



REFORMERS



A NEWSLETTER BY
**REFORM
SUPPORT UNIT**
EDUCATION & LITERACY
DEPARTMENT
GOVT OF SINDH



The Reform Support Unit (RSU) - Sindh was conceptualized as a means to build the institutional capability of the Department of Education. The very rationale of this program is to streamline existing edifice of education delivery and provide policy inputs for advancement of education growth in terms of governance, access and quality of education.

The RSU was established in 2006, has many wings and programs which are introduced in this issue of RSU Newsletter. This unit is also envisioned as a forum to provide a platform for donor coordination as a measure to synchronize different donors' resources and efforts in a consolidated vision of educational excellence. The Unit's areas of expertise are Design Activity Framework and implementation strategy along with SOPs, data collection, data analysis and its institutionalized impact on policy and strategy as well as Coordination of Policy and its implementation. RSU also plays integral role of capacity building of the actors involved in the implementation process.

NISAR AHMED KHUHRO
Senior Minister of Education



It is an immense pleasure to share with you the first newsletter issued by the Department of Education. This will provide you with vivid depiction of all the efforts and pains being taken, directed towards achieving each milestone towards equal access, enhanced quality and good governance in the Education System. I would like to congratulate the teams working at Reform Support Unit to make this a success. I certainly believe that this instrument will bring all the good news for which the dignitaries and officials are going extra miles in their endeavors.

DR. FAZLULLAH PECHUHO
Secretary Education
& Literacy Department

Welcome to the first edition of the Newsletter published by the Reform Support Unit, Education & Literacy Department. The prime purpose of this publication is to educate the stakeholders about the initiatives taken to enhance the quantitative and qualitative aspects of the Education development. Despite many success stories in credit of ELD, our affiliates are still not cognizant of latest updates regarding innovative processes adopted by the Department. Through this newsletter we intend to disperse the knowledge of the current situation, obstacles, and measures to resolve the impediments to accomplish the desired results.



FAISAL AHMED UQAILI
Chief Program Manager
"Reform Support Unit"



It is a sheer delight to have the first edition of this publication all set to create an impact into the minds of our valuable stakeholders. Indeed it is imperative for us to acquaint you about turfs and turns we went through to stand where we are at this very moment. We would like to keep you well-versed with the upcoming & on going activities directed towards augmenting the parameters of quality education and ensure its proportionate access throughout the Province. This Newsletter will be published by the Reform Support Unit.

Education & Literacy Department, comprised of latest news regarding the achievements, researched issues, case studies and the progress being made by the department in the preceding quarter. We sincerely hope that this publication will orient you with the pivotal role played by RSU in facilitating the department of Education. We welcome your suggestions and feedback on this e-Newsletter.

FAIZA SHAFIQ
Editor

I am pleased to introduce the first ever issue of Quarterly Newsletter by Reform Support Unit, the goal of which is to provide a concise yet comprehensive picture of all news and information to our stakeholders. This issue highlights the core reform initiatives taken by Education and Literacy Department, Government of Sindh. I would like to take this opportunity to thank everyone who contributed to the first edition of this newsletter. Please feel free to bring any comments, suggestions or new stories to my attention for future editions. Best regards and happy reading!



REFORM HIGHLIGHTS
EARLY CHILDHOOD CARE
AND EDUCATION



The Department of Education, Government of Sindh has taken the absence of streamlined and standard system of Education for early years. The Early Childhood Education is being introduced in the system through a comprehensive Policy and Standards. The Early Childhood Care and Education will replace the Katchi completely throughout the Province in a phase wise approach. This concept of ECE is based on the holistic development of the child and will be able to provide a stimulating, interactive environment including play rather than focus on regimes that require rote learning and rigid achievement standard (NEP, 2009).

This initiative will also provide equal opportunities to young children of pre-primary school age with quality learning environment.

A task force comprising of Government representatives, NGOs and Donors works as an apex body for introduction of standard based learning to ECE children in Sindh. The secretariat of task force is RSU and is chaired by CPM-RSU.

Moreover 60 mentors trained in ECE learning environment and 550 campus schools selected to initiate ECE classes.

**COMPLAINT
MANAGEMENT SYSTEM
AT REFORM SUPPORT
UNIT**

The Complaint Management System (CMS) at RSU was conceptualized with the aim to systematically address the issues of those being impacted by the policies and practices of the RSU in bringing out the aimed reforms. The CMS is a centralized online system where anyone can report their problems through a short online form available on the RSU website. Those without the availability of internet or a computer can simply send out a text message to 0310-2467037 which will be received by the CMS servers and incorporated into the online system. The system is thus likely to streamline the process of complaint resolution into a proper systematic arrangement which will not only ensure issues are addressed on merit, but also their timely resolution.



QUALITY ASSURANCE

STANDARDIZED ACHIEVEMENT TEST (SAT)

Reform Support Unit, Education & Literacy Department initiated Standardized Achievement Testing in the year 2012-2013 to assess the achievement level of the students of class V and class VIII. Students have been appearing in this test since then in order to provide a real time picture of the quality of education being provided. Two major objectives of SAT are,

1. To take into account the achievement of the students, &
2. To create awareness among parents and communities to keep check & ensure student performance.

SAT has greatly helped the Education Department in getting rid of the traditional rote learning method of teaching, creating sense of shared accountability & awareness in parents, in reviewing the curriculum, and linking the reforms with output rather than input, and shift to the result based accountability.

TEACHER RECRUITMENT (TR)

In order to provide quality education to the students, it is of utmost importance that the teachers are recruited on merit basis. This Merit Based Teacher Recruitment was initiated in the Year 2012. For this purpose the Department of Education hired the service of "National Testing Services - NTS" in order to ensure that the whole process is carried out in a transparent and efficient manner. To date the Reform Support Unit has conducted three rounds of merit based recruitment. The Recruitment Policy of ELD ensured that the teachers are hired where they are needed and are recruited from their locality/Union Council. Department of Education and the Reform Support Unit has faced great challenges in implementation of this initiative but it has undoubtedly helped in better teaching methods, increased enrolment, reducing teacher absenteeism and opening of closed schools.

TEACHER PERFORMANCE MANAGEMENT (TPM)

To enhance pedagogical skills of teachers, it is important to strengthen them through various programs which develop their academic and practical knowledge. Under Sindh Education Sector Reform Program – SERP II, this initiative has been taken. Existing Teachers have been given trainings and the newly hired teachers have been provided with orientation and induction sessions. The Teacher performance is being assessed/evaluated every three months on average. This has helped in implementing new teaching methodology, creating competence among the teachers and administrators developing materials, and looking at the education developments globally.

POLICY & GOVERNANCE

SCHOOL CONSOLIDATION

The need for consolidation arose due to past proliferation and mushroom growth of the school coupled with poor planning and arbitrariness.

The School with one room or two rooms with one teacher was not a fair deal at all and it witnessed poor quality of service delivery. By December 2014, 3117 Government schools were consolidated in 23 districts into 1065 campus schools with high enrolment, increased resources in terms of Teachers and infrastructure.

Reform Support Unit has not only made persistent efforts but has also faced great challenges and opposition in implementation of this initiative.

Campus Schools will certainly result in supporting the Department of Education in provision of quality education and effective management.

EDUCATION MANAGEMENT (EM)

This initiative of Education Management was basically taken in order to appoint Right Person at Right Place by creating and setting apart the capacity of teachers and administrators. The Department of Education has separated the teaching and administrative cadres in order to strengthen both the fields so that there is efficiency in the system and the desired results are achieved. This has improved the governance and administration from grass roots to the top positions.

FINANCIAL MANAGEMENT INFORMATION SYSTEM (FMIS)

FMIS is established under SERP-I and is continuing under SERP- II. This helps in budgeting, accounting and reporting for all initiatives under SERP. The budgeting includes cash plans and releases made in accordance with the applicable laws.

PROCUREMENT

The procurement section was established along with the establishment of RSU in the year 2006. It works under the World Bank guide lines and Sindh Public Procurement Regulatory Authority (SPPRA) rules depending upon the nature and funding/ budget type of the assignment. The procurement section deals with hiring of services of Consultants, Services of third party firms and procurement of goods etc. It tries to achieve the results with the best value for money. It also caters for IT needs for all districts in efficient manner.



“ The Reform Support Unit plays a key role in improving education governance in Sindh. It has the potential to catalyze holistic transparency and accountability within the education system, ensuring government efforts are positively reflected in the field in terms of increased capacity, provincial ownership and equitable access to education. ”

Umbreen Arif
Senior Education Specialist
The World Bank

SCHOOL FUNDING & INFRASTRUCTURE DEVELOPMENT (SF&ID)



SCHOOL SPECIFIC BUDGET (SSB)

The Education & Literacy Department initiated allocation of School Specific Budgets in the year 2011. The need assessment, allocation and disbursement of these funds are managed at Reform Support Unit. The allocation of the financial support under School Specific Budget is based on the level, size and enrollment of a particular school. The SSB does not include the Salary budget however the heads under which SSB are provided The initiative of to School

are stationary, curricular activities, sports items, instructional materials, supplies, library /laboratory items, furniture and travelling allowance, capacity building/training.

SCHOOL INFRASTRUCTURE DEVELOPMENT (SID)

School Infrastructure Development – SID was under taken in the year 2009-10 under SERP-I.

The objective of this initiative is to improve the infrastructure and ensure the provision of the basic facilities such as water, washroom, boundary walls, additional rooms and such other immediate needs. To this date, 320 shelter-less schools have been provided with buildings and 2700 schools have been rehabilitated. This facility has helped in achieving increased enrollment and accessibility to the children of the vicinity.



PROMOTING PRIVATE SCHOOLING IN RURAL SINDH (PPRS)

Department of Education has established a separate node dedicated for the program of Public Private Partnership to increase access and to improve the quality of educational services with support of the Private Sector. The PPRS intervention focuses on ensuring that the children in marginalized areas have access to quality education.

The project was initially launched under SERP-I in 2008 and currently the PPP node is working in ten districts of Sindh especially in underserved localities. About 1000 schools under PPRS have been opened and 60,000 children have benefited through this initiative. Every child is given Rs. 500/= per month along with books.

SCHOOL MANAGEMENT COMMITTEES (SMC)

School Management Committees are formed in every main and functional school for better management of the institution through community participation and shared accountability for the education development. SMC is comprised of two bodies, General and Executive. The Executive body has 5 members elected from the community and school, these include General Secretary (Head Master), Chairperson (Parent) along with other three members (Parents/Guardians of enrolled children). The General body includes all the parents/guardians of all the enrolled students.

The SMCs are given funds annually on the basis of Classroom – Student Ratio (CSR) and in the year 2014-15 total 9.46 million rupees released for 3,1400 SMCs. The SMC fund can be used in minor repair and maintenance of the school. These funds are given in order to mobilize the community to take the responsibility school improvement and monitoring so that there is increased accountability on the side of the School Administration this will include attendance of the students, punctuality of teachers and their quality teaching/learning.

INFORMATION & INCENTIVE (I&I)

FREE TEXTBOOKS (FTB)

As the state passed the Article 25-A, the provision of education from the age of 5 years to 16 years has become compulsory and free. The Government has taken many steps in order to accomplish this goal and one among these is the provision of free textbooks to all the school going children from the age 5 years to 16 years. The books are distributed among the students of primary, middle and secondary schools. In the year 2014-15, overall 9,674,779 sets of books have been distributed. The distribution of free textbooks to the students has left a good impact on the enrollment and has reduced the dropout ratios.



The books being provided are prepared under the Student Learning Outcome (SLO) based curriculum of 2006, however after 18th amendment the Government of Sindh has passed "Sindh School Education Standards and Curriculum Act 2015" and curriculum development department has been established since January, 2015. An advisory committee is appointed to guide the curriculum preparation and revision in the textbooks as per the new curriculum Act.

GIRLS' STIPEND (GS)



The Government of Sindh, has taken into consideration the state of poverty and low income level of many families in the province and has decided to provide stipends to female students. The girl students from Class 6th to 10th are provided with annual stipends. In the year 2014-15 ATM cards were distributed to the 74,286 girls and the remaining 299,355 girls got the stipend through easy paisa.

The World Bank also supported this initiative through its budgetary provision from 2005, 2006, 2009 & 2010, however currently these stipends are given by the Government of Sindh and a budget is allocated for this purpose.

The distribution of stipends has not only helped increase the transition of students, but has also minimized the gender inequality in terms of access to education.

Those girls students who usually leave or get dropped after class 5, as they stay back up to 10th class. This has undoubtedly affected the enrollment in positive manner.

SINDH EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS)

SEMIS was established by Education and Literacy Department in the year 1991. The allocated budget for SEMIS in the year 2014-15 was 135 million. All public schools in the province are provided with SEMIS code. The objectives of SEMIS are:

1. To conduct annual institutional census for public schools and the collection of the educational statistics of the province.
2. To provide/ disseminate reliable and timely information to the Researchers, Planners, Administrators, Policy makers, Donors for this use for planning.
3. The Annual School Census (ASC) data is collected through structured questionnaires which provides information about public sector in three major areas
 - (1) Physical Infrastructure ,
 - (2) Enrollment and
 - (3) Human Resource information.



SINDH GLOBAL PARTNERSHIP FOR EDUCATION



SINDH SCHOOL MONITORING SYSTEM (SSMS)

There have been three key systemic impediments which have kept the Sindh Education Sector from performing in its true capacity.

- (1) Poor incentives and capacity for systematic and strategic planning and effective implementation;
- (2) Minimal monitoring and accountability of service delivery agents for implementation integrity and performance; and
- (3) System capture by insiders and other special interest groups that prefer the status quo.

At the school level, these challenges have contributed to high teacher absenteeism and low student attendance (girls and boys), as well as other inefficiencies. These trends appear immune to existing accountability mechanisms. Through establishing independent monitoring system these obstacles are addressed to great level. This independent monitors are being headed by the Directorate General of Monitoring and Evaluation under World Bank Technical Assurances (WB TA). The pilot project has started in 5 districts by, next year it is being extended to 15 districts and will continue to cover at all districts. Under this initiative, District Monitoring Units are being established. Independent monitors will also be recruited. By end of the year 2015, 353 male and 111 female Monitoring Assistants in BPs 14 are hired / recruited and will be given induction training. M & E will help address the issues of teacher absenteeism and raise the student enrollment.

HUMAN RESOURCE MANAGEMENT INFORMATION SYSTEM (HRMIS)

Education and Literacy Department accounts for 60% of the man power of the Government of Sindh with teachers constituting the majority. There is a great need to create a mechanism for human resources management data to guide the performance of HR decisions. Due to lack of reliable data and ad-hoc information about the teachers and managers things are not up to the mark.

The new initiative "HRMIS" has been taken by the Education and Literacy Department, Government of Sindh under Sindh Global Partnership for Education project through World Bank Technical Assistance (WB TA) to create updated human resources information at the provincial level.

Strengthening HRMIS will help in recruiting the staff and keep track of their placements, promotions and trainings; this will in return contribute towards lessening the dropout ratios and increasing the enrollment.

COMMUNICATIONS UNIT

The Communications Unit was established in 2014, facilitates in communicating information of RSU/E&LD among internal and external stakeholders at various forums.

It also manages web-based complaint management system and assures that they are timely redressed



“On behalf of UNICEF, we would like to congratulate Reform Support Unit, Education and Literacy Dept, Govt. of Sindh, on this initiative and look forward to your contribution in translating Article 25A into reality and thereby, ensuring that every child (boys and girls) in Sindh has the right to quality education.”

Shahla Rashid-ud Din
Education Specialist
UNICEF Pakistan
(Karachi, Sindh)

SINDH EDUCATION SECTOR PLAN 2014-18

Education and Literacy department, Government of Sindh through the Reform Support Unit has prepared Sindh Education Sector Plan 2014-18. The SESP has set targets with regard to various reform initiatives being taken by the Sindh Government towards the Education Development by increasing Access, Quality and improved Governance.



SESP TARGETS FOR 2018

- 1** **ECE / Katchi Targets**
Gross Enrollment Ratio (GER) to be increased from 32 per cent to 45 per cent for pre-primary age children (3-5 years).
- 2** **Primary & Middle Targets**
Net Enrollment Ratio (NER) to be increased from 59 per cent to 77 per cent for primary school age children & NER to be increased from 34 per cent to 50 per cent for middle school age children.
- 3** **Secondary & H. Sec Targets**
An increase from 23 per cent to 35 per cent for lower secondary school age children & an increase from 19 per cent to 30 per cent for higher secondary school.
- 4** **Literacy Targets**
An increase in the number of adults who are literate from 59 per cent to 70 per cent.

SINDH NEEDS MORE SYNERGY TOWARDS ENROLLMENT DRIVE

In the census of year 1998, the population age group 5-16 years was quoted 9.54 millions and the projected of population for 2013 was estimated 14.1, whereas, the Annual Growth Rate (AGR) was calculated as 2.66%.

On the other hand, Pakistan Integrated Household Surveys (PIHS) 1998-99 estimated the literacy rate for population of 10+Years (Table 1.1) was 51%. This means that 4.86 million population estimated as literate.

Similarly, the Pakistan Social Living Standards Measurement (PSLM) survey report 2012-13 quoted literacy rate as 60% which means 8.48 million people were literate, and the AGR stands to be 3.78%.

In the base year 1998, Public schools enrollment from class 1 to 12 as reported SEMIS was 2.91 million only; it shows that 30.5% population (5 to 16 Years) was enrolled at that time.

On the other hand for the year 2013 the SEMIS quoted figure 3.51 million population (5 to 16) was enrolled that shows 24.9% of population, the AGR 1.28%.

The Annual Growth Rate (AGR) of public schools enrollment was 1.28% while the population was increasing 2.66%, this shows that government has not even been able to retain the annual population growth.

Despite the fact that since the year 2005 government is incentivising girl students of class 6 to 10 but still the enrollment has not shown an increasing trend as compare to the population growth.

It is evident that more than double effort can only achieve the target of population growth (AGR 1.28 multiply by 2.08 is equal to 2.66 annual growth rate of population). It is time that we realise that Sindh needs more synergy towards enrollment drive. Detailed table for annual growth and trends graph is available (Table 1.2)

Table 1.1- Trend Graph - Sindh Population, Literate population and enrollment of Public Schools Since 1998



Table 1.2- Annual Growth Rates of indicators

S.No	Indicator	1998	2013	Annual Growth Rate
1	Population (5 to 16 Years)	9,536,928	14,137,377	2.66%
2	Literate (10 Years & Older)	4,863,833	8,482,426	3.78%
3	Enrollment (Class 1 to 12)	2,910,488	3,519,702	1.28%
4	Girls (class 6 to 10)	334,040	419,639	1.53%

The analysis provides us with a picture that compels us to direct all our efforts and resources to achieve the national and global commitments of the equitable access to education. These targets can be achieved through increased political will, improved state of governance, shared accountability through community involvement and synergising the resources and efforts of stakeholders.

Research By: Sheeraz Ali Peerwani (M.I.S Consultant – RSU)

SUCCESS STORY

MORE THAN
90,000 TEACHERS
VERIFIED THROUGH
BIOMETRIC SYSTEM



Department of Education is now using the state of the art IT tools to bring efficiency and effectiveness in the system. In this regard the Biometric System has been introduced by Education and Literacy Department in the secretariat and its various subsidiary organizations and in some of the schools in various districts in the initial phase. This is a positive sign for the assessment of the staff for future.



SECOND SINDH EDUCATION REFORM PROJECT (SERP II)

The Sindh government initiated a major, multifaceted, medium-term sector reform program for primary and secondary education called the Sindh Education Sector Reform Program (SERP) and the World Bank provided financial support to SERP between Fiscal Year 2006/07 to 2011/12.

The Second Sindh Education Sector Reform Project (SERP II) is not simply the second phase of SERP. It has drawn lessons from its SERP implementation experience to arrive at a reworked next version. Recognizing that markedly improving the quality of service delivery hinges on intensifying its efforts to strengthen sector governance and accountability, the Sindh government will (1) continue to carry forward (and strengthen) successful governance and accountability initiatives under SERP and (2) integrate in other complementary governance and accountability initiatives. Total Project Cost US\$ 2600.00 million and World Bank has approved a package of USD 400 million (Disbursement Fiscal Year 2013/14 to 2016/16).

The SERP-II project supports selected governance, accountability, and system improvement activities in SERP II in order to help the Sindh government improve the quality of service delivery and, thereby, increase child school participation.

The objective of the Second Sindh Education Sector Project for Pakistan is to raise school participation by improving sector governance and accountability and strengthening administrative systems, and measure student achievement

SINDH EDUCATION SECTOR SUPPORT PROGRAM (SESSP)

In the year 2013-14, (Sindh Education Sector Support Program-SESSP) funded by European Union (EU) was started in Reform Support Unit. The program assistance was to achieve the education-related Millennium Development Goals in the province of Sindh through improving quality and access in primary and secondary education. It will also improve management and service delivery in the primary & pre-primary education levels.

By this time 21,000 Primary School Teachers are oriented in new curriculum and textbooks, 22,000 students appeared in sample diagnostic assessment test conducted through Provincial Education Assessment Centre (PEACE), Rs. 75 million expenditures for teacher training, 60 million for PEACE activities, 4.5 million Euro for technical assistance of the project are earmarked.

Furthermore SESSP will assist key initiatives of Sindh Education Sector Plan (financial management, governance and quality education aspects). British Council, Pakistan is a technical assistance agency of SESSP and works closely with RSU and other stakeholders i.e. Sindh Teachers Education Development Authority, Bureau of Curriculum, Sindh Text Book Board and Provincial Institute of Teachers Education are also working to ensure the effective implementation of this program. SESSP supports in policy initiatives on curriculum, textbook development, teacher training and assessment based on new curriculum.



LOCAL SUPPORT UNITS (LSUs) OF RSU

Local Support Units (LSUs) are established in all districts throughout Sindh, with well-specified roles and responsibilities for coordinating and supporting the implementation and monitoring of SERP-II initiatives in the districts. The LSU in each district is staffed by two personnel: a

District Coordinator, appointed from within the Sindh government (Grade Level 17), and a Local Support Consultant, recruited competitively from the private market and contracted using project TA funds.

For overall matters, LSUs report to Chief Program Manager, RSU. They ensure proactive liaison and effective coordination among Regional/District administration, Education Directorate, District Offices and RSU/E&LD.

They collect, verify, update and furnish data/information related to the subprograms and allied activities to RSU.



MY EXPERIENCE OF WORKING WITH RSU AS LOCAL EDUCATION GROUP MEMBER:

“It has been a pleasant journey working with Reform Support Unit as the member of Local Education Group (LEG) for past many years. This institution of the Department of Education has clearly played a key role in spearheading reforms and building a close collaboration with various stakeholders. The openness and inclusiveness shown during the discussions is commendable. It was a unique experience working as a group to contribute towards the development of Sindh Education Sector Plan and I am glad that the able leadership of RSU has guided the process to its natural conclusion. Each member of RSU deserves applause for that. However, this is just the beginning and there are many milestones that need to be reached and challenges to be overcome. I am very confident that RSU will work earnestly to improve educational indicators in Sindh under the able leadership at the Department of Education, Government of Sindh. I assure my full support for its future endeavours.”

Dr. Sajid Ali
PhD Edinburgh, MEd Monash, MA Karachi
Associate Professor & Coordinator Doctoral Programmes
Institute for Educational Development, Aga Khan University



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RSU EVENTS



RSU Team celebrating
Independence Day at Arts Council, Karachi



SESP Steering Committee's first meeting,
Chaired by Secretary Education
Dr. Faziullah Pechuho



Visit of World Bank Mission



Visit of World Bank team at
CMS (Church Mission School), Karachi