notification for at least 7-14 days wait before joining new place of posting has already been issued

TEACHERS ON MEDICAL LEAVE

- Teachers, whose application for medical leave is on the record, will be considered as teachers on medical leave
- MA should confirm the availability of medical certificate during his next visit of same school, just to make sure that no misreporting has been done.



GLOBAL PARTNERSHIP FOR EDUCATION APPROVES GRANT FOR SINDH EDUCATION SECTOR PLAN 2019-23

The Global Partnership for Education (GPE) has approved a financial assistance under the Education Sector Plan Development Grant (ESPDG) to develop the Sindh Education Sector Plan (SESP) 2019-2023. The School Education and Literacy Department, Government of Sindh, is planning to revise existing SESP (2014-2018) and formulating Sindh Education Sector Plan 2019-2023 with the support of key education stakeholders. Building on the existing achievements, SESP 2019-2023 will establish a roadmap for a new education reform programme of Sindh based on national and provincial commitments and priorities.

INTERNAL COMMUNICATION SYSTEM LAUNCHED

The School Education and Literacy Department has achieved another milestone by launching a web-based Internal Communications System (ICS). With the support of this modern technology, we are now able to enhance effectiveness of communication among department's officers and officials from a single platform. This system has been designed with a concept to improve an intra-institutional response. The key features of ICS includes:

COMMUNICATION PORTAL	WEB-MAIL	INTERNET	CALLING DIRECTORY
<ul style="list-style-type: none"> • Dashboards • Alerts and Notifications • MIS Compliance • Reports • Human Resource • Management • Information System 	<ul style="list-style-type: none"> • Dashboards • Alerts and Notifications • MIS Compliance • Reports • Human Resource • Management • Information System 	<ul style="list-style-type: none"> • Dashboards • Alerts and Notifications • MIS Compliance • Reports • Human Resource • Management • Information System 	<ul style="list-style-type: none"> • Dashboards • Alerts and Notifications • MIS Compliance • Reports • Human Resource • Management • Information System

The system provides online data repository, alerts and notifications, integrated complaint management system, compliance reports, personal and institutional calendars, directory of all SELD employees along with the connectivity at the district level. The system will streamline internal communications, improve coordination and facilitate information sharing within the department. ICS is well equipped with comprehensive security protocols for data protection, online virus scanning of web-mail and smart phone integration.

STUDENT MIGRATION FROM PRIVATE TO PUBLIC SCHOOLS: A PROMISING TOMORROW

A myth has been created that private schools are providing better education than the government schools. With several interventions from the government, the scenario is changing now as more and more parents are enrolling their children in government schools. The School Education and Literacy Department has recently compiled data about student migration and received very encouraging signals. Government's initiatives like recruitment of teachers and Headmasters on merit, effective implementation of campus and clustering schools, providing free textbooks & stipend to female students have made significant improvement in this regard.

The government provides facilities of laboratory, library, furniture, solar system and learning environment to students.



Regionwise Student Migration to Public Schools

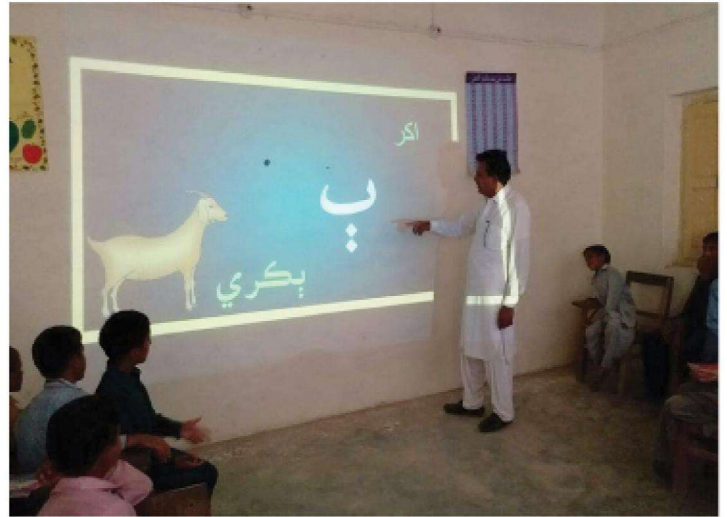
Region	No. of Students
Hyderabad	373
Karachi	150
Larkana	2,273
Shaheed Benazirabad	626
Sukkur	872
Total	4294



PUBLIC SCHOOLS OF SINDH HEADING TOWARDS BETTERMENT



The Government Boys High School Ghulam Nabi Shah in Pithoro taluka of Umerkot district depicts a very promising picture with regard to beautification, dedicated staff and student performance.



Multimedia installation at the Government Boys Elementary School Akri, Faiz Gunj taluka, Khairpur Mirs' district where enrollment increased from 184 to 365 students in last six months.



Student of the Government Boys Primary School Siddiqui Colony in Larkana city sharing his New Year resolution for 2018. He expressed his thoughts on school's whiteboard to work hard.



Students of the Government Boys High School Qazi Habibullah Shikarpur have decorated walls of their school with paintings related to course and historical buildings of the country.

Publication by Communications Unit

Please send your feedback on newsletterRSU@gmail.com



www.facebook.com/rsueld



<http://www.seld.gos.pk>



[@seldofficial](https://twitter.com/seldofficial)



[@reformsupportunit](https://www.instagram.com/reformsupportunit)



School Education & Literacy Department

YouTube

School Education & Literacy Department