



# SINDH EDUCATION SECTOR PLAN

## 2014-18



**Education & Literacy Department, Government of Sindh**



# SINDH EDUCATION SECTOR PLAN

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### List of Acronyms

|       |   |
|-------|---|
| 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                                    |
| 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                                       |
| 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   |
| GDP   | Gross Domestic Product                                  |
| GER   | Gross Enrolment Rate                                    |
| 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                            |
| 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                  |



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|        |  |
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| 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    | Student 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                    |
| 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               |





### Foreword

The confluence of the 18<sup>th</sup> 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 and 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 for the population of school-going children, the resources available to the government for education, and contributions from institutional donor 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. Overall 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 aligned 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





# EXECUTIVE SUMMARY

### Background

The 18<sup>th</sup> 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 and 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 of 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



### SESP TARGETS FOR 2018

#### **Gross Enrolment Ratio (GER):\***

- From 32 per cent in 2014 to 45 per cent in 2018 for pre-primary age children (3-5 years).

#### **Net Enrolment Ratio (NER):**

- From 59 per cent in 2014 to 77 per cent in 2018 for primary school age children.
- From 34 per cent in 2014 to 50 per cent in 2018 for middle school age children.
- From 23 per cent in 2014 to 35 per cent in 2018 for lower secondary school age children.
- From 19 per cent in 2014 to 30 per cent in 2018 for higher secondary school.

#### **Literacy:**

- An increase in the number of adults who are literate from 59 per cent to 70 per cent.

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

In order to meet the targets set by SESP for GER, NER and literacy the following additional teachers will be required: 8,121 ECE/*Katchi* teachers, 44,174 Primary teachers, 16,023 Middle/Elementary school teachers, 11,287 Lower 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 focusses 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 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



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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. The annual allocation for education will be increased from 17 per cent to 20 per cent of government expenditure 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 focussed 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 2,000 monitors; and (x) establishment of an effective Information and Communications Technology (ICT) system.



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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. GoS may seek additional support of Development Partners for further reducing the financing gap / bridging difference of PKR 103.35 billion over 5 years, for full implementation. In detail three scenarios have been developed based on the expected source of funding.

### 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.



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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.





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### Educational Map of Sindh





## 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 underinvestment 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





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governments. Secondly, the 18<sup>th</sup> 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    |
| Maitari                                  | 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    |
| Shahdadkot                               | 25.91       | 39               | 9                  | 53.64                                     | 22.12  | 11.25           | 13.02            | 67.19    |
| NowsheroFeroze                           | 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    |
| TandoMudaKhan                            | 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.



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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    |
| NowsheroFeroze  | 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    |
| Maitari         | 37.27      | 14   | 68.63  | 9    | 35.96                  | 10   | 51.46 | 10   |
| Mir PurKhas     | 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   |
| Nawabshah       | 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   |
| Shahdadt        | 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   |
| TandoMuda 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 has



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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.

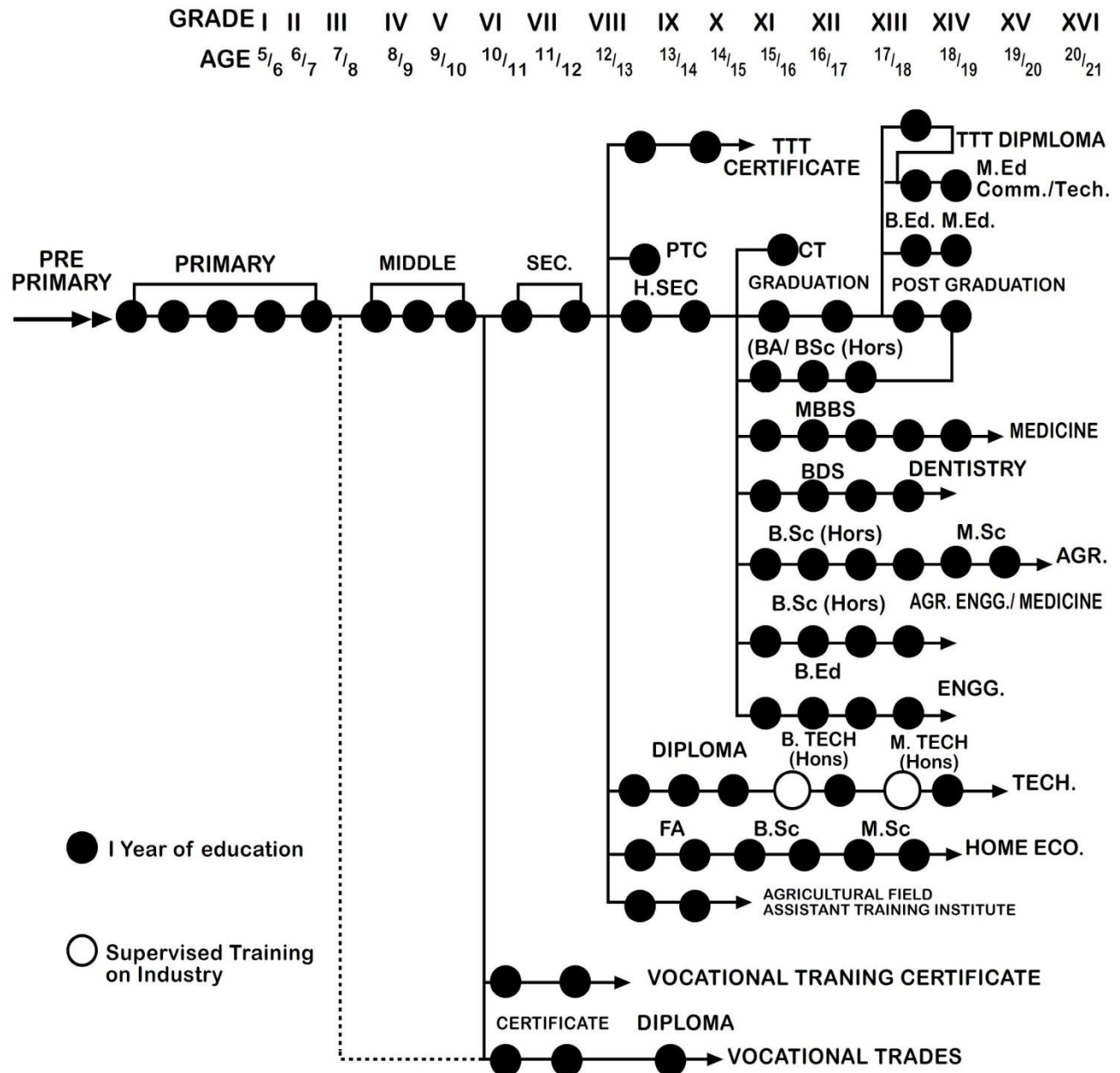
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## 2. State of Education

### 2.1 Education System Overview

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





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**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 education 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 576,000 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 years. Primary schools including girls only, boys only and mixed or co-education schools, which constitute 91 per cent of schools in the Province. 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:** During the 2011-12 school year, there were 660,387 students (44 per cent girls) enrolled in government Middle schools in Sindh.

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

Sindh, like other provinces, has a multiple assessment culture. 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.<sup>1</sup> 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) examination, 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 and two-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 (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

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



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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 277 (including private institutions). The enrolment at degree college level is approximately 82,000; at university level it 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 are enrolled in 400 Non-Formal Basic Education Centres across the province. Alternative Learning Pathways (ALP) are catch-up programmes offered by both the government and private sector organizations. The Directorate of Literacy and Non-Formal Education is responsible for this sub-sector.

**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.<sup>2</sup> 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 and technical vocational level ([www.sef.org.pk](http://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*

<sup>2</sup> 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.





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*be done through SEF or through E&LD directly, as well as through the PPP Infrastructure Act of 2010 (the latter, however, is infrastructure driven and has not been tested thus far).*

**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.

### 2.2 Education Policy Context and Reforms

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





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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's 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*: 14,000 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 over 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 1,000 schools opened in rural/disadvantaged areas.
- Improved public finance management.
- Improved monitoring through Annual School Census.
- Assessment (PEACE and SAT).

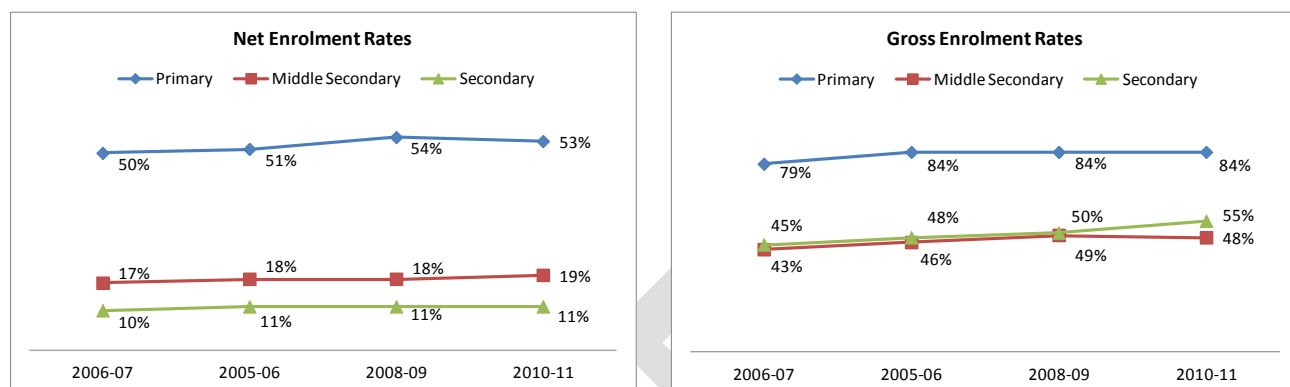
Furthermore, SESP 2014-18 takes into account initial experiences of implementing education governance reforms and continued challenges. The SESP recognizes the need for further clarification of the responsibilities and functions of all Education Development Partners, and proposes measures to make system 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.



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### 2.3 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**  
(source: PSLM)

### Emergencies and Floods

The flood disasters in 2010 and 2011 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 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).



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**Figure 2.2: Dropout 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 |
| <b>Primary NER</b>   | 67%                 | 30%            | 37%                   | 63%                     | 47%   | 16%                   |
| <b>Middle NER</b>    | 28%                 | 4%             | 24%                   | 28%                     | 13%   | 15%                   |
| <b>Secondary NER</b> | 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 % |
|--------------------------------|-------------------|-------------------|-----------------|
| <b>Primary (5-9 years)</b>     | 4,650,744         | 1,880,231         | 40.4%           |
| <b>Middle (10-12 years)</b>    | 2,659,965         | 850,176           | 32.0%           |
| <b>Secondary (13-16 years)</b> | 2,881,642         | 1,349,525         | 46.8%           |
| <b>Total</b>                   | 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.



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- 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) sexual harassment; (v) home environment; (vi) mother's literacy level; (vii) health and nutrition; (viii) exclusion of children with special needs; and (ix) human trafficking. The limited availability of early childhood education in poor rural areas is another contributing factor.

### 2.4 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).<sup>34</sup>

**Table 2.3: 2009 Grade 4 Mathematics Assessment Results**

|                | Urban | Rural | Overall |
|----------------|-------|-------|---------|
| <b>Boys</b>    | 44.0% | 46.1% | 45.6%   |
| <b>Girls</b>   | 42.2% | 44.3% | 43.7%   |
| <b>Overall</b> | 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

<sup>3</sup> 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.

<sup>4</sup> 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.



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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 |
|------------------------------|---------|--------|-----------|------------|
| <b>Repetition Rates</b>      | 0.2%    | 0.7%   | 0.2%      | 0.2%       |
| <b>Student Teacher Ratio</b> | 30      | 22     | 25        | 38         |
| <b>Student Class Ratio</b>   | 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.).

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

| Academic Qualification | Ph.D. | Masters | Graduates | Higher Secondary | Secondary | Below Secondary | No Info |
|------------------------|-------|---------|-----------|------------------|-----------|-----------------|---------|
| <b>No.</b>             | 394   | 47,300  | 63,180    | 25,386           | 11,180    | 160             | 1,801   |
| <b>%</b>               | 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 19 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.

### 2.5 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 2,500 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.





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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.

### 2.6 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 7<sup>th</sup> 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 were granted to provinces under the 18<sup>th</sup> 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**

| Current Budget   |              | Development Budget  |         |
|--|--------------|---|---------|
| Salary   | ■ Non-Salary | ■ Capital   | Revenue |
| (0911) ECE, Primary Education and NFE<br>(0921) Secondary Education<br>(0931) Tertiary Education<br>(0941) Special Education<br>(0951) Archives Library and Museums<br>(0961) Administration |              | 1) Elementary Education<br>2) Teacher Education<br>3) Sindh Education Foundation<br>4) Secondary Education<br>5) College Education<br>6) Higher Education |         |





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7) Miscellaneous

### 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<br>(BE) | 2008-09<br>(BE) | 2009-10<br>(BE) | 2010-11<br>(BE) | 2011-12<br>(BE) | 2012-13<br>(BE) | 2013-14<br>(BE) | Increase<br>since<br>2007-08 |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------------|
| <b>Total Education Budget</b> | 49,723          | 58,854          | 63,739          | 77,987          | 127,373         | 115,908         | 132,341         | 166%                         |
| <b>Recurrent</b>              | 43,083          | 48,628          | 54,299          | 68,787          | 110,953         | 103,689         | 118,743         | 176%                         |
| <b>Development</b>            | 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 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.

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

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



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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 | 2012-13 | 2013-14 |
|-----------------------------------|---------|---------|---------|---------|---------|
| <b>Total Education Budget (%)</b> | 20.5    | 19.3    | 30      | 21.2    | 22.6    |
| <b>Recurrent (%)</b>              | 25.4    | 25.6    | 39.2    | 32.9    | 33.4    |
| <b>Development(%)</b>             | 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.

### Budget Utilization

Table 2.10 shows budget utilization since 2007.

**Table 2.10: Variance between Education Budget and Actual Expenditures**

|                     | FY<br>2007-08 | FY<br>2008-09 | FY<br>2009-10 | FY<br>2010-11 | FY<br>2011-12 | FY<br>2012-13 |
|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Variance (%)</b> | -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.

### Education Sector Salary and Non-Salary Expenditures



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Table 2.11 shows 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<br>(Exp) | 2008-09<br>(Exp) | 2009-10<br>(Exp) | 2010-11<br>(Exp) | 2011-12<br>(Exp) | 2012-13<br>(Exp) | Increase since<br>2007-08 |
|---|------------------|------------------|------------------|------------------|------------------|------------------|---------------------------|
| <b>Total Education Recurrent Expenditure</b>      | 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%                       |
| <b>Salary as % of total Recurrent Expenditure</b> | 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.

### 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/<br>(decrease)<br>since 2007-<br>08 |
|---|---------|---------|---------|---------|---------|--|
| <b>Total Education Budget</b>                         | 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%   |
| <b>Total Districts Budget</b>                         | 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%)   |
| <b>District Budget as % of total Education Budget</b> | 64%     | 64%     | 64%     | 68%     | 46%     |  |
| - Current   | 66%     | 69%     | 70%     | 72%     | 50%     |  |
| - Development   | 49%     | 40%     | 35%     | 38%     | 20%     |  |

Source: Appropriation Accounts, AG Sindh



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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.

### 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 |
|---|---------|---------|---------|---------|---------|
| <b>Total Education Current Expenditure</b>  | 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  |
| <b>Total Districts Current Expenditure</b>  | 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      |
| -   |         |         |         |         |         |
| <b>Total Current District Expenditure as % of total Education Current Expenditure</b> | 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.

### 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



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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.

### 2.7 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



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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 18<sup>th</sup> 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 18<sup>th</sup> 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;





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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 18<sup>th</sup> 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 18<sup>th</sup> 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 18<sup>th</sup> 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 18<sup>th</sup> 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:**<sup>5</sup> 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

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<sup>5</sup> SINDH ACT NO. XIV.



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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 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 1-3 below).

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



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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.



### 3.4 SESP Policy Pillar 1: 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.

### 3.5 SESP Policy Pillar 2: 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-centred 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



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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.

### 3.6 SESP Policy Pillar 3: 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.



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- 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.

### 3.7 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.

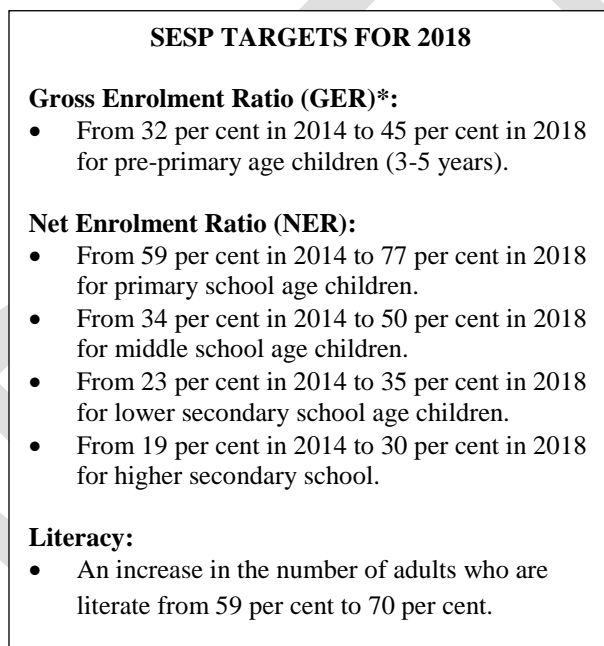


Figure 3.1: SESP targets for GER, NER and literacy.

\* NER was not available for pre-primary level (PSLM data) so GER was used instead.<sup>6</sup>

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

<sup>6</sup> 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.





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enrolled in public Primary schools). To achieve this 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 the Education Department will need to recruit an additional 16,023 teachers and build an additional 20,445 classrooms.

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 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 the Education Department will need to recruit an additional 8,463 teachers and build an additional 3,656 classrooms.

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.

### 3.8 District Education Plans

In Sindh there are 23 districts, this number may increase due to creation of new districts. 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 group and community participation. In District Education Plans school based indicators and activities can 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.



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### Key Policy Actions for Education Management and Governance – NEP 2009

| Issue          | <i>Developing a Whole-Sector View</i>   |
|----------------|---|
| Policy Actions | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>   |
| Issue          | <i>Ensuring Policy Coherence</i>  |
| Policy Actions | <ol style="list-style-type: none"> <li>1. The Ministry of Education shall be responsible for ensuring coherence with other socioeconomic policies of the Government.</li> <li>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.</li> <li>3. A mechanism for a strong coordination among different entities at the federal and provincial levels shall be developed.</li> </ol>   |
| Issue          | <i>Overcoming Fragmented Governance</i>   |
| Policy Actions | <ol style="list-style-type: none"> <li>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.</li> <li>2. The federal role shall be that of a facilitator and coordinator.</li> <li>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.</li> <li>4. The Inter-Provincial Education Ministers (IPEM) shall oversee the implementation of the National Education Policy and review its progress periodically.</li> <li>5. An overarching framework shall be developed to aggregate the initiatives taken by the Federal Education Ministry, provincial/area Education departments and organizations.</li> <li>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.</li> <li>7. Decentralization within the framework of devolution shall focus on delegation of educational functions and not merely on delegation of administrative powers.</li> </ol>               |
| Issue          | <i>Bridging the Public-Private Divide</i>   |
| Policy Actions | <ol style="list-style-type: none"> <li>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.</li> <li>2. Transparent and clear procedures shall be initiated in the Education sector to allow utilization of private sector inputs.</li> <li>3. Provincial Governments shall encourage private education at the school level as an additional option available to those who can afford such education.</li> <li>4. A common curricular framework for general and professional education shall be applied to educational institutions in both the public and the private sector.</li> <li>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.</li> <li>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.</li> <li>7. Provincial and Area Governments shall develop regulations for establishing and running private sector institutions that include transparent accountability</li> </ol> |



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|                       |  |
|-----------------------|--|
|                       | <p>procedures.</p> <p>8. Governments shall take steps to build the capacity of regulators to monitor effectively compliance by private sector institutions</p> <p>9. Non-profit educational institutions should be provided tax incentives.</p>  |
| <b>Issue</b>          | <b><i>Overcoming Structural Divides</i></b>  |
| <b>Policy Actions</b> | <ol style="list-style-type: none"> <li>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.</li> <li>2. Governments shall identify schools in less developed areas for prioritization in resource allocation and management for improving quality.</li> <li>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.</li> <li>4. The curriculum from Class I onward shall comprise English (as a subject), Urdu, one regional language and mathematics, along with an integrated subject.</li> <li>5. The Provincial and Area Education Departments shall have the opportunity to select the medium of instruction up to Class V.</li> <li>6. English shall be used as the medium of instruction for sciences and mathematics from Class IV onwards.</li> <li>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.</li> <li>8. Opportunities shall be provided to children from low socio-economic strata to learn the English language.</li> <li>9. A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders</li> <li>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.</li> </ol> |
| <b>Issue</b>          | <b><i>Building Management and Planning Capacity</i></b>  |
| <b>Policy Actions</b> | <ol style="list-style-type: none"> <li>1. A management cadre for Education, with specific training and qualification requirements, shall be introduced.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>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.</li> <li>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.</li> </ol>  |



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|                       |   |
|-----------------------|---|
|                       | 8. A separate data base for literacy shall be developed.  |
| <b>Issue</b>          | <b><i>Getting Communities Involved</i></b>  |
| <b>Policy Actions</b> | <ol style="list-style-type: none"> <li>1. School Management Committees (SMC) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).</li> <li>2. The tenure of the SMCs shall be enhanced, so that members are able to make use of their experience.</li> <li>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.</li> <li>4. Head teachers shall be trained in social mobilization to involve the community effectively.</li> <li>5. Awareness campaigns shall be launched, at district, Tehsil and Union Council level to sensitize communities about their role in school education.</li> </ol> |

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

**Table 4.1: Key Features of the Education Management Structure in Sindh in the Post-18<sup>th</sup> Amendment Scenario**

| Management level   | Key Features   | Comments/ Capacity Development Needs  |
|--|--|---|
| <b>Provincial level</b>                                    | <ul style="list-style-type: none"> <li>• Overall policy-making and providing leadership in curriculum, educational standards, assessment, textbook development, programme design and implementation.</li> <li>• Provincial Education Departments are headed by their respective Provincial Education Ministers. The provincial Education Secretary is in charge of the department.</li> <li>• The provinces are further divided into districts for the purposes of administration</li> </ul> | These roles and responsibilities are either new or re-conceptualized and hence capacity development is required   |
| <b>District level</b><br>(23 districts and sub-districts ) | <ul style="list-style-type: none"> <li>• The head of the Education Department in a district is the District Education Officer (DEO).</li> <li>• Underneath the District Education Officer is the District Officer, Education, Supervisors or Assistant Sub-district Education.</li> <li>• At the grass roots level (Union Council level), Learning Coordinators (LCs) provide academic guidance and supervise the schools.</li> </ul>  | <ul style="list-style-type: none"> <li>• Designing and developing an integrated system of governance</li> <li>• Planning and implementation</li> <li>• Evidence-based decision making – use of assessment data</li> <li>• Standards-based management and accountability</li> <li>• Fiscal management</li> </ul> |
| <b>School-Based Leadership</b>                             | <ul style="list-style-type: none"> <li>• Principally responsible for the provision of learning resources and academic supervision for improved learning outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Community mobilization</li> <li>• Supervision of learning processes</li> <li>• School-based accountability and performance</li> </ul>  |

### 4.2 Key Issues and Challenges

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



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

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

### 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





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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:
  - a. Strengthen SEMIS, in particular by introducing an independent, monitoring and data collection system at the school level.
  - b. 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.
  - c. 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 depository 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,



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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.

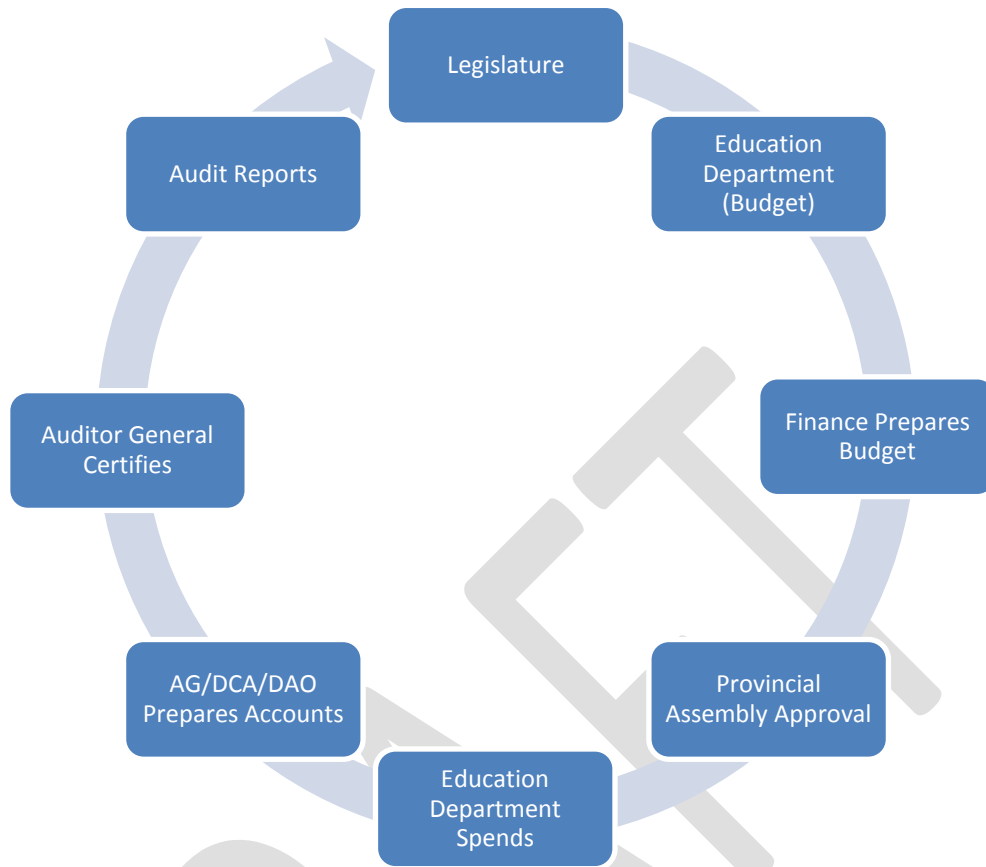
#### Audit

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 judgement 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.



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**Figure 4.1: The Audit Cycle**

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.

### **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**



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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 statutes 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



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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).



## SINDH EDUCATION SECTOR PLAN

| GOAL: To strengthen Governance and Accountability to improve service delivery and achieve desired educational outcomes |  |  |   |
|--|--|--|---|
| Strategic Objective  | Strategies   | Targets (2014-18)  | Activities  |
| <b>Strategic Objective 1</b><br><i>Develop a Education policy based on holistic approach</i>                           | <ul style="list-style-type: none"> <li>Constitute Task force</li> <li>Constitute sub committees / technical working groups on               <ol style="list-style-type: none"> <li>Language of Instruction policy</li> <li>Policy on Streamlining of Madrassahs</li> <li>Policy Devolution of budgets to the district and school level</li> <li>Other policies in SESP</li> </ol> </li> <li>Review of current management policies and practices</li> <li>Developing governance framework with whole sector approach</li> <li>Capacity building for district sector planning</li> <li>Develop policies on subsectors</li> <li>Develop comprehensive education policy</li> </ul> | <ul style="list-style-type: none"> <li>Study report on current practices is available by 2015</li> <li>Coordination with other departments / organizations is streamlined</li> <li>Provincial Education Policy developed</li> </ul>                          | <ul style="list-style-type: none"> <li>Notification of Task force and sub committees/ technical working groups</li> <li>Develop ToR's for the task force/ TWG's</li> <li>Conduct consultation workshops and dialogue</li> <li>Identify departmental core team to review current policies and management practices</li> <li>Team submits findings</li> <li>Based on the findings, develop an integrative framework for coordination at Provincial and District levels</li> <li>Develop sub-sector policies on all necessary sub-sectors</li> <li>Develop consolidated Education Policy</li> <li>Print and publish the Education Sector Policy</li> <li>Conduct dissemination and awareness workshops.</li> </ul> |
| <b>Strategic Objective 2</b><br><i>Develop / establish an independent data collection and monitoring system</i>        | <ul style="list-style-type: none"> <li>Review of other similar systems</li> <li>Develop entire system structure</li> <li>Recruit staff and operationalize the system</li> <li>Collect data on a monthly basis for onward integration with SEMIS</li> <li>Identify different data sources i.e PSLM , SEMIS, Population, ASER and reconcile these through a research study</li> </ul>  | <ul style="list-style-type: none"> <li>Seek approval to the proposal and appropriations, establish and fully functionalize the system</li> <li>System to start delivering from the 2<sup>nd</sup> year through the Directorate General of M&amp;E</li> </ul> | <ul style="list-style-type: none"> <li>Prepare detailed paper/proposal for setting up of the independent system under the Directorate General of M&amp;E</li> <li>Seek appropriations for current and capital expenditures</li> <li>Carry out transparent and rule-based recruitment and placement system in place for effective delivery</li> <li>Establish office and procure vehicles and equipment required</li> </ul>  |





## SINDH EDUCATION SECTOR PLAN

| GOAL: To strengthen Governance and Accountability to improve service delivery and achieve desired educational outcomes |  |  |   |
|--|--|--|---|
| Strategic Objective  | Strategies   | Targets (2014-18)  | Activities  |
| <b>Strategic Objective 3</b><br><i>Effectively managed and accountable HR</i>  | <ul style="list-style-type: none"> <li>• Create a special cadre for educational managers</li> <li>• Develop and operationalize an HR Management Information System</li> <li>• Better equipped offices and facilities and provision of adequate working facilities</li> <li>• System for performance appraisal</li> <li>• Capacity Building programmes for education managers, particularly on latest challenges in educational management</li> </ul> | <ul style="list-style-type: none"> <li>• Separate education management cadre</li> <li>• Effective HR system, including but not limited to recruitment, placements, trainings, performance appraisal</li> <li>• Trained and equipped education managers</li> <li>• Improved governance and accountability, bearing results</li> </ul>           | <ul style="list-style-type: none"> <li>• Prepare policy for education management</li> <li>• Appointment of education managers in line with the approved policy</li> <li>• Develop and implement training programmes for education managers</li> <li>• Design and develop HR Management Information System including induction of appropriate technologies such as I-cloud, SMART cards, biometric systems etc.</li> <li>• Prepare proposal for adequately equipping the offices of education managers across the province, particularly the offices of ADOs</li> <li>• Provision of equipment, vehicles, furniture and fixtures, office space and other requirements for a conducive working environment</li> </ul> |
| <b>Strategic Objective 4</b><br><i>Effective use of public funds</i>   | <ul style="list-style-type: none"> <li>• Establish Internal Audit System</li> <li>• Procurement audits /performance analysis</li> <li>• Public expenditure tracking surveys</li> <li>• Capacity building for Drawing and Disbursing Officials</li> <li>• Payroll audits</li> </ul>   | <ul style="list-style-type: none"> <li>• Established system of internal audit with risks identified and managed more effectively and in a timely manner</li> <li>• Effective fiscal oversight for risk mitigation</li> <li>• Risk mitigation strategies developed and implemented including on payroll (with availability of HRMIS)</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare proposals /papers /summaries for establishment of internal audit system</li> <li>• Appoint officials, establish office and equip the establishment for operationalization</li> <li>• Procurement of services for procurement performance analysis and expenditure tracking surveys</li> <li>• Payroll audits carried out to identify ghost employees, ineligible payments</li> <li>• Training programmes designed and implemented</li> <li>• Reports and financial and procurement data made available through website and other means</li> </ul>  |
| <b>Strategic Objective 5</b><br><i>Institutionalize research and development</i>                                       | <ul style="list-style-type: none"> <li>• Develop a dedicated R&amp;D unit at the School Education Department</li> <li>• Research resulting in new ideas adopted for better management</li> </ul>   | <ul style="list-style-type: none"> <li>• R&amp;D unit established and research and development carried out as regular function (including on policies, strategies, plans, regulatory and management frameworks,</li> </ul>   | <ul style="list-style-type: none"> <li>• Proposal developed and appropriations secured on a recurrent basis</li> <li>• Areas of R&amp;D identified and prioritized</li> <li>• R&amp;D conducted as regular annual operations and reports /recommendations made available to the management on a regular basis for decision making</li> </ul>  |



## SINDH EDUCATION SECTOR PLAN

| GOAL: To strengthen Governance and Accountability to improve service delivery and achieve desired educational outcomes |  |   |  |
|--|--|---|--|
| Strategic Objective  | Strategies   | Targets (2014-18)   | Activities   |
|  |  | accountability and transparency)  | <ul style="list-style-type: none"> <li>Progress reporting on a periodic basis (activities, outputs and outcomes)</li> </ul>  |
| <b>Strategic Objective 6</b><br><i>Increase effectiveness of School Management Committees</i>                          | <ul style="list-style-type: none"> <li>Revised programme and authorizations for functioning of SMCs</li> <li>Capacity building of SMCs</li> </ul>  | <ul style="list-style-type: none"> <li>Strengthened SMCs resulting in improved school management (including school facilities, access issues, oversight of teaching and learning process)</li> </ul>              | <ul style="list-style-type: none"> <li>Revisit SMC programme and revise it with the aim of providing greater administrative and financial autonomy for effective school management</li> <li>Delegation of powers revised (to include for provision of missing facilities)</li> <li>Performance review system introduced</li> <li>Training programmes (including handholding) designed and implemented</li> </ul>   |
| <b>Strategic Objective 7</b><br><i>Increase transparency and involvement of public in decision making</i>              | <ul style="list-style-type: none"> <li>Establish Information and Communication Unit</li> <li>Develop system of effective information dissemination and for soliciting feedback from the wider public</li> </ul>                                | <ul style="list-style-type: none"> <li>Information and Communication Unit and system developed for two way communication, involving the public in decision making and increasing social accountability</li> </ul> | <ul style="list-style-type: none"> <li>Prepare costed proposals for establishing Information and Communication Unit and for making it fully functional</li> <li>Recruit professionals for manning the Unit</li> <li>Advocacy campaigns run</li> <li>Information is disseminated on a regular basis</li> <li>Feedback is obtained on a regular basis and available for review of existing policies, plans and programmes and overall decision making</li> </ul> |
| <b>Strategic Objective 8</b><br><i>Develop and implement standards for educational inputs, processes and outcomes</i>  | <ul style="list-style-type: none"> <li>Build capacity building for preparing standards for managing and monitoring educational programmes</li> <li>Standards identification</li> <li>Pilot testing in both rural and urban settings</li> </ul> | <ul style="list-style-type: none"> <li>Standards for managing and monitoring educational programmes identified by 2016</li> </ul>   | <ul style="list-style-type: none"> <li>Develop minimum standards on school infrastructure</li> <li>Develop performance standards and benchmarks for recruitment and performance of teachers and education managers</li> <li>Develop a school ranking system</li> <li>Facilitate the development of academic calendar for all schools</li> </ul>  |
| <b>Strategic Objective 9</b><br><i>Strengthen capacity for</i>   | <ul style="list-style-type: none"> <li>Build the capacity of district-based educational managers to use data collected on a monthly basis /SEMIS data</li> </ul>   | <ul style="list-style-type: none"> <li>Procedure and protocols for collecting data on new measures in place by 2015</li> </ul>  | <ul style="list-style-type: none"> <li>Develop a plan for improving data collection processes</li> <li>Identify new measures for data collection such as nature and kind of professional training received</li> </ul>  |



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

| Strategic Objective                               | Strategies   | Targets (2014-18) | Activities   |
|---|--|-------------------|--|
| <b>evidence-based planning and accountability</b> | <ul style="list-style-type: none"> <li>Identify data needs of educational managers</li> <li>Develop procedure and protocols for collecting data on new measures</li> <li>Use data in decision making, planning and implementation</li> </ul> |                   | <ul style="list-style-type: none"> <li>Identify needs of managers in the use of data</li> <li>Build capacity on the use of data</li> <li>Follow up progress in the use of data</li> <li>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</li> </ul> |

### 4.6 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 |
|---------------------------------|--|---|-------------------------------------|---|---------------------------------|-----------|-----------------------------------|--------------------------|
| Development of Education Policy | Formation of a Task force to develop new Education Policy  |   | Notification of Task Force          |   |                                 | June 2014 | Copy of notification              | N.A                      |
|                                 | Formation of Sub committees/ TWG's on<br>1. Language of Instruction policy<br>2. Policy on Streamlining of Madrassahs<br>3. Policy Devolution of budgets to the district and school level<br>4. Other policies in SESP | <ul style="list-style-type: none"> <li>NEP 2009</li> <li>Free and compulsory Education</li> </ul> | Notification of subcommittees (all) | Academic and Training with technical support of RSU | Administration and General Wing | Aug 2014  | Copy of Notification(s)           |                          |



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|   |   |     |   |                            |                                 |            |  |     |
|---|---|-----|---|----------------------------|---------------------------------|------------|--|-----|
|   | Development of white papers and Policies on each sub-sector (topic) |     | Minutes of meeting, Draft policies , final Policies |                            |                                 | Dec 2014   | Copies of Policies on<br>1. Language of Instruction policy<br>2. Policy on Streamlining of Madrassahs<br>3. Policy Devolution of budgets to the district and school level<br>4. Other policies in SESP |     |
|   | Integration of different sub sector policies                        |     | Minutes of meeting, Draft policies , final Policies |                            |                                 | March 2014 | Draft education policy   |     |
|   | Final Education Policy  |     | Copy of Education Policy                            |                            |                                 | Sept 2015  | Final copy of Education Policy   |     |
| Approval, dissemination and awareness of 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   | a) Approved copy of Education Policy   |     |
|   | Printing and Publication of Education Plan                          | N/a | Printed copy of Education Policy                    | Academic and Training wing | Administration and General Wing | April 2015 | Printed copy of Education Policy   | N/A |



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|   | Dissemination and awareness workshops  | N/a  | Reports of Dissemination and awareness workshops  | Academic and Training wing  | Administration and General Wing   | June 2015   | Reports of Dissemination and awareness workshops                   | N/A  |
|---|--|--|---|---|---|-------------|--|--|
| <b>B) Governance - Monitoring &amp; Evaluation</b>  |  |  |   |   |   |             |  |  |
| <b>Outcome 1: Reliable and timely data, available for effective and efficient decision-making</b> |  |  |   |   |   |             |  |  |
| Outputs   | Actions  | Baseline   | Indicators  | Implementation Agency   | Monitoring Agency   | Targets     | Source of Verification / protocol                                  | Indicative Cost Estimate   |
| <b>Establishment of Independent Data Collection and Monitoring System</b>                         | Prepare cost summary for establishing In Data Collection and Monitoring System | No independent data collection and monitoring system. Directorate General of Monitoring established without the remaining structure with outreach at service delivery level. | Endorsement of summary by the Secretary/Minister Education, for onwards approval by the Government  | 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                  |  | ■ 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 |  |



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|--|---|--|--|---|--|------------|--|--|
|  | ■ 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   |  |
| <b>Training programme designed for data collectors, data entry operators</b> | Study to be conducted for expansion of SEMIS to cater to monthly 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   | 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 | March '14  | a) Copy of draft and approved ToR; b) evidence of circulation/consultation; c) Study draft and final reports, approval | PKR 10 million (possible support by EU/GPE/GIZ TA) |





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|  |  |                               |  |   |  |                |  |  |
|--|--|-------------------------------|--|---|--|----------------|--|--|
| and others on functioning and performance standards for the system   |  |                               | Education Department, and approved; c) Study commissioned / awarded after public process   |   |  |                | of Government/letter.  |  |
|  | ■ 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 | June /July '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 are 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 | Sept '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) |
| Training programme designed for data collectors, data entry operators and others, on functioning and performance standards for | 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  |  |



## SINDH EDUCATION SECTOR PLAN

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|---|--|--|---|--|--|---------------|--|---------------------------------|
| the system  | ■ 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 retraining  |  | ■ Report prepared and approved  |  |  | ■ Dec '14     | ■ Letter of approval by RSU  |                                 |
| System operationalized with first round of monthly 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                                 |  |  | ■ Feb '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  |  |  | ■ Mar '15     | ■ Approved monitoring/oversight reports by office of DG M&E  |                                 |
|   | Data collected and entered in the system, Quality Assurance, and complete monthly data available for Education Managers through SEMIS                                  |  | Field operation and data entry completed, Quality Assurance and results generated |  |  | ■ Apr '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 – Human Resources Management

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



## SINDH EDUCATION SECTOR PLAN

| Outputs                                     | Actions   | Baseline   | Indicators   | Implementation Agency   | Monitoring Agency   | Targets       | Source of Verification / protocol                   | Indicative Cost Estimate                               |
|---|---|--|--|---|---|---------------|---|--|
| <b>Establish Education Management cadre</b> | Prepare policy for establishing management cadre (review other comparable practices) including criteria for absorption of teaching staff into management cadre                                  | Separate cadre for Education Managers does not exist | Draft policy developed   | Administration and Schools wing, School Education Department, Government of Sindh | Reforms Support Unit and DG M&E, School Education Department, Government of Sindh | March '14     | Copy of draft policy for Education Management Cadre | PKR 1 million (possibly met through EU/GPE/GI Z/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  |   |   | Apr '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  |   |   | May '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 |   |   | June-July '14 | Notification of recruitment rules                   | PKR 1 million  |



## SINDH EDUCATION SECTOR PLAN

|   |   |                      |  |   |  |               |  |  |
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|   | 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 competent authority for approval |   |  | June-Sept '14 | Copy of public notice for inviting applications, notification of recruitment committee (or through public service commission), approval of appointing authority to the recommendations | Any additional posts to be existing management positions required will be ascertained at the time of policy preparation. Cost implications to be worked out. |
|   | Issue appointment and placement orders  |                      | Appointment orders and placement orders issued   |   |  | Nov-Dec '14   | Appointment orders, placement orders   | N/A  |
| <b>Establish HR Management Information System</b> | 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 | March '14     | Copy of procurement notice   | PKR 15 million (possible support by EU/GPE/GIZ/WB) (includes system maintenance costs across SESP period)  |
|   | System analysis and design including forms for HR data  |                      | System analysis and design report prepared   |   |  | May '14       | Copy of system design report   |  |
|   | Development of HRMIS, data entry and warehousing  |                      | HRMIS developed and data of all employees warehoused   |   |  | Sept '14      | 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  | Reforms Support Unit, School Education Department and Accountant General Office, Sindh                              | PDF wing, School Education Department, Government of Sindh     | Nov '14       | Payroll audit report   | N/A  |



## SINDH EDUCATION SECTOR PLAN

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|---|---|--|--|---|---|-----------------|---|-----------------|
|   |   |  | ghost employees, ineligible/wrong payments) 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             | Dec '14 onwards | Management reports  | N/A             |
| <b>Better equipped offices, logistics and improved working conditions</b> | 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 (working conditions are quite depressing, particularly in the case of ADOs) for effective functioning | 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. | March '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             |  | Needs Assessment Report prepared   |   |   | Apr '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)   |   |   | Apr '14         | 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 made/contract agreements |   |   | June-July '14   | Purchase Orders / contract agreements   |                 |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |   |   |  |               |   |   |
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|  |   |  | executed  |   |  |               |   |   |
|  | Update department's inventory   |  | Complete stock taking of the new inventory and handing/taking over memorandums executed and circulated among all concerned  |   |  | Oct - Nov '14 | Handing over / taking over memos by all offices   |   |
| <b>Establish new system for performance appraisal and compensation</b> | 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. | Apr '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/Secretary School Education |   |  | Sept '14      | Approval of newly designed performance appraisal system - letter of intimation by School Education Department / Secretary Schools |   |
|  | 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 '14       | Copy of Order to commence appraisal and certificate of completion by Admin wing   |   |





## SINDH EDUCATION SECTOR PLAN

|  |   |                                |   |  |  |                   |  |   |
|--|---|--------------------------------|---|--|--|-------------------|--|---|
|  | Conduct appraisal across all tiers of education management, recommendations made and implemented  |                                | Appraisal conducted and recommendations made to the Secretary School Education    |  |  | July '15          | 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 |   |
| <b>Capacity Building of Education Managers</b> | 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  |   |
|  | 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  |                                | School Education Department declares it   |  |  | Dec '14           | Notification.  |   |
|  |   |                                |   |  |  |                   |  |   |



## SINDH EDUCATION SECTOR PLAN

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|  | performance appraisal |  | mandatory and issue necessary direction in this regard |  |  |  |  |  |
|--|-----------------------|--|--|--|--|--|--|--|

### 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  |
|--------------------------------------|---|---|---|--|--|----------|---|---|
| <b>Establish Internal Audit Unit</b> | 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 | 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 on period (capital and recurrent) |
|                                      | Placement of internal auditors (either through transfer or fresh recruitment or both in stages/step wise) |   | Criteria made for selection and approved, requisition made for transferring officials to internal audit unit on deputation        |  |  | Aug '14  | Copy of posting orders  |   |
|                                      | Prepare internal audit charter, procedures and processes, templates and annual work plan                  |   | Approval by the competent authority, of the Internal Audit Charter,   |  |  | Oct '14  | Copy of approval granted on charter, procedures and processes |   |



## SINDH EDUCATION SECTOR PLAN

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|--|--|--|---|--|--|---------------|---|--|
|  | Approval of the internal audit charter, procedures, processes by the competent authority   |  | procedures and processes  |  |  |               |   |  |
|  | 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 the Secretary School Education.   |  | First internal audit report perused in a meeting of internal audit committee (to be chaired by Secretary Schools / Finance Secretary)                       |  |  | June '15      | Minutes of meeting held to deliberate on the first internal audit report  |  |
|  | Internal Audit system institutionalized with management reports (both regular and special reports prepared on specific /special tasks assigned) produced on quarterly basis. |  | Audit reports produced quarterly, special audit reports produced for special tasks (such as projects, large and complex procurements,                       |  |  | July '15      | Minutes of meeting held to deliberate on the audit findings, follow up, resolution of audit paras and actions to be taken |  |



## SINDH EDUCATION SECTOR PLAN

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|  |   |   | payrolls etc.)  |   |  |           |  |  |
| <b>Procurement Performance Analysis &amp; Public Expenditure Tracking Survey</b> | 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.                      | 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/GI Z/WB) - for 5 years of SESP implementation |
|  | Procurement of services for carrying out procurement performance analysis and public expenditure tracking survey (two separate processes) | No major focus on improving financial and procurement management (efficiency in public expenditure) | 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   |  |  |
|  | 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                             |   |  | March '15 | Copy of letters conveying directions, actions                              |  |
|  |   |   |   |   |  |           |  |  |



## SINDH EDUCATION SECTOR PLAN

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|   |   |  | preliminary findings   |   |   |             |  |   |
| <b>Capacity Building of Finance and Procuring Officials</b> | 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/G PE/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                          |   |
|   | 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  |   |
| <b>Public access to financial and procurement data</b>      | Prepare content list for public access, in relation to the financial and procurement data   | Public access now available to RSU, but limited in | Content list prepared  | Reforms Support Unit, School Education Department, Government of  | Internal Audit Unit of the School Education   | Apr '14     | Copy of approval on contents and SOPs/Process by competent authority       | PKR 3 million (possible support by CIDA/EU/G  |



## SINDH EDUCATION SECTOR PLAN

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|  | 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) | terms of financial and procurement management related data / information / statements | SOPs prepared in line with the laws and rules  | Sindh | Department, Information Department and SPPRA, Government of Sindh | June '14 |   | PE/GIZ/WB) - for 5 years of SESP implementation |
|  | 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 | Public disclosure of financial and procurement data |   |

### 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   |
|---|--|--|---|---|--|---------|-----------------------------------|--|
| <b>Establish Research and Development (R&amp;D) Unit at SED</b> | 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 | 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 |





## SINDH EDUCATION SECTOR PLAN

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|   | management   |     |  |   |  |          |   | 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   |   |
|   | 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   |   |
| <b>Operationalize R&amp;D Unit, SED</b> | 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  |     | Work and operational plan prepared   |   |  | Sept '14 | Draft operational plan for R&D unit                                     |   |



## SINDH EDUCATION SECTOR PLAN

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|  | prioritization of the areas for which immediate research is required)  |  |   |  |  |          |  |  |
|  | 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             |  |
|  | 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 |
|---------|---------|----------|------------|-----------------------|-------------------|---------|-----------------------------------|-----------------|
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## SINDH EDUCATION SECTOR PLAN

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| <b>Revisit and revise sub-programme on SMCs</b> | 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 | PDF Wing, School Education Department, Government of Sindh through district offices | Reforms Support Unit, School Education Department to provide technical assistance for the implementation of sub programme for SMCs, and for its monitoring | 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   |               |
|   | 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   |   | Approval of the sub- programme                                |   |  | June-July '14 | Copy of approval of the sub-programme by competent authority  |               |



## SINDH EDUCATION SECTOR PLAN

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|  | 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) |
| <b>Delegation of financial and administrative powers, carrying out annual operations</b> | As per approved sub-programme, prepare guidelines for administrative and financial management by SMC, with a view to improve oversight, school management and educational outcomes            | Delegation of powers, not commensurate with the responsibilities and expectations | a) Draft guidelines prepared in consultation with finance and in view of the existing procurement rules; b) delegation of powers drafted; c) deliberation on the drafts, approval | PDF Wing, School Education Department in consultation with Finance Department, Government of Sindh (support of RSU) | Reforms Support Unit, School Education Department | Sept '14           | Notification of approved guidelines                    | PKR 2 million   |
|  | 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 /  |   | Reconciliation statements issued  |   |   | Dec '14 (2 months) | Certification of reconciliation                        |   |
|  |   |   |   |   |   |                    |  |   |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |  |  |   |                                |  |                               |
|--|---|--|--|--|---|--------------------------------|--|-------------------------------|
|  | SMCs  |  |  |  |   | <i>after the disbursement)</i> |  |                               |
| <b>Capacity building of SMCs</b>                               | Procure services for designing and implementing capacity building programme for SMCs  | Some training programmes have been conducted, however a focused and structured approach is lacking | ToR and bidding document prepared and approved, procurement notice floated                         | Academic and Training Wing, in consultation with PITE/TTLs (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 |  | Finalized set of modules and materials, on the revised sub-programme and guidelines for management |  |   | Feb '15                        |  |                               |
|  | Implement the training / capacity building programmes   |  | Work plans, progress and training reports  |  |   | Apr - June '15                 | Letter of completion from the oversight / procuring agency |                               |
| <b>Performance and outcome review of the SMC sub programme</b> | 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   |  | Progress reviewed from time to time  |  |   | Nov '15 onwards                | Progress Reports   |                               |



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|  |   |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|
|  | disbursements criteria. Process to be repeated every year |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|

| 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 |
| <b>Establish a fully functional Information and Communication Unit</b>                                     | Revisit the existing information and communication arrangements at School Education Department / Reforms Support Unit   | Efforts for information and communication had not followed a structured and focused approach and these had been rather few and far in between | Review undertaken by the department in consultation with the stakeholders and in view of the objectives of effective information and communication for education development | Reforms Wing with the assistance of RSU and Information Department, Government of Sindh | RSU, School Education Department | Mar '14 | Review report  | PKR 15 million  |
|  | 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                                       |   | Approval by the Secretary / competent authority for the establishment of information and communication unit for School   |   |                                  | May '14 | Approval by the competent authority                                  |                 |





## SINDH EDUCATION SECTOR PLAN

|  |  |     |  |   |                                  |                  |   |                |
|--|--|-----|--|---|----------------------------------|------------------|---|----------------|
|  | function unit  |     | Education Department, Government of Sindh  |   |                                  |                  |   |                |
|  | 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                |                |
|  | 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 |                |
| <b>Operationalize Information and Communication Unit</b> | 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 | RSU, School Education Department | Oct '14          | Approval of the plan by competent authority         | PKR 40 million |



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|  |   |     |  |  |  |           |   |  |
|--|---|-----|--|--|--|-----------|---|--|
|  | 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  | Sindh  |  | 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         |  |
|  | 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 |  |
| <b>Fully functional Information and Communication Unit</b> | 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   |  |



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|  |  |  |   |  |  |   |                             |  |
|--|--|--|---|--|--|---|-----------------------------|--|
|  | 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 the unit or through procurement of services)  |  | Contract award, impact assessment carried out   |  |  | Oct '15   | Impact Assessment Report    |  |
|  | 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 5s 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 |
|-----------|--|
|-----------|--|



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| 1947          | <ul style="list-style-type: none"> <li>Viewing Nursery as an integral part of mainstream education at the Education Conference in 1947</li> </ul>   |
|---------------|---|
| 1950s – 1980s | <ul style="list-style-type: none"> <li><i>Katchi</i> classes as a means of familiarizing children with the school setting; no education policy during the four decades made any reference to ECE</li> </ul>   |
| 1992          | <ul style="list-style-type: none"> <li>Education policy proposed to mainstream <i>Katchi</i> classes</li> </ul>   |
| 1998          | <ul style="list-style-type: none"> <li>National Education Policy charts out the need for ECE</li> </ul>   |
| 2001-2015     | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| 2002          | <ul style="list-style-type: none"> <li>National ECE Curriculum developed</li> <li>Sindhi version of the revised National ECE Curriculum made available</li> </ul>   |
| 2001-2004     | <ul style="list-style-type: none"> <li>In the Education Sector Reform Action Plan, ECE is introduced as an Innovative Programme implemented across Pakistan with federal funds.</li> </ul>  |
| 2009          | <ul style="list-style-type: none"> <li>National Education Policy proposes that ECE is made part of mainstream education, integrated in all primary schools, and suggests action plans.</li> </ul>   |

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 | ESR Action Plan – | 2002-2005 | Whole of Sindh province | Setting up ECE-specific |



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|                                    |   |           |   |   |
|------------------------------------|---|-----------|---|---|
| Education                          | Innovative ECE Programme                      |           |   | 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, Nusheroferoze                                    | 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





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|                        |  |
|------------------------|--|
| <b>Policy Action 1</b> | 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. |
| <b>Policy Action 2</b> | 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.   |
| <b>Policy Action 3</b> | Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.  |
| <b>Policy Action 4</b> | For ECE teachers, a two-year specialized training in dealing with young children shall be a requirement.   |
| <b>Policy Action 5</b> | 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     | <ul style="list-style-type: none"> <li>a) ECE Resource Centre: Continuation of technical assistance to ECE Resource Centre established at PITE, Nawabshah</li> <li>b) Guidebooks: Improvement, printing and dissemination of teacher guidebooks on ECE</li> <li>c) Training of Trainers workshops on ECE methodologies (this has been done by UNICEF also)</li> </ul> | 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    |



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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 both un-admitted and 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 (although the validity of this data is questioned). 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

|  | 2009-2010 | 2011-2012 |
|--|-----------|-----------|
| <b>Boys</b>                                    | 395,886   | 314,047   |
| <b>Girls</b>                                   | 308,684   | 262,420   |
| <b>Total</b>                                   | 704,570   | 576,467   |
| <i>Source: SEMIS 2009-2010 &amp; 2011-2012</i> |           |           |

Table: 5.6: Availability of Rooms at Schools

| Number of Rooms | Type of Schools |       |       |
|-----------------|-----------------|-------|-------|
|                 | Boys            | Girls | Mixed |
| <b>5 rooms</b>  | 450             | 416   | 898   |
| <b>6 rooms</b>  | 164             | 151   | 385   |
| <b>7 rooms</b>  | 108             | 93    | 212   |
| <b>8 rooms</b>  | 82              | 68    | 139   |
| <b>9 rooms</b>  | 58              | 51    | 80    |



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|                  |       |     |       |
|------------------|-------|-----|-------|
| <b>10+ Rooms</b> | 166   | 165 | 339   |
| <b>Total</b>     | 1,028 | 944 | 2,053 |

**Source: SEMIS 2010-11**

There is a general lack of reliable statistics due to lack of clarity on the definition of various ECE approaches. 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, suggesting that 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 is 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.



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- The learning needs of children in rural and urban areas 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<br>(2014-2018)  | Activities   |
|---|---|---|--|
| <b>To develop an ECD/ECE policy and minimum standards for ECE</b> | <ul style="list-style-type: none"> <li>• Mobilizing stakeholders for dialogue, policy development, approval/legislation</li> <li>• Documentation of existing ECE models, particularly in Pakistan and at the international level</li> <li>• Development and approval of an ECE policy</li> <li>• Development of ECE Standards</li> <li>• Sindh to become member of ECD/ECE professional networks</li> </ul> | <ul style="list-style-type: none"> <li>• By June 2014, ECD/ECE policy options are developed and approved through legislation</li> <li>• Minimum standards for ECE / <i>Katchi</i> developed and approved by E&amp;LD by Nov 2014 and disseminated</li> <li>• Recruit and train 8,121 EC teachers by April 2015</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange dialogues on ECD/ECE policy through a consultative process</li> <li>• Hold technical dialogues on the minimum standards (hard/soft)</li> <li>• Develop ECE policy and minimum standards for ECE</li> <li>• Approve the policy and minimum standards</li> <li>• Monitor the provision of ECE to ensure that both public and private schools are following the minimum standards</li> </ul> |
| <b>To transforming <i>Katchi</i> classes into ECE classes</b>     | <ul style="list-style-type: none"> <li>• Awareness and capacity building of ECE teachers and Education Managers</li> <li>• Media campaigns and community</li> </ul>   | <ul style="list-style-type: none"> <li>• By the end of 2018, at least 8,000 <i>Katchi</i> classrooms are transformed into ECE classes (in public sector)</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify the schools based on established criteria / minimum standards</li> <li>• Set up 121 ECE model resource centres in target schools</li> </ul>  |



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| Objectives   | Strategies  | Targets<br>(2014-2018)  | Activities   |
|--|---|---|--|
|  | awareness <ul style="list-style-type: none"> <li>Develop ECE classes in selected schools as per ECE policy</li> <li>Community engagement for the promotion of ECE</li> <li>Minimum standards for Katchi implemented</li> </ul>  | schools)  | <ul style="list-style-type: none"> <li>Establish proper ECE classrooms in selected government schools</li> <li>Explore private sector partnerships for meeting ECE targets</li> <li>Mobilize SMCs and communities for ECE enrolment and support</li> </ul>                             |
| <b>To increase enrolment in ECE</b>                                | <ul style="list-style-type: none"> <li>Electronic and print media Enrolment Campaign for increase in enrolment</li> <li>Mobilize SMCs for the enrolment in ECE / <i>Katchi</i> classes</li> <li>Use private sector partnerships for meeting ECE targets</li> <li>ECE targets for each district agreed and every district needs to meet minimum NER targets</li> </ul> | <ul style="list-style-type: none"> <li>By 2018 to enhance ECE NER from 32 per cent to 45 per cent</li> <li>By 2018 all districts will have to achieve minimum enrolment of 30 per cent</li> </ul> | <ul style="list-style-type: none"> <li>Media Campaign designed</li> <li>Community mobilization strategy developed and approved</li> <li>Mobilization activities carried out</li> </ul>   |
| <b>To establish model ECE Resource Centres across the province</b> | <ul style="list-style-type: none"> <li>Develop concepts, prepare and approve PC-I for resource centres</li> <li>Establish model ECE centres at every district and Taluka level in existing schools with space</li> <li>Model ECE centres will be used for teacher training and refresher courses</li> </ul>   | <ul style="list-style-type: none"> <li>121 ECE Resource Centres established, equipped and running by 2016</li> </ul>  | <ul style="list-style-type: none"> <li>Prepare Concept notes and PC-1</li> <li>Approve PC-1</li> <li>Award contract as per rules</li> <li>Monitor construction</li> <li>Procure furniture and equipment as per minimum standards, rules and regulations</li> </ul>                     |
| ■ <b>To recruit ECE teachers</b>                                   | <ul style="list-style-type: none"> <li>Recognition of ECE teachers and provision of sanctioned posts</li> <li>Develop ECE teacher recruitment policy which targets female teachers</li> <li>Recruit teachers on need and merit basis</li> </ul>   | <ul style="list-style-type: none"> <li>8,121 sanctioned posts for ECE teachers are created with appropriate title/designation</li> </ul>  | <ul style="list-style-type: none"> <li>Approve SNE for ECE teaches</li> <li>Notify establishment of ECE teachers' cadre</li> <li>Develop recruitment rules and secure approval</li> <li>Take on board third party for testing and recruitment</li> <li>Recruit ECE teachers</li> </ul> |
| ■ <b>To train ECE teachers</b>                                     | <ul style="list-style-type: none"> <li>Implementation of ECE certification/diplomas for teachers</li> <li>Engaging PITE and Private sector for ECE teachers' professional development</li> </ul>  | <ul style="list-style-type: none"> <li>8,121 sanctioned posts for ECE teachers are trained and deployed</li> </ul>  | <ul style="list-style-type: none"> <li>Design comprehensive ECE teachers' professional certification</li> <li>Identify key institutions for training</li> <li>Develop a comprehensive plan for training</li> </ul>   |



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| Objectives  | Strategies  | Targets<br>(2014-2018)  | Activities  |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>Teachers training will be done in phases</li> </ul>  |   | <ul style="list-style-type: none"> <li>All sanctioned ECE teachers undergo Professional Development by 2016</li> </ul>  |
| <b>To review and revise the ECE curriculum and provide appropriate learning materials</b> | <ul style="list-style-type: none"> <li>Support ECE learning materials through non-salary budgets</li> <li>Review and upgrade of ECE learning materials aligned to ECE curriculum</li> <li>Dissemination and use of ECE Teaching and Learning Materials</li> </ul>                     | <ul style="list-style-type: none"> <li>By the end of 2016, ECE TLMs are available in target schools</li> <li>TLMs are actively used in target schools</li> </ul>  | <ul style="list-style-type: none"> <li>Translate the ECE curriculum into Sindhi and Urdu</li> <li>Dissemination strategy in place for ECE curriculum</li> <li>Workshops for use of ECE checklists in classrooms</li> </ul>  |
| <b>To support learners' transition from ECE to Class 1(Primary School)</b>                | <ul style="list-style-type: none"> <li>Developing transition protocols for ECE teachers to facilitate children's transition from home to school and ECE to Class I (Primary School)</li> <li>Engage parents in transition of children from pre- primary to Class 1 primary</li> </ul> | <ul style="list-style-type: none"> <li>All ECE teachers receive guidelines for transition to Class I</li> <li>Parents receive transition orientation for timely enrolment/transition to class 1 through ECE teachers</li> </ul> | <ul style="list-style-type: none"> <li>Develop and disseminate ECE transition to Class I with children's enrolment report cards with support from teachers, parents and communities</li> <li>Conduct awareness campaign for parents based on guidelines to send their children to schools.</li> </ul> |



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\* 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 |               |                        |                |                |                |
|   | <i>Population</i>           | <i>GER</i>    | <i>Total Enrolment</i> | <i>Public</i>  | <i>Private</i> |                |
| <i>Katchi (4-5 years)</i>                           | 2973621                     | 32%           | 951,559                | 576,467        | 375,092        |                |
| <b>SESP (2014-18) Targets</b>                       |                             |               |                        |                |                |                |
|   | <i>Population</i>           | <i>GER</i>    | <i>Public</i>          | <i>Private</i> |                |                |
| ECE/ <i>Katchi</i>                                  | 3,476,819                   | 45%           | 1,564,569              | 769,169        | 795,400        |                |
| <b>Education Level (Targets)</b>                    | ■ <b>2014</b>               | ■ <b>2015</b> | ■ <b>2016</b>          | ■ <b>2017</b>  | ■ <b>2018</b>  | ■ <b>Total</b> |
| Enrolment (Additional)                              | -                           | 25,000        | 55,000                 | 80,000         | 80,000         | 240,000        |
| ECE (Accumulated)                                   | -                           | 25,000        | 80,000                 | 160,000        | 240,000        | 240,000        |
| <i>Katchi</i> (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.





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- 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.

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### 5.4 Implementation Arrangements

| 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 |
| Develop and implement ECD/ECE policy and minimum standards | Notify a task force/ working committee to prepare draft of ECE policy          | No ECE policy, <i>Katchi</i> 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, Government of Sindh | Reforms and School Wings, Education Department, Government of Sindh | 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                         |                          |



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|  |   |  |   |   |                                     |         |   |  |
|--|---|--|---|---|-------------------------------------|---------|---|--|
|  | Develop draft of the minimum standards for ECE  |  | Draft 'Minimum ECE standards' developed                               |   |                                     | Dec '14 | Copy of minimum standards                       |  |
|  | 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 |  |
| Transforming Katchi classes into ECE classes | Develop Minimum criteria for introduction of ECE classes  | <i>Katchi</i> enrolment reported in 17,578 | Criteria Developed  | Academic and Training wing with Technical support of RSU, | Reforms and School Wings, Education | Jun '15 | Notification of criteria for ECE classes        | PKR 1 million (infrastructure, quality |



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|                              |   |  |  |  |  |         |   |  |
|------------------------------|---|--|--|--|--|---------|---|--|
|                              | Identify the schools based on established criteria for ECE centres          | schools  | Approved list of Schools for ECE Classes                                 | Education Department, Government of Sindh  | Department , Government of Sindh                         | Jun '15 | Notified list of schools for ECE centres / letter of approval | and training costs covered under respective implementation matrices)       |
|                              | Establish proper ECE classrooms in selected government schools              |  | ECE policy with minimum standards implemented in at least 20,000 schools |  |  | Dec '15 | Progress and Monitoring reports                               |  |
|                              | Implement ECE policy with minimum standards in selected schools             |  | 8,000 <i>Katchi</i> classes transformed into ECE classes                 |  |  | Mar '16 | Monitoring and implementation reports                         |  |
| Increase in Enrolment in ECE | Electronic and print media Enrolment Campaign for increase in enrolment     | Katchi enrolment reported as 576,467 (in SEMIS), 461,174 in PSLM | Campaign developed   | School Wing and district Education Officers with Technical support of RSU, Education Department, Government of Sindh | Reforms Wing, Education Department , Government of Sindh | Mar '16 | Copies of published advertisements                            | Costs covered under Info and Communication and SMC implementation matrices |
|                              | Mobilize SMCs to promote sustained enrolment in ECE / <i>Katchi</i> classes |  | Mobilization campaigns carried out                                       |  |  | Jun '16 | SMC mobilization reports                                      |  |
|                              | Use private sector partnerships for meeting ECE targets                     |  | Stakeholders consultation held /   |  |  | Mar '16 | Minutes of meeting and LOI, MoU with private                  |  |



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|   |   |  |  |  |                                      |          |  |  |
|---|---|--|--|--|--------------------------------------|----------|--|--|
|   |   |  | workshop conducted                                       |  |                                      |          | sector   |  |
| Establishment of model ECE Resource Centres across the province | Develop concept notes for establishment of ECE resource centres | No resource centre                       | Concept Note approved                                    | PDF wing , Works and Service Department        | Office of Director General M&E       | Mar '14  | Approved copy of concept note                      | Costs covered under infrastructure development component |
|   | Prepare and approve PC-1  |  | PC-1 approved by DDWP/PD WP                              |  |                                      | Jun '14  | Approved PC-1                                      |  |
|   | Procurement of works and issuance of work order                 |  | Bidding document prepared and procurement notice floated |  |                                      | Dec '14  | Copies of published tenders and issued Work Orders |  |
|   | Execution and handing over of buildings to Education Department |  | Resource centres handed over to Education Department     |  |                                      | On-going | Copy of PC-IV                                      |  |
|   | Procurement of training and other related equipment             |  | Fully functional resource centre                         |  |                                      | On-going | Monitoring reports                                 |  |
| Recruitment of ECE Teachers                                     | Approval of re-designation of existing PST Teachers as ECE      | No ECE teachers (there might be some ECE | 8,121 sanctioned posts for ECE                           | Administration and School wing, with technical | General Administration Wing and RSU, | June '14 | Notification of re-designation / SNEs (budget)     | PKR 3,070 million  |



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|                          |   |   |  |   |  |          |   |                 |
|--------------------------|---|---|--|---|--|----------|---|-----------------|
|                          | teachers or sanctioned new posts of ECE teachers  | trained teachers, but no data available)                        | teachers   | support of RSU, Education Department, Government of Sindh | Education Department, Government of Sindh                |          |   |                 |
|                          | 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 Recruitment Rules |                 |
|                          | Recruit ECE teachers, on merit and needs basis  |   | Placement of teachers: 8,121 female teachers posted in phased out approach |   |  | Jan '15  | Posting orders and joining reports of teachers in specified schools                             |                 |
| Training of ECE Teachers | 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 | Feb '15  | Training completion report endorsed by A&T wing   | PKR 159 million |



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|  | Training through public and private certified providers                     |                          | Training work plan approved and implementation reported |                                  | Government of Sindh   | On-going         | Training completion report endorsed by A&T wing    |                |
|--|---|--------------------------|---|----------------------------------|---|------------------|--|----------------|
| Review and revise ECE curriculum and provision of learning materials | 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, Government of Sindh | Jun-14           | Copy of budget books                               | PKR 18 million |
|  | Review and up-gradation of ECE learning materials aligned to ECE curriculum |                          | Learning material printed                               |                                  |   | Sep-14           | Copies of printed learning material (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), usually 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**



## SINDH EDUCATION SECTOR PLAN

| Timelines | Policy  | Policy directions/considerations   | Strategies  |
|-----------|---|--|---|
| 1947      | <b>National Education Conference</b>                  | <ul style="list-style-type: none"> <li>Emphasized free and compulsory primary education</li> <li>Considered problems of medium of instruction, teacher training, physical education, etc.</li> <li>Achieve UPE in two decades</li> </ul>   | <ul style="list-style-type: none"> <li>Levy a special tax to finance primary education</li> <li>Primary school age group 6-11</li> <li>Encourage private sector to open schools</li> </ul>                                      |
| 1951      | <b>National Plan of Educational Development</b>       | <ul style="list-style-type: none"> <li>66 per cent of children in the age group of 6-11 years were out of school</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Establish over 24,000 new primary schools with a total capacity of 3.7 million pupils</li> <li>Develop more teacher training institutions to fill the teacher gap</li> </ul>             |
| 1959      | <b>Report of the Commission on National Education</b> | <ul style="list-style-type: none"> <li>Less than 50 per cent of children of primary school age were enrolled in schools</li> <li>Achieve UPE within a period of 15 years</li> </ul>  | <ul style="list-style-type: none"> <li>Eight years compulsory education to achieve literacy</li> <li>Female teachers for primary education</li> <li>Resource mobilization for additional funds</li> </ul>                       |
| 1970      | <b>The New Education Policy</b>                       | <ul style="list-style-type: none"> <li>Reaffirmed the government's commitment "to the objective of universal elementary education"</li> <li>Achieve UPE by 1980</li> <li>Particular emphasis on girls' education</li> </ul>  | <ul style="list-style-type: none"> <li>Rapid expansion of primary schools</li> <li>Emphasis on female enrolment</li> <li>Female teachers for primary schools</li> </ul>   |
| 1972      | <b>The Education Policy</b>                           | <ul style="list-style-type: none"> <li>Equalizing access to education through provision of special facilities for women, under-privileged groups.</li> <li>Free and universal up to Class X</li> <li>Achieve UPE for boys by 1979 and for girls by 1984</li> <li>Achieve UEE up to Class VIII for boys by 1982 and for girls by 1987</li> </ul>    | <ul style="list-style-type: none"> <li>Construct 61,000 additional classrooms for primary classes</li> <li>Train 150,000 teachers</li> <li>Recruit an additional 75,000 teachers through the National Literacy Corps</li> </ul> |



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|      |   |   |  |
|------|---|---|--|
| 1979 | <b>National Education Policy and Implementation Programme</b>   | <ul style="list-style-type: none"> <li>• Achieve the Boys UPE by 1987 and Girls UPE by 1992</li> <li>• Eliminate wastage to achieve 60 per cent retention by 1983 and 100 per cent thereafter</li> </ul>  | <ul style="list-style-type: none"> <li>• Reconstruct/improve 17,000 existing primary schools</li> <li>• Open 13,000 new primary schools, mainly in rural areas</li> <li>• Establish 5,000 mosque schools for boys</li> </ul>   |
| 1986 | <b>Various schemes under the National Education Plan, e.g. Drop-in schools, Nationwide Literacy Programme, Nai Roshni Schools, etc.</b> | <ul style="list-style-type: none"> <li>• To provide an opportunity to school dropouts and out of school children, especially children from households in low income strata, to complete primary education</li> <li>• 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</li> </ul>  | <ul style="list-style-type: none"> <li>• Reduce dropout population/out of school children through school monitoring and community mobilization</li> <li>• Introduce a system of non-formal primary education</li> </ul>  |
| 1992 | <b>National Education Policy</b>  | <ul style="list-style-type: none"> <li>• Basic education for all shall be pursued not merely as a sector-based target, but as an integral part of human development</li> <li>• Emphasis on female teacher recruitment</li> <li>• Eliminate disparities in education provision:</li> <li>• Achieve UPE by 2002</li> <li>• Increase the literacy rate to 70 per cent by the year 2002</li> <li>• Make primary education compulsory</li> </ul> | <ul style="list-style-type: none"> <li>• Setting up model schools (male and female) in rural areas</li> <li>• Introducing compulsory social service for students</li> <li>• Opening of 107,000 new primary and mosque schools</li> <li>• Training and recruitment of 265,000 new primary teachers</li> </ul> |
| 1998 | <b>National Education Policy</b>  | <ul style="list-style-type: none"> <li>• Double the rate of literacy by the year 2000</li> <li>• Involvement of donor agencies</li> <li>• The Policy relating to elementary education was based on the agreed themes and strategies of the Social Action Programme</li> <li>• Key issues: more than 5.5 million primary school age (5-9 years) children are out of</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |



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|             |                                       |  |  |
|-------------|---------------------------------------|--|--|
|             |                                       | <p>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</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Consequently, the promulgation and enforcement of Compulsory Primary Education Act will be possible by 2004-5</li> </ul>   | <p>schools, begin double shifts in 20,000 existing primary schools, and recruit 527,000 additional teachers</p> <ul style="list-style-type: none"> <li>• Necessary resources were also been pledged at the highest level to raise the expenditure on education from 2.2 to 4 percent of GNP</li> </ul>   |
| 2001-2004/5 | Education Sector Reform - Action Plan | <ul style="list-style-type: none"> <li>• Universal Primary/ Elementary Education is the most challenging milestone for the Government of Pakistan</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Equity : Reduce gender disparity by 10 per cent annually</li> <li>• Completion: Increase completion rate by 3 per cent annually (baseline 50 per cent)</li> <li>• Increase gross participation rate from 89 per cent to 100 per cent (4 per cent per annum)</li> <li>• Reduce gender disparity by 10 per cent annually</li> <li>• Enhance primary completion rate from 50 per cent to 70 per cent (6 per cent per annum)</li> </ul> | <ul style="list-style-type: none"> <li>• National Ordinance for Compulsory Primary Education</li> <li>• Improving infrastructure in existing primary schools</li> <li>• Construction of new schools</li> <li>• Upgrading of existing primary schools to elementary facilities</li> <li>• Initiating Early Childhood Education in existing <i>Katchi</i> classes</li> <li>• Capacity building for Decentralized management at district and local level</li> </ul> |

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.



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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.



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### 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  |
|---|---|---|
| <b>Sindh Education Reform Programme (SERP 1), 2008-2011 (funded by the World Bank and European Union)</b> | <ul style="list-style-type: none"> <li>• School rehabilitation and improvement</li> <li>• Free textbooks</li> <li>• Girls stipend</li> <li>• Upgrading SEMIS</li> <li>• Gauging learning outcomes of students through assessments</li> <li>• Opening up of schools through public private partnerships (PPRS-SEF)</li> <li>• Merit-based recruitment of teachers,</li> <li>• Education Management Reform</li> <li>• School Management Committees</li> </ul> | Improving access; mobilizing international development agencies; schools with better learning environment; student profiling and tracking |
| <b>Education Fund For Sindh, 2012-2015 (funded by DFID)</b>   | <ul style="list-style-type: none"> <li>• Support to low cost private and government schools for out-of-school children</li> <li>• Focus on three districts (Karachi, Khairpur and Kambar Shahdadkot)</li> <li>• Established intermediaries delivering low cost private education</li> <li>• Implementing a voucher scheme which has proven to be effective elsewhere in Pakistan</li> <li>• Adoption of public schools on a small scale</li> </ul>          | Improving access; mobilizing international development agencies; schools with better learning environment; students tracking              |



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|                                |   | students   |
|--------------------------------|---|--|
| <b>ADP Schemes (2012-2013)</b> | <ul style="list-style-type: none"> <li>Establishment of Cluster Hub Schools in Sindh at UC Level</li> <li>Up-gradation of Primary Schools to Middle Schools in Sindh (450 units)</li> <li>Establishment of Elementary Schools in Sindh (400 units)</li> <li>Rural Based Community Schools (RBCS) – SEF</li> <li>Integrated Education Learning Programme (IELP)</li> <li>Improving Teaching Learning Quality in SEF schools</li> <li>Introduction of academic and infrastructural reforms in 200 rural/<i>Katchi</i> areas</li> <li>Educational development for juvenile and adult inmates (especially women) in prison approved and one school established by SEF</li> <li>Establishment of English Medium Schools in Sindh (46 units in Cambridge System, Nursery to 0 Level)</li> <li>Construction/repair of dangerous schools in Sindh (100 units); Consolidation/ improvement of missing facilities (public school Sukkur, Mithi, Nousheroferoze, Chachro and Badin)</li> </ul> | 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-need 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.

|  |   |   |
|--|---|---|
| <b>Sindh Education Reform Programme (SERP-II), 2013-2017</b> | <ul style="list-style-type: none"> <li>Programme budget and expenditure management</li> <li>Annual School Census</li> <li>Student Achievement Test</li> <li>School budgets</li> <li>School Management Committees</li> </ul> | Access; up-grade of schools; reduction of dropouts; involving international agencies; provision of textbooks; |
|--|---|---|





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|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• School system consolidation</li> <li>• School infrastructure development</li> <li>• Public-private partnership for Education - PPRS</li> <li>• Education management</li> <li>• Teacher management</li> <li>• E-governance</li> </ul> | 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  |
|-------------------|-----------------|----------------|-----------------|--------|
| <b>Primary</b>    | 10,331          | 6,471          | 26,287          | 43089  |
| <b>Middle</b>     | 537             | 594            | 870             | 2001   |
| <b>Elementary</b> | 122             | 137            | 294             | 553    |
| <b>Total</b>      | 10,990<br>(24%) | 7,202<br>(16%) | 27,451<br>(60%) | 45,643 |

Source: SEMIS 2011-12

**Table 6.5: Elementary Schools Basic Statistics**

| Indicators | Primary | Middle | Elementary |
|------------|---------|--------|------------|
|------------|---------|--------|------------|



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|                              |       |       |        |
|------------------------------|-------|-------|--------|
| <b>Student-School ratio</b>  | 69.17 | 87.02 | 191.69 |
| <b>Student-Teacher ratio</b> | 30.03 | 21.53 | 26.67  |
| <b>Teacher-School ratio</b>  | 2.30  | 4.04  | 7.19   |
| <b>Boys enrolment ratio</b>  | 0.59  | 0.52  | 0.48   |
| <b>Girls enrolment ratio</b> | 0.41  | 0.48  | 0.52   |
| <b>Percent male staff</b>    | 0.72  | 0.63  | 0.48   |
| <b>Percent female staff</b>  | 0.28  | 0.37  | 0.52   |

■ Source: SEMIS 2011-12

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

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



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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 Sindh, where communities are generally reluctant to send girls to schools with male teachers. It is evident from Table 6.6 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 schools, the average ratio of girls in 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 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 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.

**Table 6.7 Condition of School Buildings**

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

Source: SEMIS 2011-12

### Efficiency

**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



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|                  | Male      | Female    | Total     |
|------------------|-----------|-----------|-----------|
| <b>Enrolment</b> | 1,890,162 | 1,370,412 | 3,260,574 |
| <b>Teachers</b>  | 78,844    | 32,473    | 111,317   |

Source: SEMIS 2011-12

not continue their education after primary level.

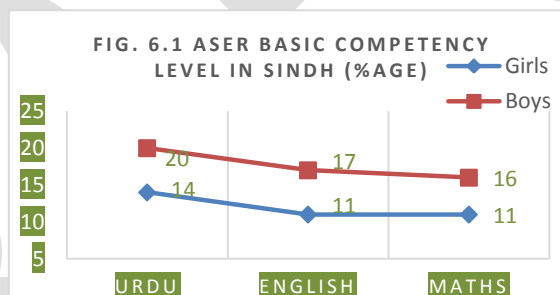
Every education system must be assessed on the basis of how efficient it is in terms of providing consistent quality education to children. The basic efficiency indicators (see Table 6.8) demonstrate that education in Sindh is lagging far behind the desirable level. The transition rate from primary to 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

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. 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 Sindh in terms of quality of education is perhaps lower recent ASER survey indicates that even the basic literacy not imparted to students and their test results are not more opposite).

Under SERP-I, the E&LD established the Standardized 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 Sciences, and 15 per cent in Mathematics across Sindh.



completion. The performance of than any other indicator. The and numeracy competencies are than 20 per cent (see Figure 6.1

Achievement Test (SAT). An



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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).

**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*



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2. To improve the delivery of elementary education services, particularly in the most disadvantaged districts (increase NER in Middle schools (Grades 6-8) from 37 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.

| Objectives   | Strategies  | Target/Outcomes<br>(2014 – 2018)  | Activities   |
|--|---|---|--|
| <b>Increase Access at Primary Level</b>                            | <ul style="list-style-type: none"> <li>Addition of classrooms for schools for additional enrolment and for shelter-less, one room and two room schools</li> <li>Provision of basic facilities in schools</li> <li>Opening of viable closed schools</li> <li>Increase role of private sector</li> <li>Setting district wise NER targets</li> <li>Priority will be given girls' schools</li> <li>Basic facilities will be provided on a priority basis, i.e. toilets will be given preference over boundary walls</li> <li>Innovative methods such as solar systems for electricity will be made use of where possible</li> </ul> | <p><i>General:</i></p> <ul style="list-style-type: none"> <li>Primary: Increase NER from 59% to 77% with annual growth rate of 3-4%/year by 2018</li> </ul> <p><i>Year-Specific:</i></p> <ul style="list-style-type: none"> <li>Primary NER increased to:               <ul style="list-style-type: none"> <li>63% by 2014</li> <li>66% by 2015</li> <li>70% by 2016</li> <li>73% by 2017</li> <li>77% by 2018</li> </ul> </li> <li>Reduce dropout by 3% at primary level each year.</li> <li>Build 45,475 additional classrooms.</li> <li>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.</li> <li>All viable schools are functionalized</li> <li>50% of under-served areas to get access to primary education.</li> </ul> | <ul style="list-style-type: none"> <li>Guidelines for needs-based additional classrooms developed and implemented.</li> <li>Prepare PC-I for additional class rooms, missing facilities.</li> <li>Conduct survey for viable closed schools.</li> <li>Open viable closed schools.</li> <li>Develop policy to reuse school space through flexible school timings.</li> <li>Identification of under-served areas and developing relevant programmemes with the help of the private sector.</li> <li>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.</li> </ul> |
| <b>Increase Access at Middle and Elementary level (Grades 1-8)</b> | <ul style="list-style-type: none"> <li>Additional classrooms for one-, two- and three-room schools</li> <li>School up-grade and consolidation to elementary schools; Strengthening of 2<sup>nd</sup> shift schools policy on need and merit basis</li> </ul>  | <p><i>General:</i></p> <ul style="list-style-type: none"> <li>Middle: Increase NER from 34 to 50% with an annual growth rate of 3-4%/year by 2018.</li> </ul> <p><i>Year Specific:</i></p>  | <ul style="list-style-type: none"> <li>Guidelines for additional classrooms/up-grade developed and implemented.</li> <li>Initiate policy development process to reuse school space through flexible school timings.</li> <li>Identification of underserved areas and developing relevant programmemes with the help of the private</li> </ul>  |



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| Objectives  | Strategies  | Target/Outcomes<br>(2014 – 2018)  | Activities   |
|---|---|---|--|
|   | (through additional classrooms) <ul style="list-style-type: none"> <li>Public-private partnership for under-served areas</li> <li>Financial support to low income and vulnerable children in private schools</li> <li>Stipends to girls in government schools</li> <li>Increasing the number of female teachers at middle level (gradually moving to females only at elementary level)</li> <li>Reduction in dropouts and increase in transition rates</li> </ul> | <ul style="list-style-type: none"> <li>Middle NER increased:               <ul style="list-style-type: none"> <li>35% by 2014</li> <li>38% by 2015</li> <li>42% by 2016</li> <li>46% by 2017</li> <li>50% by 2018</li> </ul> </li> <li>Increase Transition from Primary to Middle by 4-6% each year.</li> </ul> <p><i>Physical:</i></p> <ul style="list-style-type: none"> <li>Build an additional 20,445 classrooms</li> <li>Consolidate/upgrade 4,000 Primary and Middle schools</li> <li>Provide subsidy/vouchers to 280,204 students</li> <li>Stipends to 421,000 female students in government Middle schools (Grades 6-8) with priority to under-served districts</li> <li>Recruit 16,023 teachers</li> </ul> | sector. <ul style="list-style-type: none"> <li>Financial support/subsidy to poor and vulnerable students through vouchers and per child subsidy.</li> <li>Recruit more female teachers.</li> <li>Develop pilot projects for testing innovative approaches and ideas.</li> <li>Enhance enrolment drive in all districts.</li> </ul>   |
| <b>To move towards Inclusive Education</b>        | <ul style="list-style-type: none"> <li>Develop policy to provide education to disadvantaged children (Article 7 (4-a), Free and Compulsory Education Act)</li> <li>Review curriculum</li> <li>Train teachers for inclusive education</li> </ul>   | <ul style="list-style-type: none"> <li>8,000 teachers trained to impart inclusive education.</li> <li>Impart inclusive education to selected schools</li> </ul>   | <ul style="list-style-type: none"> <li>Arrange stakeholders' dialogue and discussions for inclusion of inclusive education.</li> <li>Conduct survey to map need for specific inclusive education requirements.</li> <li>Review Curriculum, to include necessary contents for inclusive education/ disadvantaged children.</li> <li>Prepare modules for teacher training based on inclusive education.</li> <li>Train teachers for inclusive education.</li> <li>Implement phase wise education for disadvantage children.</li> </ul> |
| <b>To recruit qualified teachers according to</b> | <ul style="list-style-type: none"> <li>Review existing recruitment rules and policies</li> <li>Create SNEs for additional</li> </ul>  | <ul style="list-style-type: none"> <li>44,174 additional Primary school teachers recruited</li> <li>16,023 additional Elementary school</li> </ul>  | <ul style="list-style-type: none"> <li>Review and approve Recruitment Policy based on lessons learned from recruitment round-III.</li> <li>Identify schools for additional Primary school</li> </ul>   |





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| Objectives  | Strategies  | Target/Outcomes<br>(2014 – 2018)   | Activities  |
|---|---|--|---|
| <b>merit and need</b>   | teachers <ul style="list-style-type: none"> <li>Recruit teachers through third party</li> <li>Deploy teachers on merit and needs basis</li> </ul>   | teachers recruited   | teachers based on additional enrolment. <ul style="list-style-type: none"> <li>Create SNEs in consultation with Finance department.</li> <li>Procure the services of a third party for conducting test for the recruitment.</li> <li>Recruit additional Primary school teachers as per need of additional enrolment.</li> </ul>   |
| <b>To adopt a set of Quality Standards for Primary and Elementary Schools<sup>7</sup></b> | <ul style="list-style-type: none"> <li>Develop and approve minimum quality standards for Primary schools</li> <li>Awareness programme for communities and teachers for school standards</li> <li>Implement quality standards in selected schools</li> </ul>   | <ul style="list-style-type: none"> <li>Implemented quality standards in at least 5,000 Primary schools</li> <li>Implemented quality standards in all Elementary and Middle Schools.</li> </ul> | <ul style="list-style-type: none"> <li>Carry out needs assessment and gap analysis with detailed costing.</li> <li>Develop through consultations, and approve, Quality Standards for Primary Schools to ensure adequate/ minimum quality of education.</li> <li>Develop through consultations, and approve, Quality Standards for Elementary Schools to ensure adequate/ minimum quality of education.</li> <li>Identify schools for implementation of 'School Quality Standards'.</li> <li>Implement approved set of quality standards in selected primary and secondary schools.</li> </ul> |
| <b>To increase retention rates and track key education indicators</b>                     | <ul style="list-style-type: none"> <li>Set Educational indicator targets for each district</li> <li>Arrange meeting and share district-wise targets with District Education Officers</li> <li>SEMIS office at district level to be strengthened</li> <li>District Education managers capacity building for evidence-based planning</li> </ul> | Collect data quarterly in High Enrolment Primary Schools   | <ul style="list-style-type: none"> <li>Develop Concept Note for 'online school based management and enrolment tracking system' through SEMIS</li> <li>Procure firm to develop an 'online school based management and enrolment tracking system'</li> <li>Develop and implement the online tracking system (linked with independent data collection and monitoring system)</li> <li>Conduct training workshops</li> <li>Collect data monthly of selected schools</li> <li>Generate, analyse and share enrolment reports</li> <li>Capacity building of Teachers/ Education managers</li> </ul>  |
| <b>To create demand for Education in</b>  | <ul style="list-style-type: none"> <li>Review current supply side interventions</li> </ul>  | Streamlined all supply side interventions by 2018  | <ul style="list-style-type: none"> <li>Study on impact analysis of current supply side interventions i.e. free textbooks, SMCs, School</li> </ul>   |

<sup>7</sup> Only school quality is discussed here. Other quality-related strategic objectives are discussed in subsequent chapters.



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| Objectives   | Strategies  | Target/Outcomes<br>(2014 – 2018)   | Activities   |
|--|---|--|--|
| <b>communities</b>   | <ul style="list-style-type: none"> <li>Develop strategy for supply side and demand side interventions</li> </ul>  |  | <ul style="list-style-type: none"> <li>Specific Budgets, etc. (procurement of services).</li> <li>Review and develop policy based on impact analysis of existing supply side interventions.</li> <li>Provide supply side interventions based on new policy to enhance enrolment.</li> <li>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).</li> <li>Map poor and vulnerable communities/areas for financial support/subsidy through vouchers and per child subsidy.</li> <li>Carry out enrolment drive through electronic and print media.</li> </ul> |
| <b>To increase the efficiency of Primary and Elementary schools through an effective school-based supervision system</b> | <ul style="list-style-type: none"> <li>Ensuring that schools work as a system, i.e. with annual plans, school timetables, school standards, annual performance audit, etc.</li> <li>Whole school development plan to improve learning environment</li> <li>Strengthening of the education management information system for reliable data</li> <li>Capacity building of supervisory skills (through CPD courses)</li> <li>Enhanced communication between parents and teachers</li> <li>Integrated EMIS</li> </ul> | <ul style="list-style-type: none"> <li><b>General:</b></li> <li>By the end of 2016, Grade-wise efficiency shall increase as follows:               <ul style="list-style-type: none"> <li>Reduction in dropout from 17.4% to 10%</li> <li>Transition rate is increased from 62% to 75%</li> <li>Survival rate is increase from 47.9% to 65%</li> </ul> </li> <li>By the end of 2016, 15,00 Supervisors receive CPD in school supervision skills</li> <li>Integrate EMIS with student, teacher and assessment profiles by 2016</li> </ul> | <ul style="list-style-type: none"> <li>Development, approval and implementation of whole school development policy for improvement in infrastructure, learning environment (co-curricular activities, enriched learning experiences).</li> <li>Development, approval and implementation of Education Manager and Teacher Performance policy.</li> <li>Develop and implement courses for development of supervisory cadre.</li> <li>Improved regular mandatory SMC interactions with children's engagement.</li> <li>EMIS redefined for accessible tracking of core indicators.</li> </ul>  |
| <b>To improve learning outcomes through implementation of formative assessment in</b>                                    | <ul style="list-style-type: none"> <li>Study current practices in student assessment in schools</li> <li>Capacity development of teachers to implement formative assessment</li> <li>Implementing formative assessment in schools</li> </ul>  | <ul style="list-style-type: none"> <li>Every school has at least one teacher who can use formative assessment and can guide her/his peers by 2016.</li> <li>25% schools use formative assessment by 2016.</li> <li>Increase average assessment scores from 32% in Languages to 60%, 19% in Science</li> </ul>  | <ul style="list-style-type: none"> <li>Study current practices of students assessment in schools.</li> <li>Capacity development of teacher to implement formative assessment.</li> <li>Implementing formative assessment in schools.</li> </ul>  |



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| Objectives  | Strategies  | Target/Outcomes<br>(2014 – 2018)   | Activities   |
|---|---|--|--|
| <b>schools</b>  | <ul style="list-style-type: none"> <li>Develop and implement reading and numeracy programmes in Sindh</li> </ul>  | <p>to 45%, and 15% in Mathematics (basic numeracy) to 40%.</p>   |  |
| <b>To conduct research on service delivery gaps at primary and elementary level</b> | <ul style="list-style-type: none"> <li>Mapping and prioritizing of issues related to education service delivery for operational research.</li> <li>Document best practices in the region and local issues which prevent access to education for girls and marginalized groups especially.</li> <li>Engaging the private sector.</li> <li>Use of innovative approaches to address the issue of marginalized children:               <ul style="list-style-type: none"> <li>Community schools</li> <li>Mobile schools</li> <li>Distance schools</li> </ul> </li> <li>Addition of classrooms and allied facilities in existing schools.</li> <li>Construction of new schools in under-served areas.</li> <li>Establishment of Community Schools.</li> <li>Introduction of Mobile Schools and distance learning.</li> </ul> | <ul style="list-style-type: none"> <li>By the end of 2015, 3 research studies are conducted.</li> <li>Document best practices to improve access by 2014.</li> <li>5 districts with lowest access indicators initiate innovative projects to improve access with private sector and 100 mobile vans by 2016.</li> </ul> | <ul style="list-style-type: none"> <li>Prioritize issues related to education service delivery.</li> <li>Develop and implement a research framework and plan.</li> <li>Conduct studies.</li> <li>Document and take decisions on the basis of good practices to improve access.</li> <li>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).</li> <li>Develop an engagement plan for the private sector to improve access to elementary education.</li> <li>Formulate and implement innovative programmes for hard-to-reach target groups.</li> <li>Document the processes and outcomes of innovative programmes.</li> </ul> |



### 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.



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| Primary level Baseline for Sindh Education Sector Plan (2012) |                             |                    |                    |                    |                    |                     |
|---|-----------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
|   | Enrolment and other targets |                    |                    |                    |                    |                     |
|   | Population                  | NER                |                    | Public             | Private            | ALP                 |
|   |                             |                    |                    |                    |                    |                     |
| Primary   | 6,832,436                   | 1                  | 4,031,137          | 2,579,928          | 1,451,209          | 12,795              |
|   |                             |                    |                    |                    |                    |                     |
| SESP (2014-18) Targets  |                             |                    |                    |                    |                    |                     |
|   | Population                  | NER                |                    | Public             | Private            |                     |
| Primary   | 8,003,588                   | 1                  | 6,162,763          | 3,944,168          | 2,218,595          | 102,360             |
| Education Level   | <b><u>2014</u></b>          | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>Total</u></b> |
| 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              |



## SINDH EDUCATION SECTOR PLAN

|                              |     |       |       |       |       |        |
|------------------------------|-----|-------|-------|-------|-------|--------|
| Teacher Training (Induction) | (0) | 6,278 | 8,337 | 9,095 | 9,600 | 33,310 |
|------------------------------|-----|-------|-------|-------|-------|--------|

| Elementary level Baseline for Sindh Education Sector Plan (2012) |            |         |           |           |           |           |
|--|------------|---------|-----------|-----------|-----------|-----------|
|  | Population | NER     |           | Public    | Private   |           |
| Middle   | 2,951,349  | 0       | 944,432   | 604,436   | 339,995   |           |
| SESP (2014-18) Targets   |            |         |           |           |           |           |
|  | Population | NER     |           | Public    | Private   |           |
| Middle   | 3,480,185  | 1       | 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)   | 4,526      | 3,621   | 3,847     | 3,847     | 4,526     | 20,369    |
| Teachers   | (0)        | 786     | 3,847     | 3,847     | 4,526     | 13,007    |

*\*\* Subsidy will be at the value of PKR.400 per enrolled child/month according to the 2011-12 baseline; this amount will be adjusted with inflation (10%). \*\*\*420 per Enrolled child per month on the basis of baseline 2011-12, the incremental amount on the basis of inflation of 10% will be paid to each student.*

*\*\*\*\*Stipends to Girls in Government Schools Grades 6-8Rs. 3050 per annum per girl-child enrolled child on the basis of baseline 2011-12, the incremental amount on the basis of inflation of 10% will be paid to each student.*



## SINDH EDUCATION SECTOR PLAN

### 6.4 Implementation Arrangements

| 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 |
| <b>Provision of Infrastructure</b>  | 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 classrooms  |  | Approved PC-1   |   |  | Jun '14 to Jun '17 | Copy of PC-1                             |                          |
|   | 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                  |                          |
| <b>Enhance Coverage</b>   | Develop policy and implement it to reuse school space through flexible school   | GIS of 11 districts completed. Around 1,183  | Policy notified   | Education Department and District Education Officers with   | School Wing, Education Department  | Mar '14            | Copy of Notified Policy                  |                          |





## SINDH EDUCATION SECTOR PLAN

|   |   |  |  |   |   |                    |  |  |
|---|---|--|--|---|---|--------------------|--|--|
|   | timings   | Primary and 231 Elementary schools are offering evening shifts. 5,229 schools are closed.  |  | technical support from RSU  |   |                    |  |  |
|   | Identify closed schools which are viable to re-open   |  | Closed school Survey report  |   |   | Mar '14            | Copy of survey report (final and approved) |  |
|   | Re-open viable closed schools   |  | 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                            |  |
| <b>Provision of labs and basic facilities</b> | 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 Elementary are without Electricity;   | 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  | 17,299 Primary and 586 Elementary without Toilet; 20,346 Primary and 945 Elementary without Drinking water; 16,320 Primary and 506 Elementary without Boundary wall. | 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                            |  | 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                    |  |



## SINDH EDUCATION SECTOR PLAN

|                                   |   |  |  |  |                                   |         |  |  |
|-----------------------------------|---|--|--|--|-----------------------------------|---------|--|--|
| <b>Role of the Private Sector</b> | 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 |  |
| <b>Inclusive Education</b>        | Develop policy to provide education to disadvantaged children (Article 7 (4-a))   | Special Education is handled by a separate department. There is currently no provision for disadvantaged children within the formal education system | 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  |  | Curriculum reviewed and updated  |  |                                   | May '14 | Approved curriculum                        |  |



## SINDH EDUCATION SECTOR PLAN

|  |   |                                 |  |   |   |                    |  |  |
|--|---|---------------------------------|--|---|---|--------------------|--|--|
|  | 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  |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |  |  |                    |                                   |  |
|--|--|--|--|--|--|--------------------|-----------------------------------|--|
|  | 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          |  |



## SINDH EDUCATION SECTOR PLAN

| 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 |
| Adopted set of Quality Standards for Primary and Elementary Schools   | 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' to ensure adequate/ minimum quality of education |                            | Standards developed for learning environment for Primary education    |  |  | June '14    | Set of quality standards, letter of approval                              |                          |
|   | 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  |                            | Implemented   |  |  | Sept '14 to | Monitoring  | PKR 25                   |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |  |  |          |                                  |                            |
|--|--|--|--|--|--|----------|----------------------------------|----------------------------|
|  | approved set of quality standards in selected primary and Elementary schools (through hand-holding by PITE or procurement of services) |  | Quality Standards in at least 5,000 Primary schools and all Elementary and Middle Schools. |  |  | June '18 | reports, certification by DG M&E | 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 |
| <b>Increased Retention Rates</b>       | 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 and DO (SEMIS) | DG M&E, Secretary Education | Dec '13 | Dropout and transition reports    | PKR 15 million           |
|  | Share reports with district and Taluka officers                                      |                                  | Reports shared with all stake holders     |   |                             | 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         |                          |



## SINDH EDUCATION SECTOR PLAN

|   |   |   |  |   |   |         |                           |               |
|---|---|---|--|---|---|---------|---------------------------|---------------|
|   | Collect enrolment data quarterly  |   | Quarterly data available               |   |   | Dec '14 | Quarterly data            |               |
|   | Generate analyses and share reports   |   | Reports available                      |   |   | Feb '15 | District / school reports |               |
| <b>Tracking key education indicators</b>                        | 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       |               |
|   | Track key educational indicators from SEMIS data on quarterly basis                       |   | Quarterly monitoring reports available |   |   | Jun '15 | Monthly report            |               |
| ■ <b>Improve delivery of services at Primary and Elementary</b> | 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      |               |





## SINDH EDUCATION SECTOR PLAN

|                         |   |  |   |  |  |                   |                                 |  |
|-------------------------|---|--|---|--|--|-------------------|---------------------------------|--|
| level based on research | 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, School Specific Budgets, etc. | 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   |   | Policy developed   |   |                                       | Apr '14 | Approved Policy  |                          |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |   |  |  |                  |                    |   |
|--|--|--|---|--|--|------------------|--------------------|---|
|  | 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) |
|  | 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)*

This section presents the analysis, priorities and plan pertaining to Secondary and Higher Secondary Education in the province. 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"> <li>• In science stream, a student can choose either the pre-engineering or the pre-medical group</li> <li>• Student has option to take other streams of science, arts, commerce and computer studies</li> <li>• The graduate can join intermediate college or a higher secondary school</li> </ul> |
| Graduating with Arts, Commerce and Home Economics                             | <ul style="list-style-type: none"> <li>• The graduate can only opt for subjects in the same stream</li> <li>• The graduate can join intermediate college or a higher secondary school</li> </ul>   |

### 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  |
|---|---|
| <b>1947 First Educational Conference</b>  | <ul style="list-style-type: none"> <li>■ 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’.</li> </ul> |
| <b>1951 Second Educational Conference</b> | <ul style="list-style-type: none"> <li>■ The policy was concerned about untrained teacher and emphasized teachers’ training at secondary levels.</li> </ul>   |



## SINDH EDUCATION SECTOR PLAN

|  |   |
|--|---|
| <b>1957<br/>National Education<br/>Commission</b>  | <ul style="list-style-type: none"> <li>Based on thorough analysis, emphasized that secondary education should be recognized as a complete stage in itself.</li> </ul> <p>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.</p> |
| <b>1969-70<br/>The New Education<br/>Policy</b>    | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>1972-80<br/>The Education<br/>Policy</b>        | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>1979<br/>National Education<br/>Policy</b>      | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>1992<br/>National Education<br/>Policy</b>      | <ul style="list-style-type: none"> <li>The policy proposed shifting of classes XI and XII from the colleges to the general schools and vocational schools.</li> </ul>   |
| <b>1998-2010<br/>National Education<br/>Policy</b> | <ul style="list-style-type: none"> <li>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.</li> </ul>                                       |

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:

- The narrow base that leaves a large number of young people out of the system.
- 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



## SINDH EDUCATION SECTOR PLAN

|                         |  |
|-------------------------|--|
| <b>Policy Action 1</b>  | 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.   |
| <b>Policy Action 2</b>  | Student support shall be increased to prevent students from dropping out of school for financial reasons.  |
| <b>Policy Action 3</b>  | Schools shall introduce more student-centred pedagogies.   |
| <b>Policy Action 4</b>  | 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.                 |
| <b>Policy Action 5</b>  | Life Skills-Based Education (LSBE) shall be promoted.  |
| <b>Policy Action 6</b>  | 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.  |
| <b>Policy Action 7</b>  | Schooling shall also be made more attractive by adding community service programmes.   |
| <b>Policy Action 8</b>  | 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. This exercise shall be undertaken after a detailed study of the failures of similar previous efforts. |
| <b>Policy Action 9</b>  | 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. This will encourage healthy competition amongst schools.  |
| <b>Policy Action 10</b> | 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

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

|                         | Boys | Girls | Mixed | Total |
|-------------------------|------|-------|-------|-------|
| <b>Secondary</b>        | 641  | 513   | 485   | 1639  |
| <b>Higher Secondary</b> | 101  | 86    | 88    | 275   |



## SINDH EDUCATION SECTOR PLAN

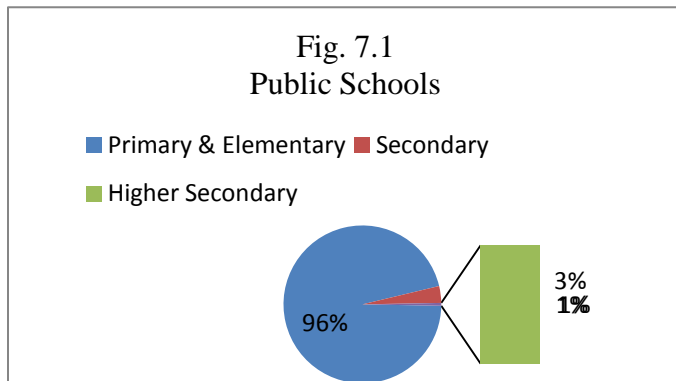
### Access and Equity

|              |     |     |     |      |
|--------------|-----|-----|-----|------|
| <b>Total</b> | 742 | 699 | 573 | 1914 |
|--------------|-----|-----|-----|------|

Source: SEMIS 2011-12

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.

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.



year for boys, while the average increase in girls' schools is only 5 per year.

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

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

**Table 7.4: Secondary Schools (over past five years)**

|             | Boys | Girls | Mixed | Total       |
|-------------|------|-------|-------|-------------|
| <b>2007</b> | 638  | 491   | 472   | <b>1601</b> |
| <b>2008</b> | 762  | 476   | 366   | <b>1604</b> |
| <b>2009</b> | 663  | 518   | 481   | <b>1662</b> |
| <b>2010</b> | 684  | 513   | 444   | <b>1641</b> |
| <b>2011</b> | 641  | 513   | 485   | <b>1639</b> |

Source: SEMIS Education Profile (ASC 2011-12)

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

|             | Boys | Girls | Mixed | Total |
|-------------|------|-------|-------|-------|
| <b>2007</b> | 49   | 66    | 83    | 198   |
| <b>2008</b> | 73   | 72    | 71    | 216   |
| <b>2009</b> | 73   | 71    | 87    | 231   |
| <b>2010</b> | 88   | 75    | 83    | 246   |
| <b>2011</b> | 101  | 86    | 88    | 275   |

Source: SEMIS Education Profile (ASC 2011-12)



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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

**Table 7.6: Physical Status of School Buildings**

|                  |            | 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%          |

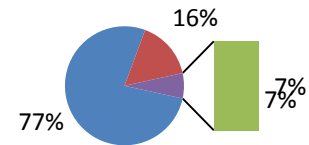
Source: SEMIS Education Profile (ASC 2011-12)  
a dangerous condition.

### 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.

**Fig. 7.2  
Enrolments**

■ Primary & Elementary ■ Secondary  
■ Higher Secondary



**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%<br>Girls - 41.38% |
| Secondary Schools (Grades 9-10)         | 197,658 | 128,798 | 326,456 | Boys- 61%<br>Girls - 39%        |
| Higher Secondary Schools (Grades 1-12)  | 179,161 | 110,362 | 289,523 | Boys - 61.88%<br>Girls - 38.12% |
| Higher Secondary Schools (Grades 11-12) | 48,635  | 24,789  | 73,424  | Boys- 66%<br>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.

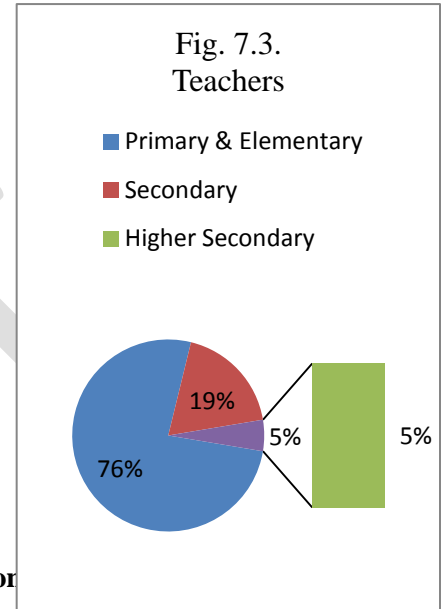
## Teachers

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 | <b>27,109</b> | 59.40% Males<br>40.60% Females |
| Higher Secondary | 4,972  | 2,705  | <b>7,677</b>  | 64.76% Males<br>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)





## SINDH EDUCATION SECTOR PLAN

### 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 |
|-------------------------|---------------|---------------|---------------|---------------|----------------|---------|
| <b>Secondary</b>        | 1,639         | 847<br>51.58% | 482<br>29.41% | 814<br>49.66% | 1600<br>97.62% | 57.07%  |
| <b>Higher Secondary</b> | 275           | 201<br>73.09% | 144<br>52.36% | 154<br>56%    | 264<br>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 | %      |
|--------------------|-------|----------------|---------|-----------|---------|------------------|-------|--------|
| <b>Boys</b>        | 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%   |
| <b>Girls</b>       | 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%   |
| <b>Mixed</b>       | 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%   |
| <b>Grand Total</b> |       | 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 | %      |
|-------|----------------|---------|-----------|---------|------------------|-------|--------|
| Rural | 4              | 28      | 38        | 39      | 31               | 140   | 56.45% |



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|                    |       |    |     |     |     |     |     |        |
|--------------------|-------|----|-----|-----|-----|-----|-----|--------|
| <b>Boys</b>        | Urban | 2  | 30  | 28  | 23  | 25  | 108 | 43.55% |
|                    | Total | 6  | 58  | 66  | 62  | 56  | 248 | 100%   |
| <b>Girls</b>       | 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%   |
| <b>Mixed</b>       | 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%   |
| <b>Grand Total</b> |       | 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  |
|-------------------------|--------|-----|-------|--------|--------|-------|------------|---------|--------|
| <b>Secondary</b>        | 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 |
| <b>Higher Secondary</b> | 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  |
|--------------------------------------|--|
| <b>Quality Learner</b>               | There is no data available on the profile of students' entering into secondary education and/or leaving secondary education, except academic results.  |
| <b>Quality Learning Environments</b> | 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.   |
| <b>Quality Content</b>               | Current content does not cover and relate well with market-oriented skills or life skills (NEP 2009).  |
| <b>Quality Processes</b>             | <ul style="list-style-type: none"> <li>• Text-based and 'barren' teaching learning processes (relevant policy action is also proposed by NEP 2009).</li> <li>• Limited opportunities for teacher learning.</li> <li>• Inadequate and sporadic co-curricular activities.</li> </ul> |



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|                         |  |
|-------------------------|--|
|                         | <ul style="list-style-type: none"> <li>• Lack of standards for supervision, monitoring and support.</li> <li>• Limited use of ICT for teaching learning and management process.</li> </ul>   |
| <b>Quality Outcomes</b> | <ul style="list-style-type: none"> <li>• There is some data available, such as PEACE, ASER, and SAT. However, this data is rarely used to improve the educational processes.</li> <li>• Higher order thinking is not promoted in examination.</li> </ul> |

### 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  |
|---|---|
| <b>Access and Equity</b>                      | 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   |
|   | Limited options for females , particularly in rural areas                                     |
| <b>Efficiency<br/>(internal and external)</b> | Management capacity to address issues of access and quality                                   |
|   | Prevalent malpractices in the examination system  |
|   | Low transition rates from secondary to higher secondary                                       |
|   | No provision for career counseling  |
|   | Quality standards / minimum specifications for educational processes and outcomes are missing |
| <b>Quality</b>                                | 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.



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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.

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## SINDH EDUCATION SECTOR PLAN

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



## SINDH EDUCATION SECTOR PLAN

| ■ <b>GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh</b> |   |   |  |
|---|---|---|--|
| Strategic Objective   | Strategies  | Targets<br>(2014-2018)  | Activities   |
|   | education <ul style="list-style-type: none"> <li>• Provide / establish libraries at all Secondary and Higher Secondary schools</li> </ul>   | Schools.  | middle). <ul style="list-style-type: none"> <li>• Create boarding facilities for girls</li> <li>• Rationalize lab and library facilities for secondary schools</li> <li>• Organize school-based (and school-initiated) professional development sessions to improve students participation in learning processes</li> <li>• Mobilize SMCs to enhance the retention capacity of schools through developing a more conducive learning environment</li> </ul>   |
| <b>Recruit qualified teachers according to merit and needs</b>  | <ul style="list-style-type: none"> <li>• Review existing recruitment rules and policies</li> <li>• Identify schools for additional teachers based on priority of enrolment, gender, location and Science and Arts streams of studies</li> <li>• Create SNEs for additional teachers</li> <li>• Recruit and deploy teachers in schools.</li> </ul> | ■ Posting order issued to 11,287HST and 8,463 teachers at Higher Secondary                | <ul style="list-style-type: none"> <li>• Review and approve the Recruitment Policy based on lessons learned from recruitment round-III</li> <li>• Identify schools for additional secondary school teachers based on additional enrolment.</li> <li>• Create SNEs in consultation with Finance department</li> <li>• Procure the services of Third party for conducting test for the recruitment</li> <li>• Recruit additional secondary school teachers as per need of additional enrolment</li> </ul>  |
| <b>Adopted set of Quality Standards for Secondary and Higher Secondary schools</b>                      | <ul style="list-style-type: none"> <li>• Develop and approve minimum quality standards for Secondary and Higher Secondary schools</li> <li>• Awareness programme for communities and teachers for school standards</li> <li>• Implement quality standards in selected schools</li> </ul>  | ■ Implemented quality standards in at least 50% of Secondary and Higher Secondary schools | <ul style="list-style-type: none"> <li>• Carry out needs assessment and gap analysis with detailed costing</li> <li>• Develop through consultations and approve Quality Standards for Secondary schools, to ensure adequate/ minimum quality education</li> <li>• Develop through consultations and approve Quality Standards for Higher Secondary schools, to ensure adequate/ minimum quality education</li> <li>• Identify needs in schools for implementation of 'School Quality Standards'</li> <li>• Implement approved set of quality standards in selected secondary and higher secondary schools</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

| ■ <b>GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh</b>   |   |  |  |
|---|---|--|--|
| Strategic Objective   | Strategies  | Targets<br>(2014-2018)   | Activities   |
| <b>Develop a contextually-relevant and broad-based curriculum</b>   | <ul style="list-style-type: none"> <li>Review of existing curriculum</li> <li>Study to identify market relevant skills for youth in Sindh</li> <li>Provision of co-curricular activities in every school</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum enrichment manual is developed and implemented</li> <li>Study report is available on market relevant skills for youth in Sindh by 2013</li> <li>Weightage is given to co-curricular activities in school performance criteria/ standard</li> </ul> | <ul style="list-style-type: none"> <li>Develop life skills curriculum</li> <li>Create school-based clubs (e.g. environment, sports, drama, writing, health and hygiene)</li> <li>Develop network of schools for enhanced students activities</li> </ul>  |
| <b>Revitalize vocational education within mainstream education, in order to increase employability and feed in to professional institutions</b> | <ul style="list-style-type: none"> <li>Strategy development for introducing vocational trades into mainstream education through linkages with STEVTA and local industry</li> <li>Skills development for better employment</li> <li>Capacity building of teachers in assessment and developing higher thinking assessment tasks</li> </ul> | <ul style="list-style-type: none"> <li>Approved Strategy paper is available by 2014</li> <li>% of teachers educated in skills based courses</li> <li>Teachers educated in authentic assessment and developing higher thinking assessment tasks</li> </ul>  | <ul style="list-style-type: none"> <li>Notify and constitute a committee to develop the strategy paper</li> <li>Conduct consultative process for inducting vocational courses</li> <li>Introduce new courses of market relevance, such as repairing home appliances, cell phone, automobile; sewing; patch work; cooking, etc.</li> <li>Develop IT skills as a special emphasis</li> </ul>   |
| <b>Facilitate students in their career choices and help with psychological issues</b>   | <ul style="list-style-type: none"> <li>Capacity building of staff at secondary schools in career and psychological counseling (basic level)</li> <li>Mechanism should be developed to use resources and expertise outside public sector to achieve this objective</li> </ul>  | <ul style="list-style-type: none"> <li>100 % higher secondary schools have at least one staff member educated in career and psychological counseling skills (basic level) by 2015</li> </ul>   | <ul style="list-style-type: none"> <li>Develop criteria for staff to be provided with counseling skills</li> <li>Identify staff to be professionally developed</li> <li>Engage PITE/STEDA in designing and delivering training to selected teachers</li> <li>Conduct follow up of teachers after PD</li> <li>Identify NGOs that can assist in career and psychological counseling</li> <li>Develop a mechanism for collaboration</li> <li>Plan, implement and monitor the collaborative</li> </ul> |



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| ■ <b>GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh</b> |   |  |  |
|---|---|--|--|
| Strategic Objective   | Strategies  | Targets<br>(2014-2018)   | Activities   |
|   |   |  | activities   |
| <b>Strengthen management and supervision capacity for Secondary and Higher Secondary Education</b>      | <ul style="list-style-type: none"> <li>• Development and implementation of school ranking system</li> <li>• Capacity building of Principals in school improvement</li> <li>• Development and implementation of a school-based quality assurance mechanism</li> <li>• District officer (SEMIS) office will be strengthened</li> <li>• District Education managers capacity building for evidence-based planning</li> </ul>   | <ul style="list-style-type: none"> <li>• System of school ranking is developed</li> <li>• 100% of Principals at Higher Secondary schools have received PD by 2015</li> <li>• 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)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify core team to develop ranking criteria for secondary schools through participatory approaches</li> <li>• Pilot ranking system in 4 districts</li> <li>• Revise and implement the ranking system</li> <li>• Develop QA mechanism at school level</li> <li>• Implement QA mechanism at school level</li> </ul>  |
| <b>Improve the examination system at Secondary and Higher Secondary level</b>                           | <ul style="list-style-type: none"> <li>• Developing a comprehensive strategy for eliminating malpractices in the examination system</li> <li>• Improve the quality of teaching and learning in schools</li> <li>• Conduct public awareness campaigns to highlight the value of fair exams</li> <li>• Enhance the quality of paper setting, scoring</li> <li>• Improve the conduct of examinations</li> <li>• Take strong punitive measures against malpractices and publicize the application of legal sanctions</li> </ul> | <ul style="list-style-type: none"> <li>• Strategy paper by June 2014</li> <li>• Improving the quality of teaching and learning (ongoing goal)</li> <li>• SMCs have implemented awareness campaign for parents and community by 2014</li> <li>• Start conducting exam in multipurpose buildings by 2016</li> <li>• More effective legal framework developed by 2014</li> </ul>  | <ul style="list-style-type: none"> <li>• Examination boards, PEACE, SAT and other related organizations share experiences of conducting and counteracting malpractice</li> <li>• Develop and implement a plan of action on the basis of documented experiences.</li> <li>• Enhance the quality of teaching and learning in schools to reduce the tendency towards examination malpractice</li> <li>• Use SMCs to highlight the need and value of fair exams amongst the wider public</li> <li>• Paper based test mainly based on MCQs (80%)</li> <li>• Gradually shift from paper-based test to skills-based test (long term)</li> <li>• Conduct exam at multipurpose buildings/structures at Taluka Level to be used for secure conduct of exams (this will also eliminate ghost centres)</li> <li>• Recruit professional, free and neutral invigilators</li> </ul> |





## SINDH EDUCATION SECTOR PLAN

| ■ GOAL: Improving the provision and quality of Secondary and Higher Secondary Education in Sindh |            |                        |  |
|--|------------|------------------------|--|
| Strategic Objective  | Strategies | Targets<br>(2014-2018) | Activities   |
|  |            |                        | <p>and paper examiners</p> <ul style="list-style-type: none"><li>• Examination writers set individual questions rather than the complete paper</li><li>• Take strong punitive measures against wrong doers such as bringing in unauthorized materials, impersonation and leakage of questions to students before the examination</li><li>• Publicize evidence of wrongdoing and application of legal sanctions</li></ul> |



## SINDH EDUCATION SECTOR PLAN

### 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  |
| <b>Provision of Infrastructure (covered in separate implementation matrices)</b>                  | 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<br><br>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                   | ■ <i>these separate matrices for Education Infrastructure Development</i> |
|   | Identify schools for additional classrooms based on enrolment   | Total classrooms: 30,048  | Notified list of Schools  |   |   | Mar '14            | Copy of notification of approved schools |   |
|   | Prepare PC-1/ budgets and secure approval for additional classrooms   |   | 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 |   |   | Sep '14 to Jun '18 | Report by Head Teachers                  |   |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |  |   |   |                    |  |
|--|---|---|--|---|---|--------------------|--|
|  |   |   | schools (total 8,532 classrooms) and are in use                                  |   |   |                    |  |
| <b>Enhance Coverage</b>                                  | Develop and implement policy for maximizing school space through flexible school timings                              | GIS exercise in 11 districts completed. There are only 248 Secondary and Higher Secondary schools offering evening shifts, and currently 5,229 schools are closed.                      | 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   |   | Closed school Survey report  |   |   | Mar '14            | Copy of survey report (final and approved) |
|  | Re-open viable schools  |   | 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                            |
| <b>Provision of Labs, Basic facilities and Libraries</b> | 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 Drinking water; and 175 without Boundary wall. 803 School have no Science lab | 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 | Dec '13            | Verified and approved list of schools      |
|  | Prepare PC-1/ budgets and secure approval for basic facilities and labs   |   | Appropriations made and budget / PC-1 approved                                   |   |   | Mar '14 to Jun '17 | Copy of Budget book/ PC-1                  |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |  |  |                                   |                    |  |  |
|--|---|---|--|--|-----------------------------------|--------------------|--|--|
|  | Provide basic facilities to schools 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                    |  |
| <b>Involving Private Sector Actors</b> | 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 | 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 |  |



## SINDH EDUCATION SECTOR PLAN

|                            |  |   |  |  |                                   |                    |                            |  |
|----------------------------|--|---|--|--|-----------------------------------|--------------------|----------------------------|--|
| <b>Inclusive Education</b> | Develop policy to provide education to disadvantaged children (Article 7 (4-a))                  | Special Education is managed by a separate department. There is currently no provision of education to disadvantaged children in the formal education system. | Policy for disadvantaged children developed  | Academic and Training wing, with support from BoC, PITE and Textbook Board | School Wing, Education Department | May '14            | Notified Policy            |  |
|                            | Review Curriculum, to include necessary contents for inclusive education/ disadvantaged children |   | Curriculum reviewed and updated              |  |                                   | 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         |  |



## SINDH EDUCATION SECTOR PLAN

|  |   |                                 |   |   |  |                    |  |                  |
|--|---|---------------------------------|---|---|--|--------------------|--|------------------|
| <b>Recruit aualified teachers according to merit and needs</b> | 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 High school teachers based on enrolment, gender, location and Science and Arts streams of studies |                                 | Needs-based Science and general HST list prepared               |   |  | Apr '14            | Approved list of schools for 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                                 |                  |



## SINDH EDUCATION SECTOR PLAN

| 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 lists prepared and approved  |  |   | Jun '14   | List of approved schools          |   |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |   |  |  |                    |                    |  |
|--|---|--|---|--|--|--------------------|--------------------|--|
|  | School Quality Standards'                               |  |   |  |  |                    |                    |  |
|  | 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  |  | Firm contracted        |   |                             | Jan '14 | Contract agreement signed         |                          |





## SINDH EDUCATION SECTOR PLAN

|                                   |  |                             |   |   |                             |         |                           |               |
|-----------------------------------|--|-----------------------------|---|---|-----------------------------|---------|---------------------------|---------------|
|                                   | and enrolment tracking system'   |                             |   |   |                             |         |                           |               |
|                                   | Develop and implement the online tracking system (linked with independent data collection and monitoring system) |                             | System available for online for data collection                   |   |                             | Jun '14 | Functioning online system |               |
|                                   | Conduct training workshops   |                             | Workshops conducted at all Secondary and Higher Secondary schools |   |                             | Sep '14 | Workshop training reports |               |
|                                   | Collect data monthly in 5,000 high enrolment schools   |                             | Monthly 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  | No tracking System in place | Concept note developed  | Reform Support Unit, with the support of District | DG M&E, Secretary Education | Sep '14 | Approved note             | PKR 2 million |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |                                      |                                   |  |         |                     |  |
|--|---|--|--------------------------------------|-----------------------------------|--|---------|---------------------|--|
|  | Managers on key educational indicators                                |  |                                      | Education Officers and DO (SEMIS) |  |         |                     |  |
|  | 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 |



## SINDH EDUCATION SECTOR PLAN

|                              |   |  |  |   |  |         |  |                                      |
|------------------------------|---|--|--|---|--|---------|--|--------------------------------------|
| 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 schools, School Specific Budgets, etc. | 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                        |
|                              | Develop policy and review based on impact analysis of existing supply side interventions  |  | Policy developed   |   |  | Apr '14 | Approved Policy  |                                      |
|                              | Provide supply side interventions based on new policy to enhance enrolment  |  | All interventions provided to beneficiaries                                      |   |  | May '14 | Monitoring reports   | TBD                                  |
|                              | Develop policy for financial support/subsidy to low income households and   |  | Policy developed   |   |  | Jun '14 | Approved policy  | PKR 50 million (for SESP implementat |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |  |  |                  |                 |             |
|--|--|--|--|--|--|------------------|-----------------|-------------|
|  | vulnerable students through vouchers and per child subsidy (Article 6(3))                                      |  |  |  |  |                  |                 | ion period) |
|  | 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   |  | New enrolment data and impact analysis reports |  |  | June '14 onwards | Media reports   |             |



## SINDH EDUCATION SECTOR PLAN

| Secondary level Baseline for Sindh Education Sector Plan (2012) |             |             |             |             |             |              |
|---|-------------|-------------|-------------|-------------|-------------|--------------|
|   | Population  | NER         |             | Public      | Private     | ALP          |
| Secondary   | 1,730,497   | 0           | 398,014     | 254,729     | 143,285     | -            |
| SESP (2014-18) Targets  |             |             |             |             |             |              |
|   | Population  | NER         |             | Public      | Private     |              |
| Secondary   | 2,044,166   | 0           | 715,458     | 457,893     | 257,565     | -            |
| Education Level   | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>Total</u> |
| Secondary (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  | 278         | 1,599       | 2,445       | 2,822       | 3,010       | 10,154       |

| Higher Secondary level Baseline for Sindh Education Sector Plan (2012) |            |     |        |         |  |
|--|------------|-----|--------|---------|--|
|  | Population | NER | Public | Private |  |



## SINDH EDUCATION SECTOR PLAN

|                                |            |         |         |         |         |         |
|--------------------------------|------------|---------|---------|---------|---------|---------|
|                                |            |         |         |         |         |         |
| 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 50 per cent of females in urban areas have never attended school. In rural areas this figure is as high as 88 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**

|                | Percentage of Population ever Attended School (%) |        |      |
|----------------|---|--------|------|
|                | Male  | Female | Both |
| <b>Urban</b>   | 82  | 69     | 76   |
| <b>Rural</b>   | 61  | 22     | 43   |
| <b>Overall</b> | 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**

|                | Male | Female | Both |
|----------------|------|--------|------|
| <b>Urban</b>   | 82   | 68     | 75   |
| <b>Rural</b>   | 60   | 22     | 42   |
| <b>Overall</b> | 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                                 |
|--------------------|--|
| <b>5- 14 Years</b> | Non-Formal Basic Education – accelerated programme |
| <b>10 + Years</b>  | 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).

#### 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)

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.

#### 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.





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### 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.

### Policy Action 5

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 | 2886         | 28593     | 35979  | 64572 | 1154               | 1439   | 2593  |
| 2008 | -            | -         | -      |       | -                  | -      |       |
| 2009 | 217          | 1040      | 5490   | 6530  | 34                 | 183    | 217   |
| 2010 | 100          | 330       | 2670   | 3000  | 11                 | 89     | 100   |



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|      |     |     |      |      |    |    |     |
|------|-----|-----|------|------|----|----|-----|
| 2011 | 100 | 600 | 2400 | 3000 | 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          | 3300              | 9250   | 12550 | 57                 | 343    | 400   |
| 2011 | 400          | 3350              | 9445   | 12795 | 57                 | 343    | 400   |

Source: Directorate of Literacy & NFBE, Sindh province

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.

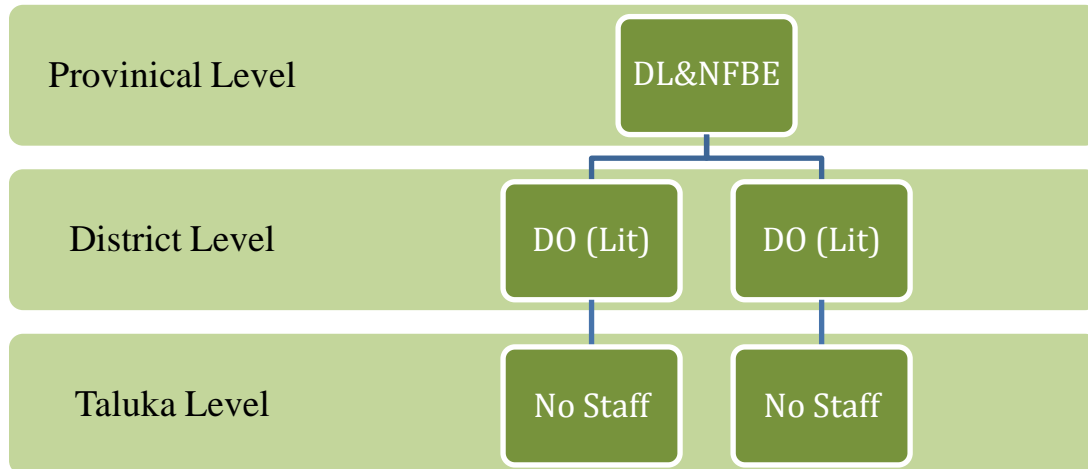
### Efficiency

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.



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**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                         |
|---|--|------------------------------------|------------------------------------|
| <b>Curriculum</b>                                 | National Curriculum was developed in 2007 by Federal MoE | Directorate of Literacy & NFE      | No well-defined system is in place |
| <b>Learning Materials</b>                         | Some textbooks were developed by BoC                     | Directorate of Literacy & NFE      | No well-defined system is in place |
| <b>Assessments of learning outcomes</b>           | No well-defined system is in place                       | No well-defined system is in place | No well-defined system is in place |
| <b>Teachers' professional development</b>         | No system in place                                       | No system in place                 | No system in place                 |
| <b>Supervision of teaching learning processes</b> | 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                                  |
|--|-----------------------|-------------------------------|---|
| Curriculum                                     | National/ STBB        | DL&NFBE                       | NGO as local partner is supposed to do this |
| Learning Materials                             | DL&NFBE and NGO       | DL&NFBE                       | NGO as local partner is supposed to do this |
| 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 |



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|                       |     |     |     |   |   |      |      |
|-----------------------|-----|-----|-----|---|---|------|------|
| <b>NFBES</b>          | Nil | 29% | 71% | - | - | 100% | -    |
| <b>Adult Literacy</b> | Nil | 20% | 80% | - | - | -    | 100% |

**Source:** Director NFE

The above table shows that 29 per cent of NFBES 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   |
|--------------------------------------|---|
| <b>Quality Learner</b>               | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>Quality Learning Environments</b> | <ul style="list-style-type: none"> <li>There is no documentation of the different aspects of the learning environment.</li> <li>Unfriendly learning environment.</li> </ul>   |
| <b>Quality Content</b>               | <ul style="list-style-type: none"> <li>A well-thought out curriculum to increase literacy and life skills does not exist; the current content does not correspond to market needs.</li> <li>Inadequate learning support materials.</li> </ul>   |
| <b>Quality Processes</b>             | <ul style="list-style-type: none"> <li>Lack of standards for supervision, monitoring and support.</li> <li>Lack of coordination amongst different implementing agencies.</li> <li>Lack of community participation and support.</li> <li>Issue of monitoring and supervision of teaching and learning processes.</li> </ul>  |
| <b>Quality Outcomes</b>              | <ul style="list-style-type: none"> <li>There is no data available except for limited data on academic achievements – mechanism to assess student progress systematically does not exist.</li> <li>Students qualified through literacy/NFBES centres have been facing numerous problems regarding admission into the formal education system as well as finding employment.</li> </ul> |

## 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 (NFBES) 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 NFBES and Adult Literacy are based on this analysis.

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

| Issues                   | Challenges   |
|--------------------------|--|
| <b>Access and Equity</b> | Given the scale of the problem, access to NFBES and Adult Literacy is very limited |
|                          | No clear policy for mainstreaming NFBES graduates into formal education            |



## SINDH EDUCATION SECTOR PLAN

|   |   |
|---|---|
|   | 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  |
| <b>Efficiency<br/>(internal and external)</b> | 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  |
| <b>Quality</b>                                | Limited human resources and inadequate HR processes   |
|   | Teachers are under-qualified and do not undergo professional development  |
|   | There are no standards for learning outcomes  |
|   | Quality of learning materials   |

### 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.



## **SINDH EDUCATION SECTOR PLAN**

7. Strengthen the management capacity of DL&NFBE in developing, implementing, monitoring, and evaluating standards for processes and outcomes.

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## SINDH EDUCATION SECTOR PLAN

| GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh   |  |   |   |
|---|--|---|---|
| Strategic Objective   | Strategies   | Targets (2014 – 2018)   | Activities  |
| <b>Strategic Objective 1:</b><br><br><i>Develop a comprehensive policy for NFBE and AL in Sindh followed by the allocation of mainstreamed budget on a regular basis.</i><br><br><u>Special Note:</u><br><i>NFE and ALC should be re-conceptualized to make these programmes relevant to diverse needs and age groups</i> | <ul style="list-style-type: none"> <li>Commission policy research for the development of a comprehensive policy</li> </ul>   | <ul style="list-style-type: none"> <li>Policy developed and budget streamlined by 2014</li> <li>Evidence based plans should be made</li> </ul>  | <ul style="list-style-type: none"> <li>Commission a policy research for NFE and AL</li> <li>Notify a core group for policy formulation incorporating NFBE/ALP</li> <li>Develop policy through a consultative process and secure approval</li> <li>Develop rules and regulations and secure approval</li> <li>Develop an implementation framework with a clear action plan</li> <li>Allocate resources for implementation of the plan</li> </ul> |
| <b>Strategic Objective 2:</b><br><br><i>Improve access to literacy and non-formal education, especially for girls in rural areas</i>  | <ul style="list-style-type: none"> <li>Learn from successful models of NCHD, SEF and UNESCO to increase access</li> <li>Identify Union Councils, based on high out-of-school children and low literacy, for opening of AL and NFBE centres,</li> <li>Prioritize UCs based on location, gender and out-of-school children</li> <li>Opening up of new adult literacy centres and NFBE centres in the most disadvantaged districts by 2015</li> </ul> | <ul style="list-style-type: none"> <li>Study report on best practices by 2014</li> <li>2,000 new NFE centres are opened in the most disadvantaged districts by 2015</li> <li>1,400 New AL centres opened by 2015</li> </ul> | <ul style="list-style-type: none"> <li>Commission a study on good practice models to inform planning and implementation for enhanced access to NFE and AL</li> <li>Identify the districts/UCs with highest out-of-school and dropout ratios</li> <li>Recruit new teachers (especially local females) and provide pre-service education</li> <li>Prepare academic calendar</li> <li>Provide learning materials for NFEs and ALCs</li> </ul>      |
| <b>Strategic Objective 3:</b><br><br><i>Improve the quality and relevance of learning through</i>   | <ul style="list-style-type: none"> <li>Develop relevant curriculums fulfilling needs of diverse groups (different age groups, working/non-working)</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum/textbooks development process initiated</li> <li>Current learning materials</li> </ul>  | <ul style="list-style-type: none"> <li>Take stock of the current learning materials and identify improvement needs with special emphasis on life skills and functional literacy</li> <li>Identification of relevant topics</li> </ul>   |





## SINDH EDUCATION SECTOR PLAN

| <b>GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh</b>   |   |   |  |
|--|---|---|--|
| <b>Strategic Objective</b>   | <b>Strategies</b>   | <b>Targets (2014 – 2018)</b>  | <b>Activities</b>  |
| <b><i>curriculum and learning materials development</i></b>  | <ul style="list-style-type: none"> <li>Review of existing learning materials ( relevance to different groups)</li> <li>Development of new learning materials/ text books based on the new curriculum</li> <li>Engaging public sector institutions for the development of textbooks/ learning materials</li> </ul> | <ul style="list-style-type: none"> <li>are reviewed by 2014</li> <li>Relevant topics are identified by 2014-15</li> <li>Improved materials are available for use and are being used by 2015</li> <li>100 % new teachers participate in induction programme</li> </ul> | <ul style="list-style-type: none"> <li>Prepare curriculum/accelerated curriculum (for different working and non-working children) and assessment for NFE in collaboration with BOC and PITE</li> <li>Development of textbook/Supplementary materials by relevant Government Institutes, i.e. STB, PITE, BoC, STEDA, etc. (said institutes are to be mandated formally for this)</li> </ul> |
| <b>Strategic Objective 4:</b><br><b><i>Build the capacity of literacy and NFE teachers to contribute to improved learning outcomes on a continuous basis</i></b> | <ul style="list-style-type: none"> <li>Identification of minimum competency framework for graduates</li> <li>Approved mechanism for skill based capacity building of existing teachers</li> <li>Design and delivery of in-service training programme.</li> </ul>  | <ul style="list-style-type: none"> <li>100% new teachers participate in induction programme</li> <li>NFE teachers undergo in-service training on a continuous basis</li> </ul>  | <ul style="list-style-type: none"> <li>Formulate working group of stakeholders to develop and design minimum competency framework for NFE graduates and teachers</li> <li>Engage STEDA/PITE/BoC to assist in preparation of a comprehensive teacher education programme</li> <li>Develop and implement capacity building plan for NFE teachers</li> </ul>                                  |
| <b>Strategic Objective 5:</b><br><b><i>Use innovative, technology based approaches for NFE in partnership with the private sector</i></b>                        | <ul style="list-style-type: none"> <li>Take stock of effective and innovative practices, both local and regional</li> <li>Develop and implement innovate NFE programmes to reach ‘hard-to-reach children’, inclusive of distance learning, mobile schools, etc., as appropriate</li> </ul>                        | <ul style="list-style-type: none"> <li>At least three innovative programmes piloted and scaled up by 2015</li> </ul>  | <ul style="list-style-type: none"> <li>Conduct a study to identify innovative technology based models to deliver NFE</li> <li>Design and develop a technology based programme</li> <li>Pilot test the programme</li> <li>Implement the programme</li> <li>Review and document the achievements and challenges for further programme development and delivery</li> </ul>                    |
| <b>Strategic Objective 6:</b><br><b><i>Develop an accreditation and certification mechanism for mainstreaming students from</i></b>                              | <ul style="list-style-type: none"> <li>Develop, approve and implement policy of equivalency and mainstreaming NFE graduates</li> </ul>  | <ul style="list-style-type: none"> <li>Framework for equivalence developed, piloted and implemented by 2016</li> </ul>  | <ul style="list-style-type: none"> <li>Identify a working group on mainstreaming NFE students</li> <li>Develop and implement work plan for the WG</li> <li>Develop framework for implementing the mechanism identified by the WG</li> </ul>  |



## SINDH EDUCATION SECTOR PLAN

| GOAL: Improving access and standards for Literacy and Non-formal Basic Education in Sindh  |   |   |  |
|--|---|---|--|
| Strategic Objective  | Strategies  | Targets (2014 – 2018)   | Activities   |
| <i>ALP and NFBE programmes</i>   |   |   |  |
| <b>Strategic Objective 7:</b><br><br><i>Strengthen the management capacity of DL&amp;NFBE in developing, implementing, monitoring, and evaluating standards for processes and outcomes</i> | <ul style="list-style-type: none"> <li>• Creating and strengthening institutional linkages</li> <li>• Developing standards for NFBE and ALP</li> <li>• Develop a strong monitoring mechanism for NFBE and ALP</li> <li>• Institutional capacity audit for the Directorate</li> <li>• Develop capacity for planning, management, monitoring and supervision of NFBE and ALP</li> </ul> | <ul style="list-style-type: none"> <li>• Develop protocols for institutional linkages</li> <li>• M&amp;E mechanism developed by 2014, including criteria/standards/definitions for NFBE/ALP centres and teachers, and intended learning outcomes</li> <li>• Capacity audit by 2014</li> <li>• Management staff have developed capacity in evidence-based decision making, academic supervision and monitoring of NFBE programmes by 2016</li> <li>• Literacy rate has increased by 10% by 2018 (from 59% to 70%)</li> </ul> | <ul style="list-style-type: none"> <li>• Create strong linkages with private sector , INGOs, IT and Social Welfare Department to support NFBE initiatives</li> <li>• Strengthen links with relevant organizations such as STEDA, PITE, BoC, Technical and Vocational Education for quality provisions of NFBE programmes</li> <li>• Develop criteria/ standards/ definitions for NFBE/ALP centres and teachers, learning materials and intended learning outcomes (for M&amp;E mechanism)</li> <li>• Develop monitoring and supervision plan for NFBE</li> <li>• Include data on NFBE and ALP students, teachers and centres in SEMIS</li> <li>• Commission a study for capacity audit of the Directorate</li> <li>• Develop and implement capacity building plan for the Directorate</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

### 8.4 Implementation Arrangements

| A) Literacy and Non-Formal Basic Education - Access  |   |  |  |  |   |              |   |  |
|--|---|--|--|--|---|--------------|---|--|
| Outcome 1: Increased access to literacy and non-formal basic education programmes for 102,360 children and adults, through strengthened service delivery system and establishment of 2,560 AL and NFBE centres |   |  |  |  |   |              |   |  |
| Outputs  | Actions   | Baseline   | Indicators   | Implementation Agency  | Monitoring Agency   | Targets      | Source of Verification / protocol   | Indicative Cost Estimate   |
| <b>Capacity assessment of ALP and NBFE service delivery structure</b>  | Procurement of services for capacity assessment of ALP and NBFE 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, School Education Department, Government of Sindh | PDF wing and Reforms Support Unit, School Education Department, Government of Sindh | Mar '14      | Clipping of procurement notice  | PKR 5 million (possible contributions by UNESCO, UNICEF, Plan International) |
|  | Draw tangible recommendations (by contracted firm of AL&NFBE 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                   |  | 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 |  |



## SINDH EDUCATION SECTOR PLAN

|   |   |  |   |   |  |                 |  |  |
|---|---|--|---|---|--|-----------------|--|--|
|   | additional 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 |   |  | June '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   |   |  | June - July '14 | Published annual budget                                  |  |
| <b>Strengthened legal and regulatory framework for Literacy and non-formal basic education in Sindh</b> | 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) - Procurement of services | No existing legal and regulatory framework for Literacy and NFBE | ToR and bidding documents prepared, procurement notice issued. Policy prepared and approved by the Government                             | Directorate of Literacy and Non-formal basic education, Education Department, Government of Sindh | PDF wing and Reforms Support Unit, Education Department, Government of Sindh | Feb - May '14   | Clipping of procurement notice published. Approval of CM | PKR 2.5 million (possible contribution by UNESCO / UNICEF) |
|   | Prepare / draft law for implementation and enforcement of policy intent   |  | Law prepared  |   |  | July '14        | Bill approved by parliament and notified (after assent)  |  |



## SINDH EDUCATION SECTOR PLAN

|                                      |  |  |  |   |   |              |  |   |
|--------------------------------------|--|--|--|---|---|--------------|--|---|
|                                      | Prepare / draft rules and SOPs for implementation of Literacy and NFBE Law   |  | Rules and SOPs prepared and approved   |   |   | Aug-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                                       |   |
| <b>Establish AL and NFBE centres</b> | Prepare PC-1 for establishment of 3,400 centres for literacy and non-basic formal education, including criteria for teacher recruitment                          | Currently there are 100 Adult Literacy centres and 3,000 students in Sindh; 400 NFBE centres cater for a total of 12,795 NFBE students | Comprehensive PC-1 prepared  | Directorate of Literacy and Non-formal basic education, Education Department, Government of Sindh | 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  |   |   | Nov '14      | DDWP/PDWP - approved minutes of meeting and administrative approval, release order / FD          |   |
|                                      | 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                    |   |   | Nov '14      | Approval of criteria for recruitment / appointment, terms and conditions, by competent authority |   |
|                                      | Establish recruitment committee for  |  | Committee notified   |   |   | Nov '14      | Notification   |   |



## SINDH EDUCATION SECTOR PLAN

|   |   |  |   |   |   |         |  |  |
|---|---|--|---|---|---|---------|--|--|
|   | project staff and teachers  |  |   |   |   |         |  |  |
|   | 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 |  |
| ■ <b>Performance monitored (on a regular basis)</b> | Monitoring of AI and NFBE centres and their performance, initially on monthly basis (subsequently to quarterly basis) | Monitoring does not take place (limited scope of service delivery) | Monthly monitoring report to be issued  | Directorate of Literacy and Non-formal basic education, Education Department, Government of Sindh | Directorate General of Monitoring and Evaluation, Education Department, Government of Sindh | Mar '15 | Letter of issuance   | Already covered under Governance (M&E) |
|   | 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  |  |



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|                       |  |   |   |  |  |         |  |  |
|-----------------------|--|---|---|--|--|---------|--|--|
|                       | 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 |  |
| <b>Capacity built</b> | 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 in AL and NFBE centres

| Outputs  | Actions  | Baseline   | Indicators                    | Implementation Agency  | Monitoring Agency  | Targets | Source of Verification / protocol | Indicative Cost Estimate |
|--|--|--|-------------------------------|--|--|---------|-----------------------------------|--------------------------|
| <b>Prepare and implement provincial Literacy and NFBE curriculum</b> | 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, | Reforms Wing and RSU, School Education Department, Government of Sindh | Feb '14 | Approval of the report            | PKR 4.5 million          |



## SINDH EDUCATION SECTOR PLAN

|   |  |   |   |  |  |              |   |   |
|---|--|---|---|--|--|--------------|---|---|
|   | 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               | BoC and Academic and Training Wing of School Education Department, Government of Sindh                   |  | Apr '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            |  |  | Aug-Sept '14 | 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   |  |  | Oct '14      | Approved minutes of meeting   |   |
|   | Approval of the curriculum, textbooks and materials by the Government  |   | Approval given by the Government  |  |  | Nov '14      | 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  |  |  | Jan '15      | Full set of books and materials   | PKR 100 million                             |
| <b>Developed standards for teaching and learning outcomes</b> | 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 | 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) |





## SINDH EDUCATION SECTOR PLAN

|  |   |  |  |  |  |               |  |  |
|--|---|--|--|--|--|---------------|--|--|
|  | Introduce system for evaluating student learning outcomes, on a regular basis.                          |  | System established   | along with STEDA, 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  |
|--|--|--|---|---|--|-----------|-----------------------------------|---|
| <b>Generating demand for imparting literacy among working children</b> | 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       |  | Deliberations with stakeholders for firming up the proposals, seek approval of the Secretary / Minister |   |  | June '15  | Draft concept paper developed     |   |



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|  |  |  |  |  |  |                 |   |  |
|--|--|--|--|--|--|-----------------|---|--|
|  | for catering for their needs within existing programme   |  |  |  |  |                 |   |  |
|  | 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                                       |  |
|  | 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  |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |                       |   |  |  |                 |  |                 |
|--|--|-----------------------|---|--|--|-----------------|--|-----------------|
|  | 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                             |                 |
| <b>Linkages with the formal education system</b> | 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  |
|------------------------|---|
| <b>1958</b>            | • A primary teacher education institution established in Karachi                            |
| <b>1960</b>            | • Regional Education Extension Centres (REECs) established in 3 districts for in-service TE |
| <b>1960s and 1970s</b> | • ‘Teacher Training Schools’ set up in almost all districts                                 |
| <b>Early 1970s</b>     | • Crash in-service TE programmes were introduced, trained more than 70,000 primary teachers |



## SINDH EDUCATION SECTOR PLAN

|                  |  |
|------------------|--|
| <b>1972-80</b>   | <ul style="list-style-type: none"> <li>Curriculum Wing launched a programme to revise the curricula for TE</li> <li>Elementary Teacher Training Institutions upgraded to Elementary Colleges of Education</li> </ul>   |
| <b>1974</b>      | <ul style="list-style-type: none"> <li>The pre-service courses (JV and SV) were re-shaped/re-named as PTC and CT respectively</li> </ul>   |
| <b>1975-80</b>   | <ul style="list-style-type: none"> <li>Teacher guides were developed in various subjects and provided to all educational institutes</li> </ul>   |
| <b>1977</b>      | <ul style="list-style-type: none"> <li>Informal media (radio) was used to train 10,000 teachers under the auspices of the People's Open University</li> </ul>  |
| <b>1979</b>      | <ul style="list-style-type: none"> <li>Heavy emphasis on pre-service education (e.g. PTC, CT, B.Ed. and M.Ed. programmes)</li> </ul>   |
| <b>1980s</b>     | <ul style="list-style-type: none"> <li>TE institutions were upgraded to integrate in-service and pre-service TE: Training schools were called Elementary Colleges (on par with intermediate colleges)</li> </ul>   |
| <b>1986-1994</b> | <i>Science Education Project (SEP I):</i> <ul style="list-style-type: none"> <li>10.9% of project costs were allocated for teacher education and development component</li> </ul>  |
| <b>1990-1998</b> | <i>Sindh Primary Education Development Project (SPEDP):</i> <ul style="list-style-type: none"> <li>0.53% of the total project cost was allocated for TED component</li> <li>10,500 in-service teachers were trained as resource persons through cascade model in two districts</li> </ul>  |
| <b>1993—2000</b> | <i>Teacher Training Project (TTP) Project: (ADB)</i> <ul style="list-style-type: none"> <li>18.25% of the total project costs were allocated for TED component</li> <li>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</li> </ul>                                  |
| <b>1995</b>      | <ul style="list-style-type: none"> <li>Provincial Institute of Teacher Education (PITE) Sindh was established under the TTP</li> </ul>   |
| <b>1995-2002</b> | <i>Middle Schooling Project (MSP):</i> <ul style="list-style-type: none"> <li>9.98% of the total project costs were allocated for TED component</li> <li>Attempts to assist and encourage female matriculates in rural areas to qualify as middle school teachers and retain teachers and head teachers</li> </ul>   |
| <b>1998-2005</b> | <i>Girls' Primary Education Development Project (GPEDP):</i> <ul style="list-style-type: none"> <li>3.28% of the total project costs were allocated for TED component</li> <li>Included training of supervisors, learning coordinators and staff of Community Model Schools</li> <li>TE courses focused on subject enhancement and assessment of students' learning</li> </ul> |
| <b>2002</b>      | <ul style="list-style-type: none"> <li>Bureau of curriculum was again re-set and re-named</li> <li>Elementary Colleges were given to PITE</li> </ul>   |
| <b>2002-2007</b> | <i>Education Sector Reform Assistance (ESRA) project (USAID-RTI):</i> <ul style="list-style-type: none"> <li>RSU was established under ESRA to support the Provincial Education Department</li> <li>Staff members from BoC-EW and Elementary Colleges received training</li> <li>Professional development provided to PEACE</li> </ul>   |
| <b>2007-2012</b> | <i>Ed-Links – Links to Learning Project (USAID):</i> <ul style="list-style-type: none"> <li>Project focus was improving the quality of middle- and secondary-school</li> <li>Focus on four core subjects (English, Science, Mathematics and Computer Technology)</li> </ul>  |



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|                       |   |
|-----------------------|---|
| <b>2008-2011</b>      | <p>■ <i>Sindh Education Reform Programme (SERP-1) (WB, EU, USAID, etc.):</i><br/>Improving TE was one of its key reform areas and key achievements include:</p> <ul style="list-style-type: none"> <li>• TED Policy approved (2009)</li> <li>• Need and merit based recruitment of 14,000 teachers (PST/JST/HST)</li> <li>• Sindh Teacher Education Development Authority (STEDA) Secretariat at RSU</li> <li>• Piloting of Associate Degree in Education (ADE-2 years) and B.Ed. (Hon., 4 years)</li> <li>• CPD Accreditation Criteria developed/piloted</li> <li>• CPD Delivery piloted in three EMR Districts</li> </ul> |
| <b>2011 – ongoing</b> | <p><i>Pre-Step (USAID) Pre-Service Teacher Education Programme (2011-2013):</i><br/>Focuses on the improvement of TE programmes through the standardization of pre-service teacher education and development. Key achievements:</p> <ul style="list-style-type: none"> <li>• Sindh Teacher Education Strategy 2013-2018 approved</li> <li>• Building capacity of TEIs (42)</li> <li>• Strengthening collaboration among and across teacher education institutions in Sindh</li> </ul>   |
| <b>2012</b>           | <ul style="list-style-type: none"> <li>• STEDA Act was enacted by the Sindh Assembly and signed in November 2012</li> </ul>   |
| <b>2012</b>           | <ul style="list-style-type: none"> <li>• Directorate of Monitoring and Evaluation established for oversight of schools and teacher education initiatives</li> </ul>   |

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

|                        |  |
|------------------------|--|
| <b>Policy Action 1</b> | <p>■ 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, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. The Diploma in Education (D.Ed.) may be used as an intermediate qualification until B.Ed. teachers are available universally.</p> |
| <b>Policy Action 2</b> | <p>■ Separate cadre of specialized teacher trainers shall be developed.</p>  |
| <b>Policy Action 3</b> | <p>■ Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.</p>  |
| <b>Policy Action 4</b> | <p>■ All teachers shall have opportunities for professional development through a three-year cyclical programme. Progress in career shall be linked to such professional development.</p>  |
| <b>Policy Action 5</b> | <p>■ Provincial and Area Administrations shall develop effective accountability mechanisms including EMIS data on teacher deployment, to control absenteeism and multiple job-holding.</p>   |
| <b>Policy Action 6</b> | <p>■ 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</p>   |



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|                        |   |
|------------------------|---|
|                        | for urban but not for rural postings.   |
| <b>Policy Action 7</b> | ■ In-service teacher training institutions shall emphasize developing the capacity of teachers and school managers for school development plans, to overcome low achievement scores.              |
| <b>Policy Action 8</b> | ■ 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. |
| <b>Policy Action 9</b> | ■ 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.

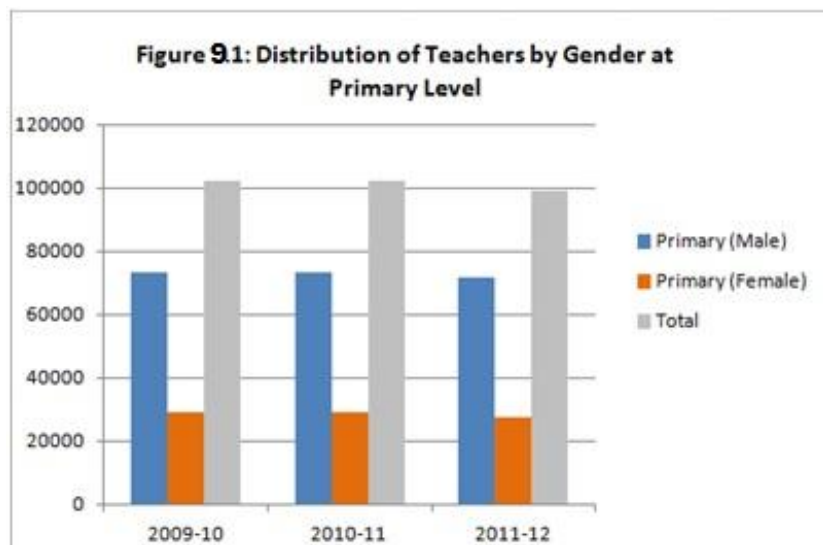
### 9.1.2 Current Situation

#### 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.



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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..





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| 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 |
| <b>Mosque</b>  |                     |                    |                     |                    |                     |                    |
| <b>Primary</b>   | 33                  | 2                  | 32                  | 2                  | 30                  | 2                  |
| <b>Middle</b>  | 22                  | 3                  | 22                  | 3                  | 22                  | 4                  |
| <b>Elementary</b>  | 28                  | 7                  | 27                  | 7                  | 27                  | 7                  |
| <b>Secondary</b>   | 25                  | 15                 | 24                  | 16                 | 25                  | 17                 |
| <b>Higher Secondary</b>  | 35                  | 28                 | 36                  | 28                 | 38                  | 28                 |
| <b>Total</b>   | 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).



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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



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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 Teachers<sup>8</sup> 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.

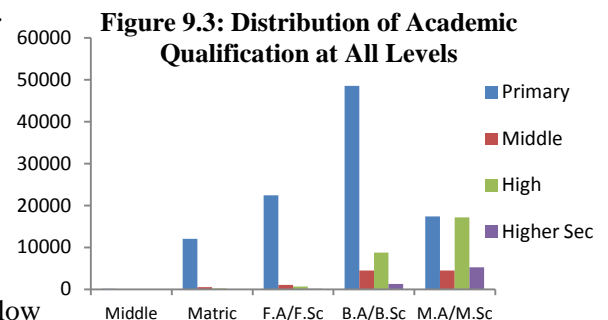
STEDA has been established as a professional unit to work towards determining the extent to which national educational policies are being implemented and standards are maintained. However, STEDA faces challenges in executing its role effectively, for example:

- 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.

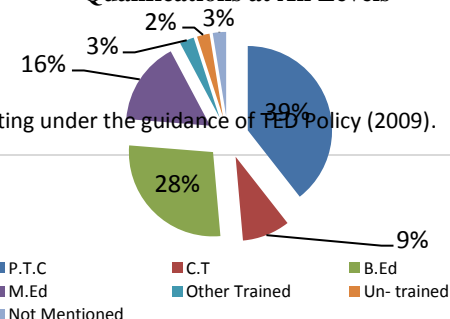
One important dimension of system efficiency is sustainability. There is, for instance, a need to integrate donor funding to create synergy in TE interventions in Sindh. Continuation and sustainability also become an important consideration in relation to the on-going and recent interventions and initiatives (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



**Figure 9.4: Distribution of Professional Qualifications at All Levels**



<sup>8</sup> The National Professional Teachers Standards were approved for piloting under the guidance of PED Policy (2009).



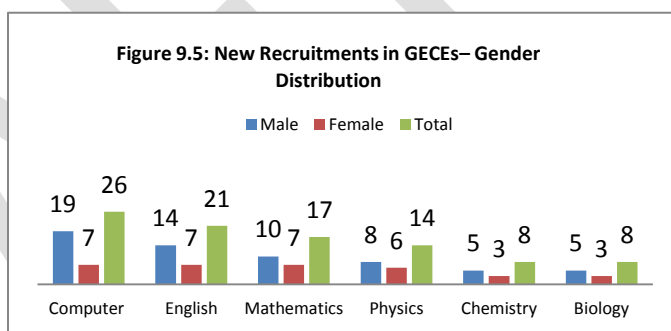
qualifications – and in many cases their academic qualifications – through bridging programmes.

| Table 9.4: Academic and Professional Qualifications of Faculty in GECE |                        |       |       |                      |       |
|--|------------------------|-------|-------|----------------------|-------|
| Level  | 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   |

### 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 faculty 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.



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

| Issues                        |   | Details   |
|-------------------------------|---|---|
| <b>Access and Equity</b>      | <ul style="list-style-type: none"> <li>18th Amendment Scenario: Implications of Article 25-A</li> </ul>                     | <ul style="list-style-type: none"> <li>To ensure quality while meeting the demands of 25-A in terms of required number of qualified teachers would be a major challenge</li> </ul>  |
|                               | <ul style="list-style-type: none"> <li>Teacher Shortages</li> </ul>   | <ul style="list-style-type: none"> <li>Need for female teachers at secondary and higher secondary levels, particularly in rural areas to help increase female enrolment and retention</li> <li>Non-availability of subject specialist teachers (Science, Mathematics, English), especially female teachers</li> </ul>   |
|                               | <ul style="list-style-type: none"> <li>Missing Dimensions of Teacher Development</li> </ul>                                 | <ul style="list-style-type: none"> <li>Lack of teacher capacity and awareness in terms of conflict sensitivity.</li> <li>Teacher's potential to manage diversity in classrooms and to promote social cohesion remains under utilized</li> <li>Need to prepare teachers for handling children with special needs</li> <li>Preparation of teachers in handling multi-grade classes</li> <li>Teacher preparation vis-à-vis ECE</li> </ul>  |
| <b>Quality of Learning</b>    | <ul style="list-style-type: none"> <li>Provision and Quality of Initial Teacher Education (ITE)</li> </ul>                  | <ul style="list-style-type: none"> <li>Insufficient institutional capacity to implement teacher development initiatives, e.g. capacity of TEIs in terms of: <ul style="list-style-type: none"> <li>Physical infrastructure and resources</li> <li>Quality of faculty/teacher educators</li> <li>Quality of intake</li> <li>Quality of teaching learning processes</li> </ul> </li> </ul>  |
|                               | <ul style="list-style-type: none"> <li>Provision and Quality of Continuous Professional Development (CPD)</li> </ul>        | <ul style="list-style-type: none"> <li>Lack of comprehensive CPD framework to guide in-service TE</li> <li>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</li> <li>Lack of support mechanisms for faculty to effectively execute the teacher education development programmes or to implement their learning from the programmes</li> <li>Conservative approach to teacher development in place of teacher development as a life-long learning process of growth and development as reflective practitioners</li> <li>Lack of coordination between pre- and continuous programmes for teacher development</li> </ul> |
| <b>Efficiency/ Governance</b> | <ul style="list-style-type: none"> <li>18th Amendment Scenario: Implications of the Abolition of Concurrent List</li> </ul> | <ul style="list-style-type: none"> <li>Lack of redefinition of provincial role in the Post-18th Amendment Scenario</li> </ul>   |
|                               | <ul style="list-style-type: none"> <li>Issue of Overlapping Institutional and Functional Mandates</li> </ul>                | <ul style="list-style-type: none"> <li>Overlapping role (control over TEIs) and functions (pre- and in-service) of PITE and BoC-EW</li> <li>Lack of clarity of roles of DETRC, REEC, etc.</li> <li>STEDA's role vis-à-vis existant organisations</li> </ul>   |
|                               | <ul style="list-style-type: none"> <li>Issues relating to Collaboration, Coordination and Inter-linkages</li> </ul>         | <ul style="list-style-type: none"> <li>Weak linkages between, among and across public and private organizations related to TE</li> </ul>  |
|                               | <ul style="list-style-type: none"> <li>Evidence based Planning for Teacher Development, Recruitment, Deployment</li> </ul>  | <ul style="list-style-type: none"> <li>Lack of teacher education-specific database to effectively plan initiatives for teacher recruitment, teacher education, teacher deployment, management etc. and take informed policy decisions</li> </ul>  |
|                               | <ul style="list-style-type: none"> <li>Career-Laddering; Recruitment, Service Rules, etc.</li> </ul>                        | <ul style="list-style-type: none"> <li>Weak linkages between professional development and career path</li> <li>Need to link promotions with performance</li> <li>ECE teacher recruitment related issues</li> </ul>  |



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|  |   |  |
|--|---|--|
|  | <b>Quality Assurance Mechanism</b>                  | <ul style="list-style-type: none"> <li>• QA system is ineffective due to the lack of:               <ul style="list-style-type: none"> <li>- human resource management and utilization,</li> <li>- infrastructure</li> <li>- appropriate financial resourcing and more efficient and effective utilization of existing resources</li> <li>- communication strategy and information sharing with stakeholders</li> <li>- existing roles as mentors instead of the existing inspection roles</li> <li>- absence of knowledge management structure including research culture and need based planning</li> </ul> </li> <li>• New programmes (e.g. ADE) need strong QA mechanisms for impact</li> </ul>  |
|  | <b>Licensing, Accreditation and Standardization</b> | <ul style="list-style-type: none"> <li>• Non-existence of ‘agreed’ standards to monitor performance</li> <li>• The recruitment, education and professional development of teachers is also not based on rigorous professional standards</li> <li>• Limited implementation of National Professional Standards for Teachers</li> <li>• The processes for accreditation and certification of courses and providers need to be finalized, communicated and implemented across the province</li> <li>• STEDA faces various challenges in execution of its role, which include,               <ul style="list-style-type: none"> <li>- a critical lack of capacity in terms of the required human resources</li> <li>- absence of Notified Rules of Business for the authority</li> <li>- Website not actively updated or used</li> <li>- Difficulties in evidence-based planning (TEDDS is not in place)</li> </ul> </li> </ul> |
|  | <b>Sustainability Mechanism</b>                     | <ul style="list-style-type: none"> <li>• Need for integration of donor funding and creation of synergy in interventions in Sindh</li> <li>• Issue of continuation and sustainability of interventions/ initiatives (e.g. impact and scaling up of ADE and B.Ed. Hons Programme)</li> <li>• 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.</li> </ul>  |

### 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.

**Strategic Objectives:**

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.





## SINDH EDUCATION SECTOR PLAN

| <b>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.</b> |   |  |   |
|--|---|--|---|
| <b>Strategic Objective</b>   | <b>Strategies</b>   | <b>Targets<br/>(2014 – 2018 )</b>  | <b>Activities</b>   |
| <b>Strategic Objective 1</b><br><br><b><i>Improve the overall institutional rationalization and management of Teacher Education and Development</i></b>                | <ul style="list-style-type: none"> <li>Review and analysis of Teacher Education (TE) policies and initiatives, in accordance with 18<sup>th</sup> amendment and Sindh Free and Compulsory Education Act 2012</li> <li>Introduction of Teacher Licensing and Certification system in the province</li> <li>Review and develop Sindh Teacher Education Strategic Plan 2018</li> </ul>   | <ul style="list-style-type: none"> <li>Revised TED policy approved by 2014</li> <li>Teacher Licensing and Certification system in place by 2017</li> <li>Implementation plan of Sindh Teacher Education Strategy 2018 approved by March, 2015</li> </ul> | <ul style="list-style-type: none"> <li>Constitute a technical working group to review the approved Teacher Education Development (TED) Policy 2009 and Teacher Education Strategy 2018</li> <li>Develop revised Teacher Education Development (TED) Policy in consultation with key stake holders</li> <li>Approve Teacher Education Development (TED) Policy</li> <li>Devise and approve teacher licensing/certification policy based on teachers' standards</li> <li>Revise Teacher Education Strategy 2018 and develop implementation plan</li> <li>Approve Teacher Education strategy and its implementation plan</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>Role rationalization, through consultations STEDA, BC&amp;EW, PITE, BISE, STBB, TEIs (DETRC, REEC), M&amp;E, DSE</li> <li>Build management and administration capacities aligned with the redefined roles.</li> <li>Develop capacities in material development, evaluation and research.</li> <li>Strengthen and create linkages and partnerships with other institutions</li> </ul> | <ul style="list-style-type: none"> <li>Rationalize institutional roles, career mobility, capacity enhancement and synergies within TED System by 2015-16</li> <li>Institutional mandate and TOR aligned to the 18th Amendment by 2014-15</li> </ul>      | <ul style="list-style-type: none"> <li>Review and develop the role and responsibilities of institutions relating to teacher education development, i.e. STEDA, BC&amp;EW, PITE, BISE, STBB, TEIs (DETRC, REEC), M&amp;E, DSE</li> <li>Approve revised ToR/functions of BoC, PITE and STEDA based on approved TED policy and 18<sup>th</sup> amendment</li> <li>Review and approve the administration of TEIs</li> <li>Allocate Budget and positions (SNE) and make them available based on revised functions</li> <li>Recruit key staffing in all organizations/institutes in line with approved functions as per approved SNE</li> <li>Launch Teacher Licensing and Certification regime, based on professional standards, in the province</li> <li>Devise coordination framework for linkages among STEDA, Universities, Examination Boards, Sindh Textbook Board, Directorate of School Education, PITE and BoC</li> <li>Review and develop linkages between TEIs and School for practicum activities</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

| <b>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.</b> |  |  |  |
|--|--|--|--|
| <b>Strategic Objective</b>   | <b>Strategies</b>  | <b>Targets<br/>(2014 – 2018 )</b>  | <b>Activities</b>  |
|  |  |  | <ul style="list-style-type: none"> <li>Enhance coordination between public and private TE service providers and institutions</li> <li>Equip apex bodies (STEDA, PITE etc.) and institutes in Teacher Education</li> <li>Prepare MoU and comprehensive framework for university-GECEs' collaboration</li> <li>Strengthen linkages between TEIs and schools</li> <li>Enhance and improved coordination between public and private TE service providers and institutions</li> </ul>   |
| <b>Strategic Objective 2</b><br><b>■ Enhance the provision and quality of Initial Teacher Education (pre-service) in Sindh</b>   | <ul style="list-style-type: none"> <li>Expand and/or upgrade ITE institutions (physical/ professional) to offer professional learning opportunities in engaged and active learning approaches in the core subjects.</li> <li>Enhance TEIs' capacity for intake of teacher educators, prospective teachers, teaching and learning processes</li> <li>Introduce QA mechanism for ITE institutes and programmes</li> <li>Introduce different ITE programmes based on NC 2006 and NPSTP 2009 in other disciplines of school education</li> </ul> | <ul style="list-style-type: none"> <li>Upgrade of all GECEs (25) to Government College of Education (GCE) for 4 year B.Ed. by 2018</li> <li>Establishment of GCEs in districts where they do not exist by 2018</li> <li>Enhanced capacity of all teacher educators by level (ECE-Secondary), assessment, inclusion, cohesion, diversity, ICTs – ALWs; research and evidence-based planning</li> <li>42 TEIs institutional, capacity and standards mapping</li> <li>Communication and marketing strategy for TEIs in place by 2016 to scale up enrolments</li> <li>ITE offering institutes ranking system in place by 2015</li> </ul> | <ul style="list-style-type: none"> <li>Expand capacity of existing TEIs through up gradation and/or establishment for expanded ADE/B.Ed. programmes and other proposed programmes in different disciplines</li> <li>Capacity enhanced in ECE; Primary/Elementary Secondary, Assessment, inclusion, cohesion, NFE ALPs and ICTs</li> <li>Standards for TEIs based on NACTE guidelines</li> <li>All TEIs mapped comprehensively for baselines for a 5 year capacity building improvement plan</li> <li>Attract students to TEIs especially women</li> <li>Enhance blended ICT based learning use of assessment /evidence based constructivist. enquiry based learning approaches</li> <li>Commission impact studies and/ or internal and external evaluations of ADE and B.Ed.</li> <li>Establish a Quality Assurance Agency for effective implementation of approved QA mechanism</li> <li>Introduce ranking/ scoring system for ITE offering institutes</li> </ul> |
| <b>Strategic Objective 3</b><br><b>■ Enhance the</b>   | <ul style="list-style-type: none"> <li>CPD framework finalized for needs-based and field based on going professional</li> </ul>  | <ul style="list-style-type: none"> <li>A comprehensive CPD Framework, based on Curriculum 2006, and learning outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>Finalize CPD framework for roll-out based on Curriculum 2006 and emergent needs of Sindh</li> <li>Hire 2,200 teacher educators for CPD roll-out in UCs with</li> </ul>  |





## SINDH EDUCATION SECTOR PLAN

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



## SINDH EDUCATION SECTOR PLAN

| 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<br>(2014 – 2018 )   | Activities   |
| <p>■ <i>Educational planning is done through a database covering all aspects of teachers, manager and facilities attached to school system of the province</i></p> | <p>rationalized planning for teacher education and development</p> <ul style="list-style-type: none"> <li>• Teacher mapping study for future needs</li> <li>• Teacher database highlighting the competency level</li> <li>• Conduct research studies for impact value and feedback</li> <li>• Synergize donor initiatives with informed plans</li> </ul> | <ul style="list-style-type: none"> <li>• 5 studies completed to identify future needs and provide feedback on existing TE initiatives</li> <li>• Informed plan based on studies developed by July 2015</li> <li>• Funding from all partners integrated and linked to the informed plan</li> </ul> | <p>programmes</p> <ul style="list-style-type: none"> <li>• Develop informed plan for CPD needs on the basis of reports</li> <li>• Identify and/or conduct research and studies relating to teacher education development</li> <li>• Arrange donors coordination meetings for synergizing development and reform in the Education sector</li> <li>• 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.</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

### SESP Interventions and Targets for Teacher Education 2014 -18

| SESP Year wise Teacher Requirements |                          |             |             |             |             |             |              |                              |
|-------------------------------------|--------------------------|-------------|-------------|-------------|-------------|-------------|--------------|------------------------------|
|                                     | <i>Baseline<br/>2012</i> | <i>2013</i> | <i>2014</i> | <i>2015</i> | <i>2016</i> | <i>2017</i> | <i>Total</i> | <i>Accumulated<br/>Total</i> |
| <b>ECE</b>                          | -                        | -           | 954         | 1,833       | 2,667       | 2,667       | 8121         | 8,121                        |
| <b>Primary</b>                      | 99,254                   | (0)         | 6,278       | 8,337       | 9,095       | 9,600       | 33310.28     | 132,564                      |
| <b>Middle</b>                       | 12,063                   | (0)         | 786         | 3,847       | 3,847       | 4,526       | 13007.49     | 25,070                       |
| <b>Secondary</b>                    | 27,109                   | 278         | 1,599       | 2,445       | 2,822       | 3,010       | 10153.89     | 37,263                       |
| <b>Higher Secondary</b>             | 7,677                    | 1,693       | 1,385       | 1,539       | 1,693       | 2,154       | 8463.063     | 16,140                       |
| <b>CPD/ETRC</b>                     | -                        | -           | -           | 510         | 825         | 935         | 2270         | 2,270                        |
| <b>Total</b>                        | 146,103                  | 1,970       | 11,002      | 18,512      | 20,948      | 22,892      | 75325.72     | 221,429                      |
|                                     |                          |             |             |             |             |             |              |                              |
|                                     |                          | <i>2013</i> | <i>2014</i> | <i>2015</i> | <i>2016</i> | <i>2017</i> | <i>Total</i> |                              |
| <b>CPD</b>                          |                          |             |             | 500         | 800         | 900         |              |                              |



## SINDH EDUCATION SECTOR PLAN

### 9.4 Implementation Arrangements

| 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 |
| <b>Develop and approve Teacher Education Development (TED) Policy</b>  | 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 Teacher Education Development (TED) Policy  | TED policy 2009  | Approved Teacher Education Development (TED) policy                          | STEDA                 | Education and Literacy Department      | September, 2014 | Notification of TED policy                  |                 |
|  | Develop and approve Induction Training plan for new recruited teachers  | Induction training plan of teacher recruited under Teachers' Recruitment Policy 2012 | Induction Training plan is approved  | ■ STEDA/ PITE         | Education and Literacy Department      | December, 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 | December, 2014  | Teacher Licensing/ Certification policy     |                 |



## SINDH EDUCATION SECTOR PLAN

|   |  |   |   |                                     |                                   |                |   |  |
|---|--|---|---|-------------------------------------|-----------------------------------|----------------|---|--|
|   | 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 |                                     |                                   | December, 2014 | Submission of Draft Teacher Education Strategy and its implementation plan for approval |  |
|   | 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  | ■ 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 | December, 2014 | Submission of defined roles for approval  |  |
| <b>Institutional rationalization and management</b> | Approve revised ToR / functions of BoC, PITE and STEDA based on TED policy   | *TED policy 2009<br>*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                                    |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |   |   |   |                                   |                 |   |  |
|--|--|---|---|---|-----------------------------------|-----------------|---|--|
|  | 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 as per approved SNE  | 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                |  |
|  | 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                                |  |
| <b>Strengthen institutions and create linkages</b> | 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/DSE  | 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/RSU/ Directorate Private Institutions               | Education and Literacy Department | September, 2014 | Public Private Partnership system is in place                   |  |



## SINDH EDUCATION SECTOR PLAN

|   |   |   |  |             |                                   |                 |  |  |
|---|---|---|--|-------------|-----------------------------------|-----------------|--|--|
|   | 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   |  |
| <b>Outcome 2: Enhance the provision and quality of Initial Teacher Education (pre-service) in Sindh</b> |   |   |  |             |                                   |                 |  |  |
|   | 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 |  |
| <b>Provision of Initial Teacher Education (ITE) programmes in Sindh</b>                                 | 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  | 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   |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |   |  |                                   |                |   |  |
|--|--|--|---|--|-----------------------------------|----------------|---|--|
|  | and/or improvement of the infrastructure as well as provision of human resources to TEIs, covering all geographical areas of the province (prioritization the lowest on the index) |  |   |  |                                   |                |   |  |
|  | 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                               |  |





## SINDH EDUCATION SECTOR PLAN

|   |   |  |   |                            |  |                            |   |
|---|---|--|---|----------------------------|--|----------------------------|---|
| <b>Quality Assurance of Initial Teacher Education (ITE) programmes in Sindh</b> | 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  |
|   | Introduce ranking/scoring system for ITE offering TE providers<br>Introduce a Quality Assurance Agency for effective implementation of approved QA mechanism  | No ranking system based on standard is in place<br>QA system is not in place | Quality Indicators based on standards of ITEs offering institute<br>QA reports of QA agency | STEDA/ PITE<br>STEDA/ PITE | School Education Department<br>School Education Department | June '15<br>December, 2014 | Ranking system for ITE offering institute is announced<br>QA agency authorised 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   | 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   |



## SINDH EDUCATION SECTOR PLAN

|   |   |   |  |  |  |                                  |   |  |
|---|---|---|--|--|--|----------------------------------|---|--|
|   | programmes  |   |  |  |  |                                  |   |  |
|   | 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 | Culture of research study/ feedback is required | A study report for capacity enhancement of the system for TE programmes<br>Evaluation Report on impact study | SETDA/PITE/ HEC/ Universities<br>STEDA/PITE/ HEC/ Universities | School Education Department<br>School Education Department | December, 2016<br>December, 2016 | Report for system improvement<br>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                                  |  |
| <b>Outcome 3: Enhance the provision and quality of Continuous Professional Development (in-service)</b> |   |   |  |  |  |                                  |   |  |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |   |                  |                             |                |   |  |
|--|---|--|---|------------------|-----------------------------|----------------|---|--|
| 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 | Need for research based CPD programmes for teachers   |  | 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 |  |
| <b>Provision of CPD for teachers is in place</b>   | 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                                      |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |   |                 |                             |                                 |   |  |
|--|--|--|---|-----------------|-----------------------------|---------------------------------|---|--|
|  | Various CPD programmes are offered for teachers and teacher educators as per approved policy and need assessment in line with new curriculum and 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 |  |
|  | 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   |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |   |                 |                             |                |   |  |
|--|--|--|---|-----------------|-----------------------------|----------------|---|--|
|  | 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 and onwards till completion  |  |
|  | Formulate and approve CPD policy for all type, level and category of teachers and teacher educators, with delivery mode, weight age (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                                |  |
|  | 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 |  |



## SINDH EDUCATION SECTOR PLAN

|   |   |   |  |                 |                             |                            |   |  |
|---|---|---|--|-----------------|-----------------------------|----------------------------|---|--|
|   | 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 is taken for CPD trainings | Impact Studies reports   | STEDA/PITE      | School Education Department | July, 2017                 | Report impact of CPD course   |  |
| <b>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</b> |   |   |  |                 |                             |                            |   |  |
| 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  |  |
| <b>Quality of Planning with data is improved</b>  | 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   |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |                                     |   |                |                             |                        |   |  |
|--|--|-------------------------------------|---|----------------|-----------------------------|------------------------|---|--|
|  | Arrange donor coordination meetings for synergizing development and reform in the education sector   | It exists but needs to 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 18<sup>th</sup> 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-centred 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 18<sup>th</sup> Amendment, this provision may be adopted for provinces).





## SINDH EDUCATION SECTOR PLAN

### 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.



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### 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.<sup>9</sup>

### 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

<sup>9</sup> See: <http://satsindh.net.pk/page/aboutsat>.



### 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

### 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



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assessment reform, the Student 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 in public schools. 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.



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### 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 18<sup>th</sup> 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   |
|--------------------------|---|--|--|
| <b>Access and Equity</b> | <ul style="list-style-type: none"> <li>Majority of teachers do not have access to the curriculum document</li> <li>The curriculum is not responsive to ethnic and social diversity in the province (it must promote social cohesion)</li> <li>National curriculum 2006 has not yet been implemented</li> <li>Translation of curriculum in Urdu and Sindhi has not yet been implemented</li> <li>BoC has only 5 subject specialists against a need of 21 subject areas</li> <li>Challenges in undertaking research in schools due to non-availability of curriculum and research centre at the district level</li> </ul> | <ul style="list-style-type: none"> <li>Lack of implementation of the National Textbook Learning Material Development Policy 2007</li> <li>Lack of comprehensive textbooks/learning materials developing criteria to ensure social cohesion and harmony</li> <li>Lack of subject specialists for review of textbooks</li> <li>Lack of textbooks and teaching and learning materials for multi-grade teaching</li> </ul> | <ul style="list-style-type: none"> <li>Lack of expertise in the area of assessment, measurement, reporting examination results, documentation of processes, data analysis and technology based assessment practices</li> <li>Non-availability of funds for assessment activities as it generally remains a donor-driven initiative dependent on external funding and technical assistance</li> </ul> |
| <b>Efficiency</b>        | <ul style="list-style-type: none"> <li>Lack of coordination and communication between and among key relevant organizations</li> </ul>   | <ul style="list-style-type: none"> <li>No provincial policy for textbook development in compliance with the</li> </ul>   | <ul style="list-style-type: none"> <li>Lack of transportation and other financial resources</li> <li>Assessment centre does not have its own staff because of</li> </ul>   |



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|                |   |  |   |
|----------------|---|--|---|
|                | <ul style="list-style-type: none"> <li>• Lack of role clarity among apex institutions such as BoC, STBB, PITE, STEDA and PEACE</li> <li>• Absence of legal framework for new roles of BoC, STBB, etc.</li> <li>• 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</li> <li>• Lack of tools and processes for curriculum development, review, feedback and improvement</li> </ul> | <ul style="list-style-type: none"> <li>• 18th Constitutional amendment</li> <li>• Absence of textbook implementation plan</li> </ul> | <ul style="list-style-type: none"> <li>• the approval being in pending for the recruitment rules</li> <li>• Malpractices in assessment /examination</li> <li>• Short term action plan exists, but long term plan is required</li> </ul> |
| <b>Quality</b> | <ul style="list-style-type: none"> <li>• Relevance of contents to the prevailing social conditions in the province</li> <li>• Lack of an ongoing feedback and evaluation mechanism</li> <li>• Lack of capacity and expertise in research based approaches to curriculum development</li> </ul>  | <ul style="list-style-type: none"> <li>• Capacity building needs of authors, designers and reviewers</li> </ul>                      | <ul style="list-style-type: none"> <li>• Malpractices in the assessment processes</li> <li>• Assessment is strongly textbook-based rather than linked with learning outcomes identified in curriculum</li> </ul>                        |

### 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.





## SINDH EDUCATION SECTOR PLAN

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



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





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

### Special Note:

- Under SERP 2, a component deals with large scale students assessment data. Capacity building of educational managers in the use of assessment data will be a good value addition and integration.



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### 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  |
| <b>Institutions/ Authorities are authorized for curriculum, textbook development and assessment in Sindh</b>  | ■ 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 |



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|  |   |  |   |               |                                   |            |  |
|--|---|--|---|---------------|-----------------------------------|------------|--|
|  | 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 Constitutional amendment | Sindh Assembly approved legislation for curriculum development and assessment in the province   | BC & EW       | Education and Literacy Department | Dec, 2014  | Sindh Assembly Act                                       |
|  | 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                                     |
| <b>Outcome 2: Curriculum and guidelines are available to all stakeholders to improve their understanding</b> |   |  |   |               |                                   |            |  |
| <b>New curriculum and guidelines are shared with all stakeholders</b>  | 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                    |
|  | 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                          |



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|  |   |  |   |                |                                   |                          |  |
|--|---|--|---|----------------|-----------------------------------|--------------------------|--|
|  | 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   |
| <b>Provision of quality textbooks, based on new curriculum, highlighting Student Learning Outcomes</b> | 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 textbook policy  | BC & EW / STBB | Education and Literacy Department | July, 2014 and onwards   | Number of workshops and its reports  |
|  | 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                  |



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|  |   |                                 |   |                |                                   |                        |  |
|--|---|---------------------------------|---|----------------|-----------------------------------|------------------------|--|
|  | 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  |                                 | 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  |                                 | 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 |
| <b>Outcome 4: Dissemination of new curriculum and its resource materials to all stakeholders</b> |   |                                 |   |                |                                   |                        |  |
| <b>Orientation and capacity building workshops on CIF</b>  | 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   | BC & 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/ |                                 |   |                |                                   |                        |  |



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|   |  |  |  |  |                                   |                        |  |
|---|--|--|--|--|-----------------------------------|------------------------|--|
|   | community members  |  |  |  |                                   |                        |  |
|   | Conduct capacity building workshops/ seminar on resource material for Curriculum developers, Teachers and Teacher Educators  |  |  |  |                                   |                        |  |
| <b>Research/ assessment/survey/ impact studies are used for improvement of curriculum and textbook development and learning environment</b> | 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   |
|   | 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                        |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |   |   |   |                        |  |
|--|---|---|---|---|---|------------------------|--|
|  | 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  |
|  | 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 | ■ July 2014 and onward | 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   |



# 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, MNA, 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 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**



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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**

|                          |  |
|--------------------------|--|
| <b>Classroom size</b>    | 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 |
| <b>Toilet Facilities</b> | 25:1 for girls<br>40:1 for boys  |
| <b>Water Facilities</b>  | For domestic use: 45-100 liters per head<br>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 3.65 million students in Grades 1–12 and 148,000 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.<sup>10</sup> 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:

<sup>10</sup> 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.



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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 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



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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  |
|--|---|
| <i>Needs assessment/ Prioritization</i>  |   |
| <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&amp;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> |
| <i>Duplication of Works</i>  |   |
| <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</p>   | <p>Approval of DSIPD and selection of schools for funding from various sources as specified in the DSIPD.</p>   |



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|   |   |
|---|---|
| <p>without taking into account the actual needs of the education system. These parallel programmes have overburdened the E&amp;LD with thousands of schools which has a huge recurring cost.</p>  |   |
| <p style="text-align: center;"><b><i>Status quo</i></b></p>   |   |
| <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 behavioural change amongst children and teachers to use the safe drinking water and sanitation facilities provided in schools could also be a challenge.</p> |
| <p style="text-align: center;"><b><i>Workmanship and Material Management</i></b></p>  |   |
| <p>Wide disparities in the availability of skilled labour across the districts. District <i>Mirpurkhas</i> has shown good strength for skilled labor as compared to District <i>Jacobabad</i>.</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>  |
| <p style="text-align: center;"><b><i>Standardization</i></b></p>  |   |
| <ul style="list-style-type: none"> <li>Currently comprehensive standards are not available for school sitting and design..</li> </ul>   | <ul style="list-style-type: none"> <li>Once standards for school sitting, planning, design and execution are approved, their implementation will be a real challenge.</li> </ul>  |
| <p style="text-align: center;"><b><i>Operation and Maintenance</i></b></p>  |   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>         | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <p style="text-align: center;"><b><i>Development of Annual Sector Plans and Allocation of Budget</i></b></p>  |   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>   | <ul style="list-style-type: none"> <li>Adherence to the DSIDPs will require close monitoring and strong political will at all levels.</li> </ul>  |



## 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.

### *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.**



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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.

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## SINDH EDUCATION SECTOR PLAN

**Table 11.4: Policy of School Consolidation**

| Policy Section                        | Policy Provisions  |
|---------------------------------------|--|
| <b>(A) Campus School</b>              | <ul style="list-style-type: none"> <li>• <i>Campus School Definition:</i> A main, functional school formed by merging adjoining, embedded or nearby schools.</li> <li>• <i>School Level:</i> The highest grade taught in the school will decide the 'level' of the campus school.</li> <li>• <i>Principal:</i> Campus Schools will work under one Principal. The Principal will be the administrator, instructional leader and manager of the merged schools.</li> <li>• <i>SEMIS Code:</i> 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.</li> <li>• <i>Surplus Staff:</i> There will be NO surplus staff. All staff will be accommodated in Campus Schools strategically.</li> <li>• <i>SMC Funds:</i> Existing SMC funds will be used as planned. The remaining funds in defunct SMCs will be managed and spent by the old SMCs with the support of the Academic in charge.</li> <li>• <i>Teaching and Non-teaching staff:</i> All teaching and non-teaching staff will report to the Principal of the Campus School.</li> <li>• <i>Seniority and Service matters:</i> Teaching and non-teaching staff will maintain their separate cadre and seniority as per existing rules.</li> <li>• <i>School Medium:</i> 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.</li> <li>• <i>School Shifts:</i> 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.</li> <li>• <i>School Gender:</i> 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.</li> <li>• <i>Notification:</i> On the recommendation of District Education Officer, Director Schools Education is the authorized officer to form and notify Campus Schools.</li> <li>• <i>Once-off Grant:</i> 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]</li> </ul> |
| <b>(B) Powers of Campus Principal</b> | <ul style="list-style-type: none"> <li>• <i>Campus Principal</i> will be no less than a BPS-17 officer. The appropriate grade for each campus will be decided on a case by case basis.</li> <li>• <i>DDO Powers:</i> 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).</li> <li>• <i>Hiring/transferring powers:</i> 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.</li> </ul>   |

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





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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 conducts 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 (RROC). RROC will oversee the implementation of SERP-II, including the school consolidation process. RROC 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 |
|-------|--------------|
|-------|--------------|



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|  |   |
|--|---|
| <b>USAID (Sindh Basic Education Programme)</b> | <ul style="list-style-type: none"> <li>• GoS and USAID will invest USD 30 million to support the School Consolidation Policy</li> <li>• Mapping exercise in target districts to prepare an effective consolidation strategy</li> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| <b>World Bank</b>                              | <ul style="list-style-type: none"> <li>• The World Bank has signed a USD 400 million IDA credit with the Government of Sindh.</li> <li>• The Bank plans to promote the consolidation policy via Disbursement Linked Indicators. E&amp;LD will need to consolidate identified schools every year to become eligible to access funds.</li> <li>• 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.</li> </ul>   |

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

- 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 change 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.
- 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.



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

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



### 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.



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| <b>GOAL: Improving the Provision and Quality of School Infrastructure in Sindh</b>   |  |  |  |
|--|--|--|--|
| <b>Objectives</b>  | <b>Strategies</b>  | <b>Targets<br/>2014-2018</b>   | <b>Activities</b>  |
| <b>Strategic Objective 1</b><br><br><i>Improve the gap between the number of primary and post-primary schools to improve access at post-primary level</i>                      | <ul style="list-style-type: none"> <li>Improve the access at post- primary level through addressing the infrastructural gap</li> </ul>   | <ul style="list-style-type: none"> <li>Alter primary/post- primary balance from 91%/9% to 70%/30%</li> </ul>   | <ul style="list-style-type: none"> <li>Notify a high powered 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)</li> <li>Committee develop plan to achieve target and monitor on regular basis</li> </ul> |
| <b>Strategic Objective 2</b><br><br><i>Prepare District Wise School Infrastructure Development Plans to invest in needs-based schemes (and avoid duplication and aphorism)</i> | <ul style="list-style-type: none"> <li>Prepare District Wise School Infrastructure Development Plans</li> </ul>  | <ul style="list-style-type: none"> <li>Development of Plans by April 2014</li> <li>Approval of Plans by June 2014</li> </ul>   | <ul style="list-style-type: none"> <li>Identify core teams to prepare District Wise School Infrastructure Development Plans</li> <li>Develop plans and their implementation framework</li> <li>Secure approval for the plans</li> </ul>  |
| <b>Strategic Objective 3</b><br><br><i>Construct multi-purpose buildings at each Taluka level</i>  | <ul style="list-style-type: none"> <li>Construct multi-purpose buildings at each Taluka level</li> </ul>   | <ul style="list-style-type: none"> <li>Construction of multi-purpose buildings at each Taluka level by 2016</li> </ul>   | <ul style="list-style-type: none"> <li>Prepare PC-1 for construction of multi-purpose buildings at each Taluka level and get approved</li> <li>Construct multi-purpose buildings according to the requirements and standards</li> <li>Develop a policy for usage of multi-purpose buildings</li> </ul>   |
| <b>Strategic Objective 4</b><br><br><i>Effective implementation of School Consolidation</i>  | <ul style="list-style-type: none"> <li>Enhancing community participation for school consolidation processes</li> <li>Schools consolidation, using different models/ strategies of</li> </ul> | <ul style="list-style-type: none"> <li>School consolidation plan with phase- wise annual targets is developed by early 2014</li> <li>% of achievement of targets as mentioned in SCP (age/number of consolidated schools)</li> </ul> | <ul style="list-style-type: none"> <li>Conduct a study on best practices of community engagement in Sindh</li> <li>Following recommendations from the study, engage communities in school rehabilitation and consolidation</li> <li>ASC every year with school consolidation mapping questions included</li> </ul>   |



## SINDH EDUCATION SECTOR PLAN

| GOAL: Improving the Provision and Quality of School Infrastructure in Sindh                     |  |  |  |
|---|--|--|--|
| Objectives  | Strategies   | Targets<br>2014-2018   | Activities   |
| <b>Policy</b>   | <ul style="list-style-type: none"> <li>consolidation</li> <li>Studying impact of school consolidation on access</li> </ul>   |  | <ul style="list-style-type: none"> <li>Identify potential schools for merging through engaging volunteers in tagging schools, ASC, SBEP mapping exercise and any other approved field survey</li> <li>Share potential schools for consolidation policy with field offices and RROCs</li> </ul>   |
| <b>Strategic Objective 5</b><br><i>Development of Clustering Based School Management Policy</i> | <ul style="list-style-type: none"> <li>Review existing EMR policy and clustering mechanisms</li> <li>Develop a comprehensive Clustering Based School Management Policy</li> <li>Develop ToR for Guide Teachers and Deputy Guide Teachers</li> </ul>                  | <ul style="list-style-type: none"> <li>Clustering Based School Management policy developed and approved</li> <li>ToR for Guide and Deputy Guide Teachers approved</li> </ul> | <ul style="list-style-type: none"> <li>Hold consultation meeting with key stakeholders</li> <li>Review international standards and material for Clustering Based School Management Policy</li> <li>Develop draft policy on CBSM</li> <li>Approval of CBSM policy</li> <li>Develop ToR for Guide and Deputy Guide Teachers</li> <li>Approval of ToR</li> </ul>            |
| <b>Strategic Objective 6</b><br><i>Identification of Clusters</i>                               | <ul style="list-style-type: none"> <li>Identify cluster-based GIS data and field verification</li> <li>Identify Guide/Hub Schools based on criteria</li> <li>Notify Guide/Hub Schools</li> </ul>   | <ul style="list-style-type: none"> <li>Clusters and Guide/Hub Schools notified</li> </ul>  | <ul style="list-style-type: none"> <li>Analyze GIS data</li> <li>Field verification</li> <li>Develop Clusters</li> <li>Identify Guide schools based on criteria</li> <li>Notify Guide Teachers and Deputy Guide Teachers</li> <li>Develop linkages with other stakeholders and reforms, i.e. Data collection, SSB, SMCs</li> </ul>                                       |
| <b>Strategic Objective 7</b><br><i>Capacity Building</i>  | <ul style="list-style-type: none"> <li>Identify capacity needs of Guide teaches, Deputy Guide Teachers and Cluster schools</li> <li>Develop Manuals /courses for capacity building</li> <li>Develop plan for capacity building</li> <li>Conduct trainings</li> </ul> | <ul style="list-style-type: none"> <li>Improved management and learning outcomes in Cluster schools</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct needs assessment of new roles and responsibilities of Guide Teaches, Deputy Guide Teachers and Heads of Cluster schools</li> <li>Identify master trainers</li> <li>Develop capacity building material, guide books</li> <li>Prepare detailed implementation/training plan</li> <li>Conduct phase-wise training</li> </ul> |



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| GOAL: Improving the Provision and Quality of School Infrastructure in Sindh   |  |   |  |
|---|--|---|--|
| Objectives  | Strategies   | Targets 2014-2018   | Activities   |
| <b>Strategic Objective 8</b><br><i>Provision of Budgets</i>   | <ul style="list-style-type: none"> <li>• Prepare budget requirements for Consolidation and Clustering</li> <li>• Approval of budget</li> <li>• Timely release of budget</li> </ul>   | <ul style="list-style-type: none"> <li>• Funds available for implementation of Consolidation and Clustering</li> </ul>  | <ul style="list-style-type: none"> <li>• Work out the requirements in consultation for Clustering and Consolidation</li> <li>• Prepare the budgets</li> <li>• Approve the budgets</li> <li>• Get the funds released</li> <li>• Track fund utilization</li> </ul>   |
| <b>Strategic Objective 9</b><br><i>Ensure the provision of Safe Learning Environments and Education for All</i>   | <ul style="list-style-type: none"> <li>• Elimination of unnecessary infrastructure</li> <li>• Conversion of unsafe buildings into safe buildings through rehabilitation</li> <li>• Policy for safe buildings</li> </ul>                | <ul style="list-style-type: none"> <li>• Unsafe buildings are reduced to 0% by 2016</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop criteria to identify unnecessary and unsafe buildings</li> <li>• Elimination of unnecessary infrastructure</li> <li>• Develop plan to convert unsafe buildings into safe buildings through rehabilitation</li> <li>• Implement and monitor the plan</li> </ul>  |
| <b>Strategic Objective 10</b><br><i>Enhance the provision of quality education through improved facilities</i>  | <ul style="list-style-type: none"> <li>• Improve facilities in schools that account for 70% of total enrolment for primary, elementary and secondary education</li> <li>• Efficient utilization of non-salary and SMC funds</li> </ul> | <ul style="list-style-type: none"> <li>• Provide all facilities in the selected 15,000 schools in the next 5 years (2013-2018)</li> </ul>   | <ul style="list-style-type: none"> <li>• Developed a phased plan to improve facilities in 15,000 schools during the five year period</li> <li>• Improve learning environment using Environmental and Social Management Framework (ESMF)</li> <li>• Build capacity of schools for creative and improved utilization of available resources</li> <li>• Utilize SMC funds for improving the learning environment</li> </ul>   |
| <b>Strategic Objective 11</b><br><i>Ensure balanced and standardized infrastructure facilities in the province and build capacity at all levels through</i> | <ul style="list-style-type: none"> <li>• Develop infrastructure standards</li> <li>• Well-defined budget allocations for school facilities</li> <li>• Capacity building for the approved standards</li> </ul>                          | <ul style="list-style-type: none"> <li>• 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</li> <li>• Approval of schools design framework and related services by December 2014</li> </ul> | <ul style="list-style-type: none"> <li>• Carry out audit to analyze current situation and practices related to school infrastructure</li> <li>• 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.</li> <li>• Prepare proposal for approval/notification to stop building load-bearing/wall-bearing obsolete infrastructure and to use instead framed, disaster-resilient structures</li> <li>• Prepare proposal for well-defined budget allocations and</li> </ul> |





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| <b>GOAL: Improving the Provision and Quality of School Infrastructure in Sindh</b>                                 |   |  |  |
|--|---|--|--|
| <b>Objectives</b>  | <b>Strategies</b>   | <b>Targets<br/>2014-2018</b>   | <b>Activities</b>  |
| <i>dissemination of standards</i>  |   | <ul style="list-style-type: none"> <li>Conduct regional level workshops for dissemination of information/standards developed with the key stakeholders by March 2015</li> </ul>  | <ul style="list-style-type: none"> <li>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)</li> <li>Conduct regional level workshops for dissemination of information/standards developed with the key stakeholders</li> <li>Develop capacity to improve management practices related to maintenance and repair</li> </ul> |
| <b>Strategic Objective 12</b><br><br><i>Ensure the provision of construction supervision and quality assurance</i> | <ul style="list-style-type: none"> <li>Placement of a qualified civil engineer and architect in the office of XEN with all accessories at district level</li> <li>Budget allocation for construction supervision</li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>Development targets and quality assurance in 2 years (2014-2016)</li> </ul> | <ul style="list-style-type: none"> <li>Develop standards for ex-procurement and construction supervision services</li> <li>The XEN office to also hire top supervision of consultants for ex-procurement and construction supervision services</li> <li>Prepare proposal for approval of budget allocation of 2.5% for construction supervision</li> </ul>   |
| <b>Strategic Objective 13</b><br><br><i>Enhance operations and maintenance</i>                                     | <ul style="list-style-type: none"> <li>Developing an enabling context for school administration to maintain the institutional resources</li> </ul>  | <ul style="list-style-type: none"> <li>A mechanism to be drafted and approved by 2014</li> </ul>   | <ul style="list-style-type: none"> <li>Prepare a proposal for approval of annual 'operation and maintenance budget' to be utilized by the head of the institution/school</li> <li>Encourage HTs for utilization of these provisions effectively</li> <li>Mechanism for monitoring progress by schools on maintenance of resources</li> </ul>   |



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### 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                                |
| <b>Needs assessment carried out and plan prepared</b>  | 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 programmed sign, implementation, monitoring and oversight and to draw lessons learned and recommendations for future course of action | Comprehensive needs 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 | Clippings 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 made 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  |  | Needs 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  |   |
|  | Needs Assessment Report and Overall Infrastructure Development Plan, prepared   |  | Needs Assessment Completed and Plan firmed up                                    |  |  | Nov '14   | Final Needs Assessment Report and plan approved by                  |   |



## SINDH EDUCATION SECTOR PLAN

|  |  |   |   |   |  |           |   |  |
|--|--|---|---|---|--|-----------|---|--|
|  |  |   |   |   |  |           | Education Department  |  |
| <b>District Education Infrastructure Development Plans</b> | 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 Office of Director General M&E / PDF wing, School Education Department, Government of Sindh | 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 School 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) |  |
| <b>Infrastructure designed and developed</b>               | 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 |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |   |                     |         |  |  |
|--|---|---|---|---------------------|---------|--|--|
|  | 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 Department s, Government of Sindh | School 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 well-defined 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 School Education and Works and Services Departments on designs for different categories prepared by the consultants for   |                     | Nov '15 | Letter of endorsement by Works and Service Department, GoS |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |   |   |                                       |   |  |
|--|--|--|--|---|---|---------------------------------------|---|--|
|  | Training imparted to the district Works and Services Staff on designing schools and school up gradation (infrastructure)   |  | the Department<br>Training programme carried out for Works and Services/ XENs/SDOs/Sub Engineers |   |   | Dec '15                               | Training completion report  |  |
| <b>Supervision and monitoring system developed</b> | 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 execution.                      | 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   | 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 (for districts)                   | Works and Services Department, Government of Sindh                                    |   | Dec '15 onwards                       | Signed plans (by consultants) 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 relevant authorities  | School Wing with the support of RSU, School Education Department, Government of Sindh |   | Dec '15 onwards (on continuous basis) | 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 provided by tasked committees / authorities on a regular basis          | District Education Offices (all districts) and DCO/DCs                                |   | Dec '15 onwards (on continuous basis) | Monthly, quarterly, annual and special reports (when need arises / special tasks by management) |  |
| <b>Clustering based School</b>                     | Develop CBMS policy  | CBMS was initiated in  | CBMS policy approved   | District Education Officers   | Reform Support Unit   | June 2014                             | Approved CBMS policy  |  |



## SINDH EDUCATION SECTOR PLAN

|                          |  |   |  |  |  |           |   |  |
|--------------------------|--|---|--|--|--|-----------|---|--|
| <b>Management (CBSM)</b> | Develop ToR for Guide teachers, Deputy Guide Teachers and Cluster schools      | 3 districts and later rolled out in 11 further districts (one Taluka /district) | ToR of Guide and Deputy Guide Teachers notified                |  |  | June 2014 | ToR for Guide and Deputy guide Teachers       |  |
|                          | Identify Clusters  |   | Clusters notified  |  |  | Dec 2014  | Notification(s) of Clusters                   |  |
|                          | Capacity Building of Guide Teachers, Deputy Guide Teachers and Cluster schools |   | Training of Guide Teachers and Deputy Guide Teachers conducted |  |  | Dec 2015  | 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   |
|--|--|--|--|---|---|----------|---|--|
| <b>Infrastructure development - school upgrade</b> | 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)  | 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 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  |  |



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|   |  |  |  |   |   |                   |   |  |
|---|--|--|--|---|---|-------------------|---|--|
|   | 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                  |  |
| <b>Infrastructure Development - Provision of missing facilities</b> | 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                  |  |
|   |  |  |  |   |   |                   |   |  |
| <b>Infrastructure Development - ECE,</b>                            | 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)  | June '15          | Published budget (ADP)  |  |



## SINDH EDUCATION SECTOR PLAN

|   |  |          |  |   |  |                   |   |  |
|---|--|----------|--|---|--|-------------------|---|--|
| <b>Literacy, Technology Centres and provision of Laboratories</b> | PC-1s prepared and approved by District Development Working Parties (or relevant forum of approval of projects and delegation of financial powers) | approved | PC-1 approval by competent forum   | District Authorities for Planning and Development | Supervision Consultants; iii) District Education Authorities; office of DG M&E, School Education Department; iv) DCO/DCs | 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                  |  |
|   |  |          |  |   |  |                   |   |  |





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### 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) | 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.  |               |        |        |                 |               |               |
| School Consolidation   | <p>The School Consolidation Policy will require funding for the following components:</p> <p>■ <i>a. Headmaster positions in Primary, Middle and Elementary schools</i></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><i>b. School Consolidation Grant</i></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><tr><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr><tr><td>PKR 1.4 billion</td><td>PKR 2 billion</td><td>PKR 3 billion</td></tr></table> <p><i>c. Support and monitoring firm</i></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:

#### **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**



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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.

**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 adequate 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  |
|---|--|
| <b>Gender disparities</b>                                   | <ul style="list-style-type: none"> <li>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%)</li> </ul>   |
| <b>High female dropout rates at all levels of education</b> | <ul style="list-style-type: none"> <li>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</li> </ul>                   |
| <b>Quality and relevance of education for girls</b>         | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>Budget provision/ Appropriate resource allocation</b>    | <ul style="list-style-type: none"> <li>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</li> </ul>   |
| <b>Promotion and professional</b>                           | <ul style="list-style-type: none"> <li>No clear policy for promotion and professional development of women to be posted at management cadre level</li> </ul>   |



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|                             |   |
|-----------------------------|---|
| <b>development of women</b> |   |
| <b>Harassment</b>           | <ul style="list-style-type: none"> <li>• 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</li> </ul> |
| <b>Coordination</b>         | <ul style="list-style-type: none"> <li>• Lack of coordination with department, i.e. Ministry of Women's Development</li> </ul>  |

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**

| <b>Sub-sector</b>                               | <b>Strategic Objectives</b>  |
|---|--|
| <b>Early Child Education</b>                    | <ul style="list-style-type: none"> <li>• Recruiting qualified female teachers for ECE programmes</li> <li>• Enhancing use of child-centric approaches</li> <li>• Ensuring the provision of better opportunities for girls</li> </ul>   |
| <b>Secondary and Higher Secondary Education</b> | <ul style="list-style-type: none"> <li>• 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)</li> </ul>  |
| <b>Literacy and Non-Formal Basic Education</b>  | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |
| <b>Teacher Education and Development</b>        | <ul style="list-style-type: none"> <li>• 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</li> </ul> |

### 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:



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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 betweenline 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.



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| <b>GOAL: To enhance gender equality in the provision of education in Sindh</b>  |  |  |  |
|---|--|--|--|
| <b>Strategic Objective</b>  | <b>Strategies</b>  | <b>Targets<br/>(2013 – 2016)</b>   | <b>Activities</b>  |
| <b>Strategic Objective 1</b><br><br><i>Ensure implementation of national laws and policies dealing with gender inequality/ GBV (including development of Anti-harassment Policy for E&amp;LD)</i> | <ul style="list-style-type: none"> <li>Regular gender audit at the provincial level for informing policies and standards</li> <li>Redressing cases relating to anti-harassment</li> <li>Review of gender discriminatory legislation and its implementation at all levels of education in the province</li> </ul> | <ul style="list-style-type: none"> <li>Gender unit is established at the provincial level by 2015</li> <li>Anti-harassment policy for females students and teachers/managers at workplace is developed by 2015 and implemented by 2016</li> <li>Review of gender discriminatory legislation and its implementation at all levels of education in the province by 2016</li> </ul> | <ul style="list-style-type: none"> <li>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</li> <li>The unit also serves as redresser of cases relating to anti-harassment</li> <li>Develop and approve comprehensive ToR for the unit</li> <li>Approval of SNE's for induction in the Gender Unit</li> <li>Hire relevant and competent staff to address gender related issues in the province</li> <li>Develop, approve and put in place anti-harassment policy for females</li> <li>Develop relevant legislative framework and plan for implementation at all levels of education in the province</li> </ul> |
| <b>Strategic Objective 2</b><br><br><i>Develop management capacity to promote gender equality and empower women</i>   | <ul style="list-style-type: none"> <li>Relevant planning for promoting gender equality at all levels in the system</li> <li>Establishment of Gender Focal Points at district level</li> <li>Gender sensitization</li> </ul>  | <ul style="list-style-type: none"> <li>District plans reflect their gender equity related targets and measureable indicators by 2015</li> <li>Gender Focal Points are established at district level by 2016</li> <li>Capacity building of managers in targeted districts by 2016 to sensitize them</li> </ul>  | <ul style="list-style-type: none"> <li>Develop district plans for promoting gender equality</li> <li>Establish gender focal persons</li> <li>Assess the effectiveness of stipends to females and other gender-sensitive initiatives in place</li> <li>Notify and establish Gender Focal Points at district level</li> <li>Develop and implement programmes for managers' capacity building in terms of gender sensitization</li> </ul>   |
| <b>Strategic Objective 3</b><br><br><i>Ensure that the content,</i>   | <ul style="list-style-type: none"> <li>Establishment of Gender Unit (as mentioned above)</li> <li>Review of the curriculum in relation to gender biases</li> </ul>   | <ul style="list-style-type: none"> <li>Prepare the guidelines for identification of gender biases in curriculum by 2015</li> </ul>   | <ul style="list-style-type: none"> <li>Hire experts for comprehensive review of textbooks from gender perspectives               <ul style="list-style-type: none"> <li>Stage One: Primary level textbooks</li> <li>Stage Two Secondary level textbooks</li> </ul> </li> </ul>   |



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| GOAL: To enhance gender equality in the provision of education in Sindh                                      |   |  |   |
|--|---|--|---|
| Strategic Objective  | Strategies  | Targets (2013 – 2016)  | Activities  |
| <i>language and pictorial representation in textbooks is free of gender bias</i>                             | <ul style="list-style-type: none"> <li>Ensure provision/ use of gender sensitive textbooks and teacher guides by removing gender biases</li> <li>On-going capacity building of curriculum designers, textbook writers and teacher educators to promote gender equality</li> </ul> | <ul style="list-style-type: none"> <li>Revise curriculum documents, textbooks and teachers guides by 2015-16 to remove gender biases (wherever noticed)</li> </ul> | <ul style="list-style-type: none"> <li>Stage Third: Higher Secondary textbooks</li> <li>Disseminate findings to relevant stakeholders</li> <li>Formulate and execute implementation strategy</li> </ul>   |
| <b>Strategic Objective 4</b><br><i>Mainstream gender as part of TED by 2015</i>                              | <ul style="list-style-type: none"> <li>Ensure that gender is included in teacher education programmes as one of the themes for teachers' capacity building</li> </ul>   | <ul style="list-style-type: none"> <li>Gender is included as a subject in teacher education programmes by 2015</li> </ul>  | <ul style="list-style-type: none"> <li>Make gender an integral part of ITT and CPD courses</li> <li>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</li> <li>Teachers' capacity building with reference to andragogy</li> <li>Develop a follow up mechanism to assess the impact of training</li> <li>Periodic M&amp;E</li> </ul>   |
| <b>Strategic Objective 5</b><br><i>Allocate budget for promotion of gender equality in education by 2015</i> | <ul style="list-style-type: none"> <li>Sufficient budget is allocated and used for implementation of all activities relating to gender equity</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure gender responsive budgeting, starting from the fiscal year 2015-2016</li> </ul>                                      | <ul style="list-style-type: none"> <li>Proposal submission on gender-based budgeting including request for making it permanent feature of the annual fiscal budget.</li> <li>Proposal approval and implementation:               <ul style="list-style-type: none"> <li>to launch public awareness campaigns for reducing gender disparity at community level</li> <li>to initiate series of programmes for ensuring women's participation in social, economic and political life</li> <li>ensure special provision for TA/DA for those female teachers and SMC members, who travel along with family members for participation in PD programmes</li> </ul> </li> </ul> |
| <b>Strategic Objective 6</b><br><i>Strengthen linkages and</i>   | <ul style="list-style-type: none"> <li>Strengthen cooperation and linkages of the Educational Department on gender planning and action with key governmental agencies, e.g. Ministry</li> </ul>   | <ul style="list-style-type: none"> <li>Strengthen cooperation and linkages on gender planning and action with key governmental</li> </ul>                          | <ul style="list-style-type: none"> <li>Meeting with relevant departments (e.g. Departments of Women Development, Finance, Health, P&amp;D, local government)</li> <li>Developing mechanism for coordination and working</li> </ul>  |





## SINDH EDUCATION SECTOR PLAN

| GOAL: To enhance gender equality in the provision of education in Sindh                          |   |   |   |
|--|---|---|---|
| Strategic Objective  | Strategies  | Targets (2013 – 2016)   | Activities  |
| <i>coordination between line departments on gender issues</i>                                    | of Women Development, Finance, Planning & Development, Female Parliamentarians, Ministry of Finance, Ministry of Health, Government of Sindh  | agencies by 2016  | together with these departments <ul style="list-style-type: none"> <li>• Special fund allocation for related activities</li> </ul>  |
| <b>Strategic Objective 7</b><br><br><i>Set minimum quota for females at administrative level</i> | <ul style="list-style-type: none"> <li>• A committee comprising of senior and retired officials from education department should be setup to review and revise policies in a way to ensure equitable representation at administrative position within Education Department</li> </ul> | <ul style="list-style-type: none"> <li>• 33% of women will be posted at Executive post within education department by 2016</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct sector-wide gender situation analysis</li> <li>• Formulate policy in the light of analysis</li> <li>• Phase-wise implementation of schemes and programmes to promote gender equality in sector management, including anti-gender discrimination policies and activities</li> </ul> |

### 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 in HR and Anti-harassment policy and implementation) | Prepare summary to CM for establishing Gender Equity Unit (with functions /mandate, HR/staffing requirements and logistics requirement) | Anti-harassment law exist, Ombudsperson on                        | Summary to CM prepared with SNEs and other requirements worked out | PDF Wing, Education and Literacy Department and Social Welfare / Women Development Department with technical support of RSU (unit to be | Secretary Education | Jun-14  | Draft copy of Summary to CM                        | PKR 25 million           |
|   | Approval of Summary along with SNEs for the Gender Unit   | Harassment at Work places, implementation is very slow and in the | Approved Summary   |   |                     | Dec-14  | Letter communicating approval of CM/signed summary |                          |





## SINDH EDUCATION SECTOR PLAN

|                |  |  |  |                |  |                |  |  |
|----------------|--|--|--|----------------|--|----------------|--|--|
| at workplaces) | Appointments / placement (merit-based) of staff in the Gender Equity unit, space and logistics procured - Unit established   | infancy stage (no departmental / institutional arrangement in place) | Gender Equity Unit established with office space, HR and logistics in place  | housed at RSU) |  | 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 (with dates, complaints, actions, comments) and quarterly oversight report by Secretary PDF |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |   |   |   |                |   |   |
|--|--|--|---|---|---|----------------|---|---|
|  | 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       | Steering group of focal persons at the district level                       |   | 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 | Academic and Training Wing of E&LD, PITE with technical support of RSU      |   | 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                                 |   |



## SINDH EDUCATION SECTOR PLAN

|   |   |  |   |   |                               |        |  |  |
|---|---|--|---|---|-------------------------------|--------|--|--|
|   | 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                   | STEDA                         | 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 a single programme of Stipends for Girls Students, no other allocations made- Block allocation for promoting gender-equity is not part of | 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                          |  |



## SINDH EDUCATION SECTOR PLAN

|  |  |   |  |  |   |                   |   |                            |
|--|--|---|--|--|---|-------------------|---|----------------------------|
|  | Advocate different proposals for utilizing gender-based appropriations and gradually increase allocation for improving gender equity   | the annual budget                                 | 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, MTDF (2005-2010) and the NEP 2009. The latter placed increased emphasis on public-private partnerships.

### Policy Actions for Enhancing Public-Private Partnerships – NEP 2009

|                        |   |
|------------------------|---|
| <b>Policy Action 1</b> | 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.   |
| <b>Policy Action 2</b> | 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' |
| <b>Policy Action 3</b> | 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.  |
| <b>Policy Action 4</b> | 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.   |
| <b>Policy Action 5</b> | 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.                                       |
| <b>Policy Action 6</b> | 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   |
|--|---|
| <b>Lack of database/<br/>mapping of educational<br/>resources in the private<br/>sector</b>                            | 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.   |
| <b>■ Lack of<br/>comprehensive<br/>framework for<br/>broad-based public-<br/>private partnership<br/>for education</b> | 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.   |
| <b>■ Ownership,<br/>sustainability and<br/>monitoring of<br/>public-private<br/>partnership<br/>processes</b>          | 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. |



## SINDH EDUCATION SECTOR PLAN

### 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.
3. To ensure the sustainability of existing successful public-private partnership initiatives.

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## SINDH EDUCATION SECTOR PLAN

| GOAL: Develop Public Private Partnership (PPP) for enhanced access and improved quality of education provision    |   |  |   |
|---|---|--|---|
| Strategic Objective   | Strategies  | Targets (2013-2016)  | Activities  |
| <b>Strategic Objective 1</b><br><br><i>Map educational resources in the private sector</i>                        | <ul style="list-style-type: none"> <li>Design of a comprehensive MIS for mapping educational resources in private sector</li> <li>Centralized data collection and record keeping of all the data and related information on PPP through information management software.</li> <li>Make database available for all stake holders.</li> </ul> | <ul style="list-style-type: none"> <li>MIS is ready by 2015 and accessible to all stakeholders</li> </ul>                          | <ul style="list-style-type: none"> <li>Identify information needs for productive public private partnership for quality provision of education</li> <li>Conduct a baseline study, review SEMIS</li> <li>Design a MIS , in consultation with SEMIS</li> <li>Plan for data collection, pilot and implement the plan</li> <li>Disseminate and create advocacy for evidence based planning in PPP</li> </ul>  |
| <b>Strategic Objective 2</b><br><br><i>Develop broad based public-private partnership framework for education</i> | <ul style="list-style-type: none"> <li>Development of PPP models through a participative process</li> <li>Establishment of rules of business to engage and work with private partners</li> <li>Dissemination of guidelines helping each sector in the partnership processes</li> </ul>  | <ul style="list-style-type: none"> <li>10% increase in number of PPP initiatives in key priority areas such as ICT, NFE</li> </ul> | <ul style="list-style-type: none"> <li>Constitute a committee comprising of Government and experts, representatives of private schools management associations to work on PPP in education, etc.</li> <li>Review current policies for PPP including PPRS (SEF), Adopt a School Programme</li> <li>Study current models of PPP to identify best practices (i.e. Academies model by DFID etc.)</li> <li>Develop and approve PPP policy / legislation</li> <li>Develop a guide book containing all necessary information regarding PPP</li> <li>Develop Monitoring regulation frame work</li> <li>Document and disseminate the policy, concepts, SOPs, criteria for PPP</li> </ul> |
| <b>Strategic Objective 3</b><br><br><i>Establish a PPP Unit</i>   | <ul style="list-style-type: none"> <li>Establish PPP Unit for sustainability</li> <li>Creation of long term partnerships based on non-development funding</li> </ul>  | <ul style="list-style-type: none"> <li>PPP Unit established through regular funding</li> </ul>                                     | <ul style="list-style-type: none"> <li>Develop ToR and identify office accommodation</li> <li>Establish PPP unit</li> <li>Allocate budget and positions</li> <li>Recruit key staffing</li> <li>Institutionalize public-private partnership having proper structure and ToR</li> <li>Improve and enforce regulations to manage private sector</li> <li>Conduct on-going study of partnership issues and challenges</li> <li>Develop linkages with different private school providers and implementing agencies.</li> </ul>   |
| <b>Strategic Objective 4</b>  | <ul style="list-style-type: none"> <li>Mass media / Awareness campaign</li> <li>Identify key Education Management Organization (EMOs)/ individuals</li> </ul>   | <ul style="list-style-type: none"> <li>At least 50 per cent of identified schools handed</li> </ul>                                | <ul style="list-style-type: none"> <li>Develop criteria of public schools to be offered for PPP (adopt a school policy)</li> <li>Identify public schools for PPP</li> </ul>   |





## SINDH EDUCATION SECTOR PLAN

| GOAL: Develop Public Private Partnership (PPP) for enhanced access and improved quality of education provision |  |   |   |
|--|--|---|---|
| Strategic Objective  | Strategies   | Targets (2013-2016)   | Activities  |
| <b>Handing over public schools to EMOs (Adopt a School programme)</b>  | <ul style="list-style-type: none"> <li>Hand over management to EMOs as per revised adopt a school policy</li> <li>Provide logistic support to EMOs/ individuals</li> </ul>   | over to EMOs / individuals  | <ul style="list-style-type: none"> <li>Workout budget / staff of schools</li> <li>Publish EOI for EMOs /individuals with list of schools</li> <li>Engage and handover schools to EMOs / individuals</li> </ul>  |
| <b>Strategic Objective 5</b><br><i>Subsidy based PPP Model</i>   | <ul style="list-style-type: none"> <li>Identify un-served areas</li> <li>Identify and consult key organizations in education sector interested in PPP</li> <li>Mass media and awareness campaigns</li> <li>Community mobilization</li> </ul> | <ul style="list-style-type: none"> <li>Educational accessibility provided to 70 per cent of identified un-served areas through subsidy based model</li> </ul> | <ul style="list-style-type: none"> <li>Analyses current GIS and identify un served areas</li> <li>Prepare criteria and ToR for Organizations/ Entrepreneurs to open schools with sufficient educational facilities.</li> <li>Develop and Publish EOI for Private school operators/ owners</li> <li>Scrutinize and finalize parties as per policy</li> </ul> |
| <b>Strategic Objective 6</b><br><i>Monitoring and Quality Assurance</i>  | <ul style="list-style-type: none"> <li>Conduct regular monitoring</li> <li>Share feedback with EMOs and entrepreneurs</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring reports generated for all schools under PPP unit</li> </ul>   | <ul style="list-style-type: none"> <li>Develop monitoring tools and framework</li> <li>Develop key learning outcomes</li> <li>Monitor schools</li> <li>Analyze, review and share monitoring reports</li> <li>Take remedy measures</li> </ul>  |



## SINDH EDUCATION SECTOR PLAN

### 12.2.4 Implementation Arrangements

| 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 |
| <b>Developed broad-based public-private partnership framework for education</b>                                    | 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   |                          |



## SINDH EDUCATION SECTOR PLAN

|  |   |  |   |                                      |                                  |           |  |               |
|--|---|--|---|--------------------------------------|----------------------------------|-----------|--|---------------|
|  | Document and disseminate the policy, concepts, SOPs, criteria for PPP                           |  | SOP developed                                     |                                      |                                  | Sept-2015 | Copy of SOPs   |               |
| <b>Establish PPP Unit</b>                                  | 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  |               |
| <b>School Management transferred to the private sector</b> | 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  |               |
|  | 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 |               |



## SINDH EDUCATION SECTOR PLAN

|   |   |  |  |                |                            |                     |   |                                |
|---|---|--|--|----------------|----------------------------|---------------------|---|--------------------------------|
|   | 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 approval of partnership - by E&LD after endorsement by Secretary/Minister |                                |
| <b>Subsidy based PPP Model</b>          | 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 published 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 enrolled students and teachers engaged |                |                            | On-going            | Number enrolled students  |                                |
| <b>Monitoring and Quality Assurance</b> | Develop monitoring tools and framework  |  | Monitoring tools developed                     | PPP Unit       | Sindh Education Foundation | Dec-2015            | Letter communicating approval of the Monitoring framework                                   | 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-going            | Monitoring reports  |                                |
|   | Analyze, review and share monitoring reports  |  | Evaluation of monitoring reports               |                |                            | On-going            | Evaluation Report   |                                |
|   | Take remedy measures  |  | Report prepared                                |                |                            | On-going            | 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).



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### *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.



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### 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   |
|--|---|
| <b>Issue of Curriculum Standardization and Outdated and Insensitive nature of Textbook contents:</b> | <ul style="list-style-type: none"> <li>• 2006 Curriculum has been approved but an outdated (2002) curriculum is being used in Sindh</li> <li>• Textbooks developed under the 2002 curriculum promote material that causes disharmony</li> <li>• Need for sensitization of technical personnel associated with the development and approval of textbooks to the issue of social cohesion and disharmony</li> </ul> |
| <b>■ Teacher Training</b>  | <ul style="list-style-type: none"> <li>• Lack of teacher capacity and awareness in terms of conflict sensitivity and management of diversity in classrooms</li> <li>• Teachers' potential to promote social cohesion is under-utilized</li> </ul>   |
| <b>■ Parents and community</b>   | <ul style="list-style-type: none"> <li>• 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</li> </ul>  |



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|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Lack of democratic values in the societies</li> </ul>  |
| ■ <b>Students</b>                                 | <ul style="list-style-type: none"> <li>• Students do not have a voice; need for connection/ communication between the students and the local governing bodies</li> <li>• Students face bullying during their education; there are no unions/ associations to represent students</li> <li>• Lack of student led activities and the code of conduct for teachers and students to participate in these activities</li> </ul> |
| ■ <b>Infrastructure, environment and security</b> | <ul style="list-style-type: none"> <li>• The existing infrastructure does not address the hard and soft needs of the students and lacks in giving a vibrant and protective learning environment</li> </ul>  |
| ■ <b>Governance in the education system</b>       | <ul style="list-style-type: none"> <li>• Lack of proper mechanism of coordination between community and the education department/ government</li> </ul>   |

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





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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 ensure that the overall environment at schools meets Child Friendly Schools (CFS) standards and supports a safe, protective and peaceful learning environment.
5. To develop a mechanism for mainstreaming literacy and non-formal students.
6. To understand and assess the capacity of the system to develop a policy on mainstreaming children with special needs in the education system.
7. To develop a comprehensive school language policy through a process of consultation with key stakeholders.
8. To prepare a comprehensive plan to implement the English Language Policy.
9. To promote respect for all faiths and religions, and provide adequate opportunities to minorities for their cultural and religious development.



## SINDH EDUCATION SECTOR PLAN

| GOAL: To provide education in a manner that it leads to social cohesion  |   |   |  |
|--|---|---|--|
| Strategic Objective  | Strategies  | Targets<br>(2013 – 2016)  | Activities   |
| <b>Strategic Objective 1</b><br><br><i>Ensure that the Curriculum and textbooks adequately address the issue of Social Cohesion</i>  | <ul style="list-style-type: none"> <li>Curriculum review, enhancement and enrichment through adding some relevant sections on social cohesion</li> <li>Textbook development in light of the revised curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum enrichment of 2006 curriculum to be done by 2014-15 to include social cohesion as a cross cutting theme from Classes 1 to 12</li> <li>Textbook development in accordance with 2006 Curriculum (enriched) to be completed by 2015</li> <li>Necessary legislation (if it does not exist) to be put in place for implementation in all school systems by 2016</li> </ul>   | <ul style="list-style-type: none"> <li>Notify and constitute Curriculum review and enrichment committee, based on a social cohesion experts</li> <li>Literature review of the existing studies is conducted by the social cohesion experts</li> <li>Carry out curriculum review</li> <li>Prepare supplementary reading material</li> <li>Put in place implementation plan</li> <li>Review, develop, disseminate, pilot and accordingly implement the revised curriculum and textbooks and pedagogy in selected districts (prioritized as being conflict-ridden)</li> <li>Make available the revised textbooks to schools and teachers</li> </ul>   |
| <b>Strategic Objective 2</b><br><br><b>■ Enhance community participation and ownership, and strengthen school-community linkages</b> | <ul style="list-style-type: none"> <li>Sensitizing, capacity building and awareness raising programmes for SMCs, parents and community at large in targeted districts (prioritized as being conflict-ridden)</li> <li>Review and revision of SMC membership</li> <li>Development of SMC funding formula for more equitable distribution among schools.</li> <li>Planning and implementation of complaint management system</li> </ul> | <ul style="list-style-type: none"> <li>Community mobilization in targeted areas by 2016</li> <li>Student representation in all SMCs achieved by 2014-15</li> <li>Female participation enhanced in SMCs in all schools by 2016; ensure that all or most of the members in the girls' schools are females</li> <li>Increased SMC grant by 2016</li> <li>More equitable distribution of SMC funding among all schools achieved by 2016</li> <li>Complaint management system is in place by 2015</li> </ul> | <ul style="list-style-type: none"> <li>Conduct needs assessment, selecting two districts (representing rural and urban)</li> <li>Develop supplementary material for capacity building and awareness raising</li> <li>Capacity building and awareness raising of General Bodies of schools of targeted districts</li> <li>Capacity building and awareness raising of all SMCs of targeted districts related to coping with disaster</li> <li>Conduct awareness raising sessions for parents and community in targeted districts to promote peace education and disaster risk reduction as a 'life skill'</li> <li>Conduct SMC village meetings</li> <li>Revise existing SMC membership for mandatory inclusion of 2 students (increase from 5 to 7 members) and enhance female representation</li> <li>Review SMC Act 2007 for SMC revenue raising, and develop SMC funding distribution formula</li> <li>Plan and implement the development of complaint management system and carry out regular review of the efficiency and</li> </ul> |



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|   |   |   |   |
|---|---|---|---|
|   |   |   | effectiveness of the system   |
| <b>Strategic Objective 3</b><br><i>Develop students' charter and mechanism for its implementation</i>   | <ul style="list-style-type: none"> <li>Introduction of student charters in all schooling system</li> </ul>  | <ul style="list-style-type: none"> <li>Preparation of student charter by 2015</li> <li>Protection of student charter for all school system through necessary legislation by 2016</li> </ul> | <ul style="list-style-type: none"> <li>Constitute experts team to design student's charter</li> <li>Test and pilot students' charter</li> <li>Review and modify charter through workshops and focus group discussions</li> <li>Create (and revitalize existing) student counsels</li> <li>Design school activity calendar including sports activities</li> <li>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</li> <li>Provide designated student display corners in schools</li> </ul> |
| <b>Strategic Objective 4</b><br><i>Understand and assess the capacity of the system to develop a policy on mainstreaming children with special needs in the education system</i>    | <ul style="list-style-type: none"> <li>Assessment of the current capacity of system to cater to the needs of special needs children</li> <li>Understanding the current number and profile of special children to be catered for)</li> <li>Strategize based on system's capacity and available models</li> </ul> | <ul style="list-style-type: none"> <li>Capacity audit of the system is completed by 2015</li> <li>Needs analysis of existing situation is completed by 2015-16</li> </ul>                   | <ul style="list-style-type: none"> <li>Commission studies to               <ul style="list-style-type: none"> <li>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</li> <li>understand existing models at local/regional level for integration of special children into mainstream education</li> </ul> </li> <li>A comprehensive framework and feasibility plan is developed in relation to possible integration of the children with special needs into mainstream education</li> </ul>        |
| <b>Strategic Objective 5</b><br><ul style="list-style-type: none"> <li>Develop a comprehensive school language policy through consultative process with key stakeholders</li> </ul> | <ul style="list-style-type: none"> <li>Develop policy through rigorous and systematic consultative process (given the sensitive nature of the issue)</li> </ul>   | <ul style="list-style-type: none"> <li>Comprehensive language policy is prepared, approved and its implementation process is initiated by 2016</li> </ul>                                   | <ul style="list-style-type: none"> <li>Develop detailed plan for carrying out consultative process</li> <li>Relevant groups of key stakeholders formed for consultations</li> <li>Meeting and deliberations of stakeholders' groups</li> <li>Consolidate, pilot, approve, and disseminate recommendations of the groups</li> <li>Develop implement Language Policy and implementation plan</li> </ul>   |
| <b>Strategic Objective 6</b>  | <ul style="list-style-type: none"> <li>Understand and analyze existing situation and strategize to build capacity</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the existing situation and challenges faced in relation to teaching and learning of English by</li> </ul>                                 | <ul style="list-style-type: none"> <li>Commission studies to               <ul style="list-style-type: none"> <li>conduct situation analysis</li> <li>carry out system's capacity audit</li> <li>understand existing models at local/regional level for</li> </ul> </li> </ul>  |



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|   |   |  |  |
|---|---|--|--|
| <p>■ <i>Prepare a comprehensive plan to implement the English Language Policy</i></p>   |   | <p>2015</p> <ul style="list-style-type: none"> <li>• Carry out detailed assessment of the existing capacity of the system to teach English as a language by 2015</li> <li>• Develop a comprehensive strategic plan to enhance system's capacity to teach English as a language by 2016</li> </ul>                        | <p>accelerated learning of as a language</p> <ul style="list-style-type: none"> <li>• For implementing language policy based on capacity assessment, develop detailed and comprehensive plan, inclusive of strategies, for instance:             <ul style="list-style-type: none"> <li>- for ensuring equitable access for improving the English language skills of children from low socio-economic strata, girls, and children from rural areas</li> <li>- for using English as the medium of instruction for sciences and mathematics from class IV onwards</li> <li>- for teacher rationalization for English language teaching</li> </ul> </li> </ul>  |
| <p><b>Strategic Objective 7</b></p> <p>■ <i>Promote respect for all faiths and religions, and provide adequate opportunities to minorities for their cultural and religious development</i></p> | <ul style="list-style-type: none"> <li>• Understand existing situation</li> <li>• Informed planning for promoting respect for all faiths and providing the minorities with adequate opportunities for growth</li> </ul> | <ul style="list-style-type: none"> <li>• Carry out situation analysis in relation to the treatment of minorities in the overall education system by 2015</li> <li>• Develop plan to promote respect for all faiths and to provide adequate opportunities to minorities through extensive consultative process</li> </ul> | <ul style="list-style-type: none"> <li>• In-depth study is conducted on the existing             <ul style="list-style-type: none"> <li>- practices in the education system towards promoting respect and faith for all faiths and religions – analyzing issues and opportunities</li> <li>- opportunities available to minorities for their cultural and religious development and whether these are adequate or not</li> </ul> </li> <li>• 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</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

### 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 |
| <b>Revised Curriculum, textbooks and supplementary materials cater for Social Cohesion</b> | 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 | Mar-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 |   |   | Jun-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 |                          |



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|  |   |  |  |   |  |        |  |                 |
|--|---|--|--|---|--|--------|--|-----------------|
|  | Printing of revised textbooks and distribution to schools   |  | i) Order placed with the Sindh Textbooks Board, ii) Distribution made to the schools as per annual distribution plan |   |  | Mar-17 | Communication by all DEOs to have received books and materials at school   |                 |
| <b>Improved mechanism for greater community participation and ownership and strengthened school-community linkages</b> | 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 Assessment 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 related to fund raising, composition / representation, formal powers, transparency and social accountability, funding distribution formula - procurement of individual 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  |



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|   |   |                                |  |   |   |        |   |                 |
|---|---|--------------------------------|--|---|---|--------|---|-----------------|
|   | 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 (all districts) |   |   | Jun-13 |   |                 |
|   | 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   |
| <b>Students' Charter and implementation mechanism developed</b> | 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             |



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|  |   |   |  |  |   |        |   |               |
|--|---|---|--|--|---|--------|---|---------------|
|  | 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   |               |
| <b>Capacity Needs Assessment - Institutional Arrangements for children with special needs in education</b> | 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 mainstreamed with special needs  |               |
| <b>Developed comprehensive school language policy</b>  | 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 |





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|  |   |  |   |  |           |        |   |               |
|--|---|--|---|--|-----------|--------|---|---------------|
| <b>through process of consultation with key stakeholders</b>                   | 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  |               |
| <b>Inculcate culture of inter-faith harmony (co-existence with minorities)</b> | <ul style="list-style-type: none"> <li>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</li> </ul> |  | <ul style="list-style-type: none"> <li>ToR developed, contract awarded</li> </ul>                 | 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 |
|  | <ul style="list-style-type: none"> <li>Develop a Comprehensive Plan to promote respect and inter-faith harmony and for providing adequate opportunities to minorities for their cultural and religious development</li> </ul>   |  | 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

|                        |  |
|------------------------|--|
| <b>Policy Action 1</b> | 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.   |
| <b>Policy Action 2</b> | 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.  |
| <b>Policy Action 3</b> | Teacher education and training curricula shall include provisions to enable the teacher to address education in emergencies.   |
| <b>Policy Action 4</b> | 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.  |
| <b>Policy Action 5</b> | National Disaster Management Authority shall provide guidelines and code of conduct to the building departments to construct school infrastructure according to the international standards.   |
| <b>Policy Action 6</b> | 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. |
| <b>Policy Action 7</b> | National Disaster Management Authority shall make available the Standard Operating Procedures (SOPs) for the educational institutions to follow pre and post emergency situations.   |
| <b>Policy Action 8</b> | Disaster Management Plans shall include education delivery mechanism for rehabilitation.   |



## SINDH EDUCATION SECTOR PLAN

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, NaushahroFeroze 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 bring 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  |
|---------------------------------|--|--|
| <b>Damaged School Buildings</b> | <p>Following floods:</p> <ul style="list-style-type: none"> <li>• Roads are impracticable,</li> <li>• School buildings are either partially or completely damaged,</li> <li>• 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</li> <li>• More than 10,600 schools were damaged by</li> </ul> | <p>Education in emergencies response should focus on</p> <ul style="list-style-type: none"> <li>• quickly solving issues of access, e.g., through <ul style="list-style-type: none"> <li>- Rehabilitation of partially damaged schools;</li> <li>- Set up of Temporary Learning Centres (TLCs);</li> </ul> </li> </ul> |



## SINDH EDUCATION SECTOR PLAN

|                                  |  |   |
|----------------------------------|--|---|
|                                  | <p>floods in the last three years and 27% were used as IDP shelters</p> <ul style="list-style-type: none"> <li>• In 2011-12, 4,150 schools were still reported to be closed as a consequence of the preceding floods<sup>11</sup></li> <li>• Floods and occupation of schools also result in the destruction of teaching and learning materials<sup>12</sup></li> </ul>  | <ul style="list-style-type: none"> <li>• also on rebuilding infrastructures able to resist future floods and earthquakes</li> </ul>   |
| <b>Interruption of learning</b>  | <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• Most often, once education services have started again, students resume their studies directly to the next level, without benefiting from catch up lessons</li> </ul> | <p>Coordination by department needs to focus on</p> <ul style="list-style-type: none"> <li>• monitoring of teachers' presence;</li> <li>• informing families, students and teachers about reopening of the schools;</li> <li>• lessons by teachers knowing the language of the province of origin of the students (if numbers allow);</li> <li>• remedial classes for those who missed education for a long time; and</li> <li>• catch up lessons for those who had their education interrupted for a few weeks only</li> </ul> |
| <b>Issue of Girls' Education</b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• During past disasters, displaced girls have suffered from harassment and assault when on the move and in temporary shelters</li> </ul>  | <p>Coordination by department needs to focus on</p> <ul style="list-style-type: none"> <li>• prioritizing the rebuilding of rural girls' schools first, then, mixed rural schools; and</li> <li>• coordinating interventions with the authorities/ cluster in charge of logistics to prioritize reopening of roads leading to girl's and mixed schools</li> <li>• For this purpose, female and rural educational facilities should be surveyed first</li> </ul>   |

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**

| Key Challenges            |   |
|---------------------------|---|
| <b>Management related</b> | <ul style="list-style-type: none"> <li>• Lack of management capacity at various levels</li> <li>• Lack of comprehensive data that provide solid basis of planning and action</li> </ul> |
| <b>Teachers related</b>   | <ul style="list-style-type: none"> <li>• Lack of awareness regarding need for teacher preparation and preparedness to</li> </ul>  |

<sup>11</sup> In addition to the 1,100 existing schools which are closed on a permanent basis.

<sup>12</sup> MIRA 2012 revealed that in the district of Jacobabad 86% of the educational materials had disappeared or been destroyed by the floods.



## SINDH EDUCATION SECTOR PLAN

|                             |   |
|-----------------------------|---|
|                             | deal with emergency   |
| ■ <b>Commitment related</b> | <ul style="list-style-type: none"> <li>• Lack of commitment from key stakeholders</li> <li>• Lack of budget to respond to emergency situations</li> </ul> |
| ■ <b>Awareness related</b>  | <ul style="list-style-type: none"> <li>• Lack of general awareness</li> </ul>   |

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 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 staff<sup>13</sup>: 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.

<sup>13</sup> Funding by UNICEF - Education Department multi-year work plan.



## SINDH EDUCATION SECTOR PLAN

| GOAL: To ensure the provision of and preparedness for Education in/ for Emergencies (EiE)  |   |   |  |
|--|---|---|--|
| Strategic Objective  | Strategies  | Targets (2013 – 2016)   | Activities   |
| <b>Strategic Objective 1</b><br><br><i>Develop capacity of Educational Managers and School Management Committees to manage EiE</i> | <ul style="list-style-type: none"> <li>Creation of a Special Unit or Cell in the education department</li> <li>Capacity building of management and SMCs</li> <li>Development of an Emergency Response Plan (ERP) at district level</li> </ul> | <ul style="list-style-type: none"> <li>Creation of a Special Unit or Cell in the education department by 2014</li> <li>Capacity building of management and SMCs by 2015</li> <li>Development of an Emergency Response Plan (ERP) at district level by 2015</li> </ul> | <ul style="list-style-type: none"> <li>Create a Disaster Management Unit/ Cell in the education department</li> <li>Identify personnel for the Disaster Management Unit/ Cell with clear ToRs</li> <li>Identify focal person at Taluka level</li> <li>Develop and implement a plan for capacity building of managers and SMCs</li> <li>Conduct capacity development programmes at Taluka level, prioritising talukas that are more likely to be affected by emergencies</li> <li>Prepare an updated ERP for each district</li> </ul> |
| <b>Strategic Objective 2</b><br><br><i>Prepare teachers for EiE</i>  | <ul style="list-style-type: none"> <li>Preparation/ professional development of teachers and teacher educators through CPD Programmes</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers is better prepared for handling education in emergencies by 2014</li> </ul>  | <ul style="list-style-type: none"> <li>Design CPD programme for preparing teacher educators in handling education in emergencies</li> <li>Develop 1-2 teacher educators per TEI in handling education in emergencies</li> <li>Design CPD programme for preparing teachers in handling education in emergencies</li> <li>Offer CPD to % teachers in handling education in emergencies, prioritizing based on gender and Taluka that are more likely to be affected by emergencies</li> </ul>  |
| <b>Strategic Objective 3</b><br><b>■ Large scale and broad-based awareness on EiE</b>  | <ul style="list-style-type: none"> <li>Understanding existing good practices in EiE at national or regional level</li> <li>Conducting awareness raising sessions</li> <li>Curriculum enrichment on EiE</li> </ul>                             | <ul style="list-style-type: none"> <li>Awareness raising on education in emergencies by 2016, prioritizing <i>Taluka</i> that are more likely to be affected by emergencies</li> </ul>  | <ul style="list-style-type: none"> <li>Commission study of best practices in EiE, and put in place plan for its wider dissemination</li> <li>Undertake curriculum enrichment exercise to include information on EiE, especially, strategies to handle disaster</li> <li>Special and focused adult literacy programmes to raise awareness</li> <li>Conduct awareness sessions for parents and community on Disaster Risk Reduction (DRR), prioritizing Taluka that are more likely to be affected by emergencies</li> </ul>           |



## SINDH EDUCATION SECTOR PLAN

### 12.4.4 Implementation Arrangements

| 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 |
| <b>Develop capacity of educational managers and school management committees to manage education in emergencies</b> | Establish Disaster Management Unit/ Cell in the education department  | 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 issued                          |  |  | Dec-14  | Joining reports                               |                          |
|   | Identify focal person at Taluka level   |   | Notification of focal persons at Taluka level issued |  |  | 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  |                          |
| <b>Prepare teachers for education in emergencies</b>  | 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            |                          |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |   |                          |  |        |   |  |
|--|---|---|---|--------------------------|--|--------|---|--|
|  | Offer CPD to one teacher in high enrolment schools in handling education in emergencies, prioritizing based on gender and Taluka that are more likely to be affected by emergencies |   | CPD offered                               |                          |  | Jun-17 | Draft emergency plans at school level                   |  |
| <b>Large scale and broad-based awareness on education in emergencies</b> | Commission study of best practices in EiE, and put in place plan for its wider dissemination  | 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  |  |
| <b>Create linkages</b>   | 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 and disseminated                 |  |
|  | Hold consultation meeting   |   | Consultation meeting held                 |                          |  | Aug-15 | Roles and responsibilities of every stakeholders agreed |  |





## SINDH EDUCATION SECTOR PLAN

|  |   |  |                |  |  |        |              |  |
|--|---|--|----------------|--|--|--------|--------------|--|
|  | Develop and notify Standard Operating Procedures for communication in case of emergencies |  | SOPs developed |  |  | Dec-15 | copy of SOPs |  |
|--|---|--|----------------|--|--|--------|--------------|--|

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## SINDH EDUCATION SECTOR PLAN

### 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:

- The potential of ICT in terms of expanding access to education for children from all socio-economic strata.
- Supporting the delivery of quality education by providing a variety of learning resources.
- Developing graduates with relevant market oriented skills.
- 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

|                        |  |
|------------------------|--|
| <b>Policy Action 1</b> | 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)   |
| <b>Policy Action 2</b> | 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) |
| <b>Policy Action 3</b> | ICTs shall be utilized creatively to assist teachers and students with a wide range of abilities and from varied socio-economic backgrounds (p.36)   |
| <b>Policy Action 4</b> | 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.



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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 |
|-------|---------|
|-------|---------|



## SINDH EDUCATION SECTOR PLAN

|  |   |
|--|---|
| <b>Lack of comprehensive policy framework and implementation plan for provision and use of ICT in the province</b> | <ul style="list-style-type: none"> <li>• The Department, currently, does not have available a comprehensive policy framework and implementation plan to promote the use of ICT in Sindh</li> <li>• 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</li> <li>• 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</li> </ul>  |
| <b>Availability of/ access to ICT related physical resources and infrastructure</b>                                | <ul style="list-style-type: none"> <li>• Availability of ICT related resources (e.g. computers) is limited, especially in rural or disadvantaged areas, and far-flung areas</li> <li>• The available resources are not optimally utilized, rather they are under-utilized or misused</li> <li>• 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"> <li>- Limited availability of electricity (especially, the extensive load-shedding)</li> <li>- Limited or no internet connectivity</li> <li>- Limited/ lack of technical support available in case the equipment has a problem</li> </ul> </li> </ul>   |
| <b>Lack of data on existing situation and system’s capacity to offer ICT</b>                                       | <ul style="list-style-type: none"> <li>• Lack of systematic data collection and comprehensive analysis of system’s existing capacity for ICT provision</li> <li>• Lack of rigorous and systematic studies to generate insights into the existing attitude, competence and use of ICT</li> <li>• Rationalization of resources cannot be done in the absence of such data base</li> </ul>   |
| <b>Existing mindsets, and limitations of competence and skills</b>   | <ul style="list-style-type: none"> <li>• 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)</li> <li>• In many cases, the anecdotal evidence and other observations suggest that the existing orthodox mindset hinders use of ICT</li> <li>• 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</li> <li>• With this mindset, capacity building and subsequent implementation remains a challenge</li> <li>• Teachers’ capacity building needs have not been assessed, without which it is difficult to put in place any effective and comprehensive capacity building plan</li> </ul> |

### 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.



## SINDH EDUCATION SECTOR PLAN

| GOAL: Enhancing teaching, learning and management of education through the effective use of ICT            |  |  |  |
|--|--|--|--|
| Strategic Objective  | Strategies   | Targets<br>(2013 – 2016)   | Activities   |
| <b>Strategic Objective 1</b><br><br><i>Developing a policy framework for promoting ICT in Education</i>    | <ul style="list-style-type: none"> <li>Put in place ‘ICT in Education’ policy framework based on existing national strategy document and findings of policy research</li> </ul>  | <ul style="list-style-type: none"> <li>Policy related research findings regarding use of ICT in education and management are available for informing policy by 2015-16</li> <li>Policy framework for use of ICT in education is developed, approved and implemented by 2016</li> <li>Implementation framework for use of ICT in education is developed and approved by 2016</li> </ul> | <ul style="list-style-type: none"> <li>Commission policy research to gain relevant insights</li> <li>Adapt and update ‘The National ICT Strategy for Education in Pakistan’ to make it relevant for the provincial needs</li> <li>Develop policy framework</li> <li>Develop implementation framework</li> </ul>  |
| <b>Strategic Objective 2</b><br><br><i>Capacity building within the education system for ICT provision</i> | <ul style="list-style-type: none"> <li>System capacity audit for provision of ICT</li> <li>System’s capacity building for creating ICT provision based on audit</li> <li>Public-private partnership</li> <li>Inviting donor support</li> </ul> | <ul style="list-style-type: none"> <li>System capacity audit for ICT provision is undertaken by 2015</li> <li>Comprehensive plan for need-based and rationalized provision of resources and phase-wise capacity building is in place by 2015-16</li> </ul>   | <ul style="list-style-type: none"> <li>Develop and approve plan for capacity audit of the system in relation to ICT provision (physical resources and teachers’ capacity)</li> <li>Carry out capacity audit</li> <li>Based on findings, put in place resource rationalization plan</li> <li>Enhance provision of ICT resources based on system’s available/ sanctioned resources and/or donor support</li> <li>Invite private sector to help in system-wide and phase-wise capacity of the system (teachers, teacher educators and technical staff)</li> <li>Hire relevant teachers/ staff wherever needed (based on rationalization)</li> </ul> |
| <b>Strategic Objective 3</b><br><br><i>Effective use of ICT for teaching and learning at schools,</i>      | <ul style="list-style-type: none"> <li>Teacher development through CPD for enhancing their use of ICT for/in teaching</li> <li>Enhanced use of technology at schools, colleges, TEIs</li> </ul>  | <ul style="list-style-type: none"> <li>Phase wise plan for teacher/ faculty phase wise capacity building is in place by 2015</li> <li>Enhance use of ICT at schools, colleges, TEIs by 2016</li> </ul>   | <ul style="list-style-type: none"> <li>Use findings of system capacity audit to develop phase wise plan for teachers’ capacity building</li> <li>Use ICT policy framework for provincial needs to develop ICT in Education programmes and courses</li> <li>Provide context-based mentoring/ support to</li> </ul>  |



## SINDH EDUCATION SECTOR PLAN

| GOAL: Enhancing teaching, learning and management of education through the effective use of ICT |  |  |  |
|---|--|--|--|
| Strategic Objective   | Strategies   | Targets (2013 – 2016)  | Activities   |
| <i>colleges and TEIs</i>  |  |  | teachers to help them in implementing their learning from programmes   |
| <b>Strategic Objective 4</b><br><i>Effective use of ICT in/ for educational management</i>      | <ul style="list-style-type: none"> <li>System capacity audit for provision of ICT</li> <li>Provision and maintenance of necessary ICT infrastructure</li> <li>System's capacity enhancement to use ICT for management</li> <li>Public-private partnership</li> <li>Inviting donor support</li> </ul> | <ul style="list-style-type: none"> <li>Necessary ICT infrastructure is in place by 2016</li> <li>Promote technology literacy among the sector personnel by 2016</li> </ul> | <ul style="list-style-type: none"> <li>Identify ICT needs of educational managers</li> <li>Equip all education administrations with IT facilities and supporting infrastructure</li> <li>Develop a maintenance system for ICT equipment</li> <li>Enhance functionality, updating and effective use of websites of apex institutions</li> <li>Enhance provision of ICT resources based on system's available/ sanctioned resources and/or donor support</li> <li>Invite private sector to help in system-wide and phase-wise capacity of the system (education managers, officials, technical staff)</li> <li>Hire relevant staff wherever needed (based on rationalization)</li> </ul> |

### 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 |
| <b>Developing a policy framework for</b>   | 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                   |                          |



## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |  |                |        |  |  |
|--|--|--|--|--|----------------|--------|--|--|
| <b>promoting ICT in Education</b>                    | 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               |  |
| <b>Capacity building of system for ICT provision</b> | 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          |  |
|  | 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                        |  |



## SINDH EDUCATION SECTOR PLAN

|   |   |  |  |  |                |        |  |  |
|---|---|--|--|--|----------------|--------|--|--|
| <b>Effective use of ICT for teaching and learning at schools, colleges and TEIs</b> | 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 |  |
| <b>Effective use of ICT in/ for educational management</b>                          | Identify ICT needs of educational managers  |  | ■ 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 |  |
|   | 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-13 | Use of data in Planning                |  |





## SINDH EDUCATION SECTOR PLAN

|  |  |  |  |  |  |        |                      |  |
|--|--|--|--|--|--|--------|----------------------|--|
|  | 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 SESP

### 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<br>(BE) | 2008-09<br>(BE) | 2009-10<br>(BE) | 2010-11<br>(BE) | 2011-12<br>(BE) | 2012-13<br>(BE) | 2013-14<br>(BE) | Increase since<br>2007-08 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------------------|
| <b>Total Education Budget</b>              | 49,723          | 58,854          | 63,739          | 77,987          | 127,373         | 115,908         | 132,341         | 166%                      |
| ■ <b>% Increase in BE over previous FY</b> |                 | <u>18.36</u>    | <u>8.3</u>      | <u>22.35</u>    | <u>63.33</u>    | <u>-0.9</u>     | <u>14.178</u>   |                           |
| - <b>Recurrent</b>                         | 43,083          | 48,628          | 54,299          | 68,787          | 110,953         | 103,689         | 118,743         | 176%                      |
| - <b>Development</b>                       | 6,640           | 10,226          | 9,440           | 9,200           | 16,420          | 12,219          | 13,598          | 104%                      |

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



## SINDH EDUCATION SECTOR PLAN

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<br>(Exp) | 2008-09<br>(Exp) | 2009-10<br>(Exp) | 2010-11<br>(Exp) | 2011-12<br>(Exp) | 2012-13<br>(Exp) | Increase<br>since<br>2007-08 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------------------|
| <b>Total Education Recurrent Expenditure</b> | 35,960           | 47,404           | 45,665           | 66,127           | 86,507           | 94,092           | 162%                         |
| - <b>Salary</b>                              | 27,757           | 36,115           | 38,350           | 52,569           | 65,520           | 80,103           | 189%                         |
| - <b>Non- Salary</b>                         | 8,203            | 11,289           | 7,315            | 13,558           | 20,987           | 13,989           | 70%                          |

**Table 13.4: Variance between Education Budget and Actual Expenditures**

|                                 | FY<br>2007-08 | FY<br>2008-09 | FY<br>2009-10 | FY<br>2010-11 | FY<br>2011-12 | FY<br>2012-13 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Expenditure Variance (%)</b> | -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<br>Decrease<br>since 2007-08 |
|-------------------------------|---------|---------|---------|---------|---------|---------------------------------------|
| <b>Total Education Budget</b> | 49,723  | 58,854  | 63,739  | 77,987  | 127,373 | 156%                                  |
| <b>Current</b>                | 43,083  | 48,628  | 54,299  | 68,787  | 110,953 | 157%                                  |
| <b>Development</b>            | 6,640   | 10,226  | 9,440   | 9,200   | 16,420  | 147%                                  |
| <b>Total Districts Budget</b> | 31,870  | 37,672  | 41,097  | 52,739  | 58,636  | 94%                                   |



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|   |        |        |        |        |        |      |
|---|--------|--------|--------|--------|--------|------|
| <b>Current</b>  | 28,527 | 33,572 | 37,804 | 49,266 | 55,431 | 94%  |
| <b>Development</b>                                    | 3,243  | 4,100  | 3,293  | 3,473  | 3,205  | (1%) |
| <b>District Budget as % of total Education Budget</b> | 64%    | 64%    | 64%    | 68%    | 46%    |      |
| <b>Current</b>  | 66%    | 69%    | 70%    | 72%    | 50%    |      |
| <b>Development</b>                                    | 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 |
|--|---------|---------|---------|---------|---------|
| <b>Total Education Current Expenditure</b>                                       | 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  |
| <b>Total Districts Current Expenditure</b>                                       | 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



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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 SERP<sup>14</sup> showed a growth of 30.28 per cent in FY 2012-13 compared to FY 2011-12. 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 expenditure<sup>15</sup> 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.

<sup>14</sup> 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.

<sup>15</sup> Actuals are taken from the Budget Execution Reports (BERs) for FY 2007-08, FY 2008-09 and FY 2010-11.



### **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.

### **Girls' Stipends**

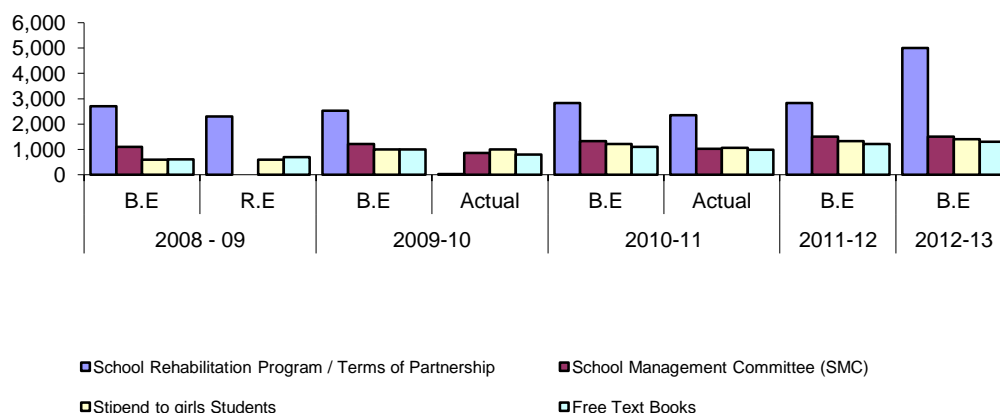
Budget for Cash stipend grew by 5.18 per cent in FY2012-13, 10 per cent in 2011-12, 21 per cent in the FY 2010-11 and 66 per cent in FY 2009-10. The increase of 66 per cent in FY 2009-10 was because of the increase in the rate of normal and differential stipends per girl. The rate of normal stipend is 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]





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- 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:





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**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           | -             |
|                  |                   |     |                  |                  |                  |               |
|                  | <b>15,921,947</b> |     | <b>6,656,637</b> | <b>4,227,717</b> | <b>2,428,920</b> | <b>12,795</b> |

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              |



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|                  |                   |     |                   |                  |                  |                |                  |
|------------------|-------------------|-----|-------------------|------------------|------------------|----------------|------------------|
| 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          |
|                  | <b>18,706,398</b> |     | <b>10,693,374</b> | <b>6,611,605</b> | <b>4,081,769</b> | <b>102,360</b> | <b>4,036,737</b> |

### 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           |
|                  | <b>7,448,767</b> | <b>8,117,030</b> | <b>8,879,436</b> | <b>9,714,220</b> | <b>10,693,374</b> | <b>10,693,374</b> |

### 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 * |         |         |         |         |       |
| <b>Total Budget of education Sector</b>     | 116       | 159             | 175     | 192     | 211     | 233     | 1086  |
| <b>Budget for School Level Budget</b>       | 90        | 126             | 135     | 149     | 164     | 180     | 844   |
| <b>Estimated cost of SESP</b>               |           | 175             | 159     | 188     | 219     | 199     | 940   |
| <b>Shortfall due to targets set in SESP</b> |           | -49             | -24     | -39     | -55     | -19     | -186  |
| <b>Development Partner Share</b>            |           | 16              | 17      | 17      | 17      | 17      | 84    |
| <b>Excess Financing by GOS</b>              |           | 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.



## SINDH EDUCATION SECTOR PLAN

### 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            |
| 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          |
|   | <b>939,529</b> | <b>187,906</b> | <b>752,546</b>             | <b>37,397</b>          | <b>150,509</b> |



## SINDH EDUCATION SECTOR PLAN

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     | Addition al Enrollment | 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  | 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                                    |
| <b>18,706,398      8,853,351      5,433,991      3,419,361      102,360</b> |            |     |                  |           |           |         | <b>2,196,714</b>       | <b>1,840,023</b>                           |

#### 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       |



## SINDH EDUCATION SECTOR PLAN

|                  |                  |                  |                  |                  |                  |                  |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 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          |
|                  | <b>7,019,475</b> | <b>7,335,038</b> | <b>7,771,295</b> | <b>8,226,978</b> | <b>8,853,352</b> | <b>8,853,352</b> |

### 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 |         |         |         |         |             |
| <b>Total Budget of education Sector</b>     | 116       | 159           | 175     | 192     | 211     | 233     | <b>1086</b> |
| <b>Budget for School Level Budget</b>       | 90.0      | 125.9         | 135.1   | 148.7   | 163.5   | 180     | <b>843</b>  |
| <b>Estimated cost of SESP</b>               |           | 130.4         | 130.6   | 151.4   | 176.7   | 171     | <b>760</b>  |
| <b>Shortfall due to targets set in SESP</b> |           | (4.6)         | 4.5     | (2.8)   | (13.2)  | 9       | <b>(7)</b>  |
| <b>Development Partner Share</b>            |           | -             | -       | -       | -       | -       | -           |
| <b>Excess Financing by GOS</b>              |           | -             | -       | -       | -       | -       | -           |

### 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                    |         |
| Equipment, network ,Furniture and Vehicles(ADO) | 330        | 66            | 500.00                     | (34)                   | 100     |
| Internal Audit                                  | 126        | 25            | -                          | 25                     |         |



## SINDH EDUCATION SECTOR PLAN

|   |                |                |                |              |                |
|---|----------------|----------------|----------------|--------------|----------------|
| 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          |
|   |                |                | -              | -            |                |
|   | <b>760,086</b> | <b>152,017</b> | <b>752,546</b> | <b>1,508</b> | <b>150,509</b> |

### 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        | 2,044,166 | 27% | 551,925      | 353,232   | 198,693   | -       | 153,911   | 163,533 |
| Higher Secondary | 1,701,640 | 23% | 391,377      | 250,481   | 140,896   |         | 118,909   | 119,115 |



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|            |           |           |           |         |           |         |
|------------|-----------|-----------|-----------|---------|-----------|---------|
| 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           | 175     | 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          |
|                  | <b>7,337,651</b> | <b>7,860,566</b> | <b>8,430,091</b> | <b>9,118,847</b> | <b>9,902,636</b> | <b>9,902,636</b> |

| 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 |



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|   |                |                |                |               |                |
|---|----------------|----------------|----------------|---------------|----------------|
| 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          |
| <b>Total</b>  | <b>838,449</b> | <b>167,690</b> | <b>752,546</b> | <b>17,181</b> | <b>150,509</b> |

### 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





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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) |
|---|---|------------------|---|------------------------------|--------------------------------------|--|
| <b>Pakistan Canada Debt for Education Conversion</b>  | 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   |
| <b>Assistance to Girls Primary Education in Sindh</b> | Supporting Girls Primary Education in Sindh, WFP assisted   | PKR 215 million  |   | WFP                          | PKR 8.5 million                      | 8.50   |
| <b>Strengthening Teacher Education in Pakistan</b>    | 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 Muhammad Khan, and Thatta | CIDA<br>Agha Khan Foundation | CAD \$ 13                            | 1,335.75   |



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|  |   |                           |   |                |                          |          |
|--|---|---------------------------|---|----------------|--------------------------|----------|
| <b>Education Fund for Sindh</b>  | Target 199,000 children (aged 5-9) out of which 155,000 will be out-of school children, attaining a basic minimum standard of literacy, with a particular focus of early grade reading and numeracy.  | £ 16 million              | Karachi, outskirts of Karachi and rural districts   | DFID           | £ 16 million             | 2,770.24 |
| <b>Sindh Education Sector Support Programme (Sindh II)</b>                 | 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            | All 23 Districts  | European Union | EUR 30 m                 | 4,338.00 |
| <b>Upgrading of Primary Schools into Elementary Schools in Rural Sindh</b> | 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.) | TBD. 13 Districts are under consideration: Badin, Benazir Abad, Dadu, Ghotki, Hyderabad, Jamshoro, Kashmore, Khairpur, Larkana, Mirpurkhas, Shaheed, Shikarpur, | JICA           | ¥ 0.7-0.8 million (est.) | 0.80     |



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|   |   |                   |   |       |                   |           |
|---|---|-------------------|---|-------|-------------------|-----------|
|   |   |                   | Sukkur, and Tando Allah Yar   |       |                   |           |
| <b>Sindh Basic Education Programme (SBEP)</b> | 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 and Gadap) | USAID | USD \$165 million | 17,757.30 |
| <b>Pre-Step</b>                               | Improving the quality of teaching through the standardization of pre-service teacher education.   | USD \$75 million  | Nationwide  | USAID | USD 62 million    | 6,672.44  |
| <b>Fulbright Scholarships</b>                 | To promote international cooperation for educational and cultural advancement.  | USD \$157 million | Nationwide  | USAID |                   |           |
| <b>Sim Sim Hamara</b>                         | The Sim Sim Hamara series, the associated website and outreach activities are designed to help expose children to early literacy, mathematics,  | USD \$20 million  | Nationwide  | USAID |                   |           |



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|  |  |                                    |   |        |     |     |
|--|--|------------------------------------|---|--------|-----|-----|
|  | and social skills in an enjoyable and entertaining manner.   |                                    |   |        |     |     |
| <b>Early Childhood Education and</b>                     | 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 |
| <b>Gender Mainstreaming.</b>                             |  |                                    |   |        |     |     |
| <b>Gender Mainstreaming</b>                              | To improve the quality of literacy and Non-Formal Basic Education (NFBE) programmes.                                     | Not available – national programme | Badin, Thatta, Tando Muhammad Khan, Tando Allah Yar, Khairpur, Noshero Feroze, Sukkur and Larkana | UNESCO | N/a | N/a |
| <b>Advocacy for literacy.</b>                            |  |                                    |   |        |     |     |
| <b>Capacity building of literacy personnel.</b>          | To improve literacy among adult rural females through NFBE and Community Learning Centres                                |                                    |   |        |     |     |
| <b>Improving quality of literacy and NFBE programme.</b> |  |                                    |   |        |     |     |
| <b>HIV/AIDS Prevention Education</b>                     | To train education managers, school heads and teachers in HIV & AIDS Prevention Education and SHP.                       | Not available –                    | All of Sindh with a focus on Umerkot district   | UNESCO | N/a | N/a |



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|   |  |                                    |  |        |                 |        |
|---|--|------------------------------------|--|--------|-----------------|--------|
| <b>Integration of AIDS Education messages into Curricula and Textbooks.</b> |  | national programme                 |  |        |                 |        |
|   | Advocacy, assessment and Policy dialogue for HIV & AIDS Prevention Education and SHP at Federal and Provincial level   |                                    |  |        |                 |        |
| <b>School Health Programme</b>  |  |                                    |  |        |                 |        |
| <b>School Safety Action Plan</b>  | 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    |
| <b>Regular Education Programme</b>  | 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)  |                                    |  |        |                 |        |



## SINDH EDUCATION SECTOR PLAN

|   |  |   |   |                |                 |           |
|---|--|---|---|----------------|-----------------|-----------|
| <b>Early/Emergency Recovery Programmeme</b>                   | 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, TandoMuhammad Khan, Badin, and Tharparkar | UNICEF         | N/a             | N/a       |
| <b>Global Partnership for Education (GPE)</b>                 | Ensuring that education aid is better coordinated.   | USD \$ 66 m                                   | TBD   | GPE            | USD 66 million  | 7,102.92  |
| <b>Provision of missing facility in reconstructed schools</b> | 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     |
| <b>Sindh Education Sector Project</b>                         | 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 | USD \$300 million<br>USD \$50 million (altern | All 23 Districts  | The World Bank | USD 400 million | 43,048.00 |



## SINDH EDUCATION SECTOR PLAN

|  |                   |                                 |   |  |  |                         |
|--|-------------------|---------------------------------|---|--|--|-------------------------|
|  | student learning. | ativ<br>e<br>fina<br>nci<br>ng) |   |  |  |                         |
| <u>Exchange Rate (21 Nov 2013)</u> USD 107.62; GBP 173.14; JPY 1.067; Euro 144.6; CAD 102.75 |                   |                                 | <b><u>TOTAL FA AVAILABLE (in PKR million)</u></b> |  |  | <b><u>83,643.02</u></b> |



## 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

| <b>Risk</b>  | <b>Potential Impact on Project Success (L/M/S/H)</b> | <b>Likelihood of Occurrence (L/M/S/H)</b> |
|--|--|---|
| <b>1. Stakeholder Risks</b>  |  |   |
| 1.1. Provincial Government   | S  | L   |
| 1.2 International Donors   | S  | M   |
| 1.3 District Governments   | M  | L   |
| <b>2. Sector Plan Risks</b>  |  |   |
| 2.1 Governance and Accountability  | S  | M   |
| 2.2: Access: ECE, Primary and Elementary Education<br>Secondary and Higher Secondary Education, Literacy and<br>Non-Formal Basic Education | S  | M   |
| 2.6: Quality: Teacher Education and Development,<br>Curriculum and Assessment  | M  | M   |
| <b>3. Overall Implementation Risk</b>  | S  | M   |

**Risk rating scale:** Low, Moderate, Substantial, High





## SINDH EDUCATION SECTOR PLAN

### SESP 2014-18 Operational Risk Assessment and Management Matrix (ORAMM)

| SESP Stakeholder Risks   | Rating | Substantial   |
|--|--------|---|
| <p><b>Provincial Government:</b> 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><b>International Donors:</b> 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><b>District Governments/ District Administration:</b> 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><b>Risk Management:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Based on availability of funding either from GoS or from development partners, the three scenarios have been developed to handle the financial risk.</li> <li>Provincial Steering committee on SERP-II under the chairmanship of Additional Chief Secretary is a better forum for the resolution of inter-departmental issues.</li> <li>Regional Reform Oversight Committee (RROC) is also better forums to get the support of local administration at district and regional level.</li> <li>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.</li> <li>Joint reviews/ LEG meetings on the key educational indicators and implementation monitoring will help to refine the implementation strategies and capacity needs.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Implementation plan in SESP fixes the responsibilities of different implementing agencies, strong oversight of LEG can make sure all activities be implemented.</li> <li>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</li> <li>Roll-out plan for District based Sector Plan will build capacity of districts and engage the local political leadership.</li> <li>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</li> </ul> |



## SINDH EDUCATION SECTOR PLAN

|  |   |   |                                     |                                       |
|--|---|---|-------------------------------------|---------------------------------------|
|  | <b>Resp:</b> Government of Sindh, District Governments/ Administrations and Donors  | <b>Stage:</b> Implementation  | <b>Time frame:</b> Life of the Plan | <b>Status:</b> Ongoing.               |
| <b>■ Sector Plan Risks</b>   |   |   |                                     |                                       |
| <b>■ Governance, Policies Financial and Accountability (including fiduciary risks)</b>   | <b>■ Rating :</b>   | <b>■ Substantial</b>  |                                     |                                       |
| <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><b>Risk Management:</b></p> <ul style="list-style-type: none"> <li>Restructuring and interlinking different reform areas in RSU under SERP-II, can create harmony and improve service delivery and track the school based outcomes</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establishment of Education Management Cadre and approval of specific ToR's can improve the overall governance.</li> <li>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.</li> <li>School based management i.e placement of Head Teacher with authority and accountability will have an impact on school management.</li> <li>Capacity building and awareness of SMC's , effective participation in development of School improvement plans, controls on effective utilization of SMC funds.</li> <li>Various initiatives under SERP-II i.e School Specific Budgets, school consolidations will have improved governance at school level.</li> </ul> | <b>■ Resp:</b> Government of Sindh, District Governments/ Administrations and Donors. | <b>■ Stage:</b> Implementation      | <b>■ Time frame:</b> Life of the Plan |
|  |   |   |                                     | <b>■ Status:</b> Ongoing.             |



## SINDH EDUCATION SECTOR PLAN

|   |   |                                |                                       |                           |
|---|---|--------------------------------|---------------------------------------|---------------------------|
| Accounting and auditing capacities are low and effective utilization of public funds are key concerns   |   |                                |                                       |                           |
| <b>■ Access: ECE, Primary and Elementary Education Secondary and H. Secondary Education and Non Formal Education</b>  | <b>■ Rating :</b>   | <b>■ Substantial</b>           |                                       |                           |
| <ul style="list-style-type: none"> <li>In Sector Plan there are many policy provision have been suggested, current capacity is bit low to develop policies</li> <li>Recruitment of teachers on merit and need based.</li> <li>Proper budgeting and allocation of resources</li> <li>Engagement of Private Operators in implementation and service delivery</li> <li>Mainstreaming vocational education</li> <li>Tracking of Key educational indicators</li> <li>Capacities and roles and responsibilities for Curriculum Development, textbooks development and teachers training are not sufficient to meet the targets</li> <li>Assessment and examination system are weaker</li> </ul> | <ul style="list-style-type: none"> <li>Formation of task group to work on policy development, advocacy for new interventions and awareness</li> <li>Establish working group and create linkages with local partners and practitioners</li> <li>Develop public private partnerships</li> <li>Hire consultants for technical inputs to work with task group</li> <li>Approach Finance department, through LEG and reform steering committee for teachers SNE's and budget allocation</li> <li>Engage Third party testing services for merit based recruitment.</li> <li>Independent monitoring system, HRMIS are being introduced in Sindh</li> <li>Strengthening of SEMIS and online data entry will help to monitor the key indicators</li> <li>Strengthening BoC is key and defining roles and responsibilities and building capacities of BoC, PITE and Sindh textbook board</li> <li>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</li> </ul> |                                |                                       |                           |
|   | <b>■ Resp:</b> Government of Sindh, District Governments/ Administrations and Donors.   | <b>■ Stage:</b> Implementation | <b>■ Time frame:</b> Life of the Plan | <b>■ Status:</b> Ongoing. |
| <b>■ Quality: Teachers Education Development, Curriculum and Assessment</b>   | <b>■ Rating :</b>   | <b>■ Medium</b>                |                                       |                           |
| <ul style="list-style-type: none"> <li>Capacities and roles and responsibilities for Curriculum Development, textbooks development and teachers training are not sufficient to meet the targets</li> <li>Assessment and examination system are weaker</li> </ul>  | <ul style="list-style-type: none"> <li>Strengthening BoC is key and defining roles and responsibilities and building capacities of BoC, PITE and Sindh textbook board</li> <li>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</li> </ul>  |                                |                                       |                           |
|   | <b>■ Resp:</b> Government of Sindh, District Governments/ Administrations and Donors.   | <b>■ Stage:</b> Implementation | <b>■ Time frame:</b> Life of the Plan | <b>■ Status:</b> Ongoing. |
| <b>■ Overall Implementation Risks</b>   | <b>■ Rating :</b>   | <b>■ Substantial</b>           |                                       |                           |



## SINDH EDUCATION SECTOR PLAN

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 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.</li> <li>• <b>External Risks:</b> 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.</li> <li>• <b>Capacity Issues:</b> Overall Education department capacity is low in terms of Policy development, planning, implementation and monitoring.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction of ICT at different levels of administration and tracking key indicators</li> <li>• Establishment of Education in Emergency unit at provincial level with timely flow of information and capacity development can minimize the overall damages.</li> <li>• With the introduction of HRMIS, independent Monitoring system and Information and Communication system through GPE funding can improve the overall governance and monitoring issues</li> <li>• Establishment of Local Support Unit at district level can improve the overall performance at district level</li> <li>• Girls stipend program can help parents to send girls into schools</li> <li>• Re-energizing schools through school specific budgets, SMC grants, school based management</li> </ul> |
|  | <div> <div>■ <b>Resp:</b> Government of Sindh, District Governments/ Administrations and Donors.</div> <div><b>Stage:</b> Implementation</div> <div><b>Time frame:</b> Life of the Plan</div> <div><b>Status:</b> Ongoing.</div> </div>   |



## Annex 1: Monitoring Framework and Key Performance Indicators

|     | Results Areas                                | KPI   | Indicators  | Source    | Baseline   | Targets |       |       | Remarks                       |
|-----|--|---|---|-----------|------------|---------|-------|-------|-------------------------------|
|     |  |   |   |           | 2011/12    | 2013    | 2014  | 2015  |                               |
| I.  | IMPACT                                       | All children realising their full potential and contributing to long term development and poverty alleviation   |   |           |            |         |       |       |                               |
|     | Reduced poverty and vulnerabilty             | KPI   | 1. % children of out of school (Age 5-16)   | PSLM      | 40%        | 38%     | 35%   | 30%   | Alternative data source: ASER |
|     |  | KPI   | 2. Adult Literacy Rate (Aged 15 year and older)                                     | PSLM      | 58%        | 60%     | 62%   | 65%   |                               |
| 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%     | 90%   | 95%   |                               |
|     |  | KPI   | 4. SEMIS ASC data accuracy  | TPV       | 46%        | 60%     | 75%   | 85%   | TPV ASC 2010/11               |
|     |  |   | 5. % of Education officials and teachers receiving computerized ID no. & smart card | DoF       | 0%         | 30%     | 60%   | 100%  |                               |
|     |  |   | 6. % of public schools (PS) randomly monitored                                      | RSU/SERP2 | -          | 25%     | 50%   | 75%   |                               |
|     |  |   | 7. no. of public primary schools have head teachers                                 | RSU/SERP2 | 0          | 2,000   | 4,000 | 6,000 |                               |
|     |  |   | 8. % of SMC conduct election of the exec. Committee                                 | RSU/SERP2 | 20% (est.) | 40%     | 65%   | 100%  |                               |
|     |  |   | 9. % of Non-functional government schools   | SEMIS     | 10.5%      | 8%      | 5%    | 1%    |                               |
|     |  |   | 10. Reduction in the number of audit paras  |           |            |         |       |       |                               |
|     |  |   | 11. No. Of officials in the management cadre recieving induction training           | RSU/SERP2 | 0          | 2,000   | 4,000 | 6,000 |                               |
| 2   | Improved Education Access & Participation    | KPI   | 12. Primary net enrolment rate (NER Age 5-9)  | PSLM      | 53%        | 55%     | 57%   | 60%   | PSLM 2011                     |
|     |  |   | 13. Middle secondary gross enrolment rate (GER Age 10-12)                           | PSLM      | 48%        | 50%     | 52%   | 55%   | PSLM 2011                     |
|     |  |   | 14. Secondary gross enrolment rate (GER Age 13-14)                                  | PSLM      | 55%        | 56%     | 58%   | 60%   | PSLM 2011                     |
|     |  |   | 15. Class 1 to 2 dropout rate in public schools                                     | SEMIS     | 26.4%      | 21%     | 17%   | 13%   | SEMIS 2011/12                 |
|     |  | KPI   | 16. Class 5 to 6 promotion rate in PS   | SEMIS     | 58.0%      | 66%     | 73%   | 78%   | SEMIS 2011/12                 |
|     |  |   | 17. % of age 6-16 children never attended schools (rura)                            | ASER      | 32.4%      | 30%     | 25%   | 15%   |                               |



## SINDH EDUCATION SECTOR PLAN

|   |   |     |   |      |                       |            |            |            |  |
|---|---|-----|---|------|-----------------------|------------|------------|------------|--|
|   |   |     | 18. Student attendance rate in public schools   | ASER | 61.6%                 | 65%        | 70%        | 90%        | headcount on the day of school visit     |
|   |   |     | 19. Primary Completion Rate   |      |                       |            |            |            | Statistics n.a.                          |
| 3 | Reduced disparity in education services | KPI | 20. Gender Parity Index (GPI) on Primary GER  | PSLM | 0.77                  | 0.79       | 0.81       | 0.83       | PSLM 2011                                |
|   |   |     | 21. GPI on Middle Secondary GER   | PSLM | 0.81                  | 0.82       | 0.83       | 0.85       | PSLM 2011                                |
|   |   | KPI | 22. Primary GER gap between best/worst performing districts   | PSLM | 53%                   | 51%        | 48%        | 55%        | PSLM 2011                                |
|   |   |     | 23. Middle Secondary GER gap between best/worst performing districts  | PSLM | 51%                   | 49%        | 47%        | 45%        | PSLM 2011                                |
|   |   |     | 24. Primary GER gap between urban/rural   | PSLM | 31%                   | 29%        | 27%        | 26%        | PSLM 2011                                |
|   |   |     | 25. Middle GER gap between urban/rural  | PSLM | 37%                   | 35%        | 33%        | 30%        | PSLM 2011                                |
| 4 | Improved Student Learning Outcomes      |     | 26. Class 3 students learning outcomes (Rural Sindh):<br>- % of class 3 pupils can read sentence<br>- % of class 3 pupils can do math subtraction | ASER | 33.8%<br>22.2%        | 35%<br>25% | 37%<br>27% | 40%<br>30% |  |
|   |   | KPI | 27. Class 5 students assessment results<br>- Language<br>- Mathematics<br>- Science   | SAT  |                       |            |            |            |  |
|   |   | KPI | 28. Class 8 students assessment results<br>- Language<br>- Mathematics<br>- Science   | SAT  |                       |            |            |            | Baseline will be based 2013 test results |
|   |   |     | 29. Class 10 matriculation exam pass rate   | BISE |                       |            |            |            |  |
|   |   |     | 30. Class 12 intermediate exam pass rate  | BISE |                       |            |            |            |  |
| 5 | Sustainable sector financing            | KPI | 31. Education share of the overall provincial expenditure outlay  | FD   | 17%                   | 18%        | 19%        | 20%        |  |
|   |   |     | 32. Education share of the total provincial ADP Budget  | FD   | 6.7%                  | 7.5%       | 8.5%       | 10.0%      |  |
|   |   | KPI | 33. Salary share of the education current budget  | FD   | 80%                   | 79%        | 77%        | 75%        |  |
|   |   |     | 34. Primary/Elementary and NFE share of the education current budget  | FD   | 46.5%<br>(FY 2012/13) | 46.5%      | 46.5%      | 46.5%      | (Budget code 0911)                       |



## SINDH EDUCATION SECTOR PLAN

### 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 <sup>1</sup> | 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 5 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"> <li>- Boys = 59%</li> <li>- Girls = 46%</li> <li>- Total = 53%</li> </ul>  | Baseline year rates constant over the SESP 3 year period                      |
| High     | Assumptions on full grade 1 admission: <ul style="list-style-type: none"> <li>- Gross Intake Rate = 110%</li> <li>- Public school share = 90%</li> <li>- Private school share = 20%</li> </ul> Gross intake rates progressively increase from baseline, in Year 3 reaching <ul style="list-style-type: none"> <li>- Boys = 90%</li> <li>- Girls = 90%</li> <li>- Total = 90%</li> </ul> | 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"> <li>- Boys = 70%</li> <li>- Girls = 60%</li> <li>- Total = 65%</li> </ul>   | Dropout rates for all classes are reduced by 50% for boys and 60% for girls.  |

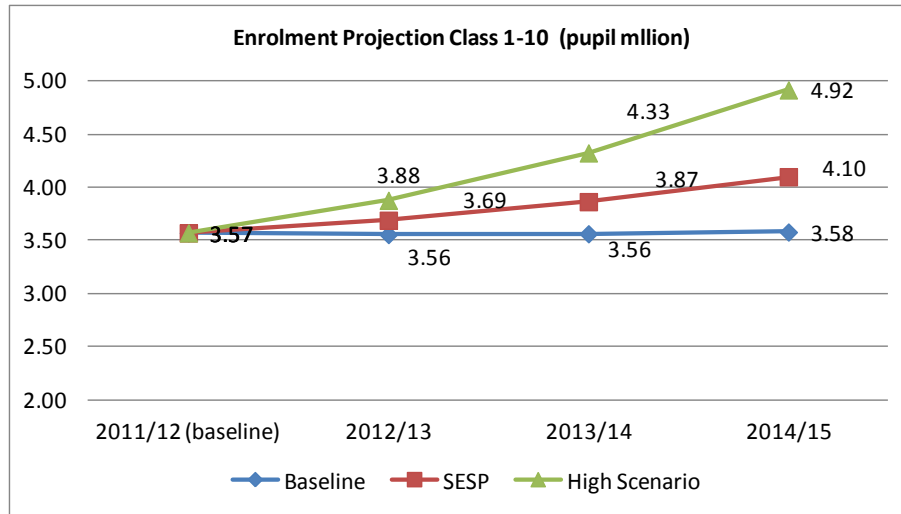




## SINDH EDUCATION SECTOR PLAN

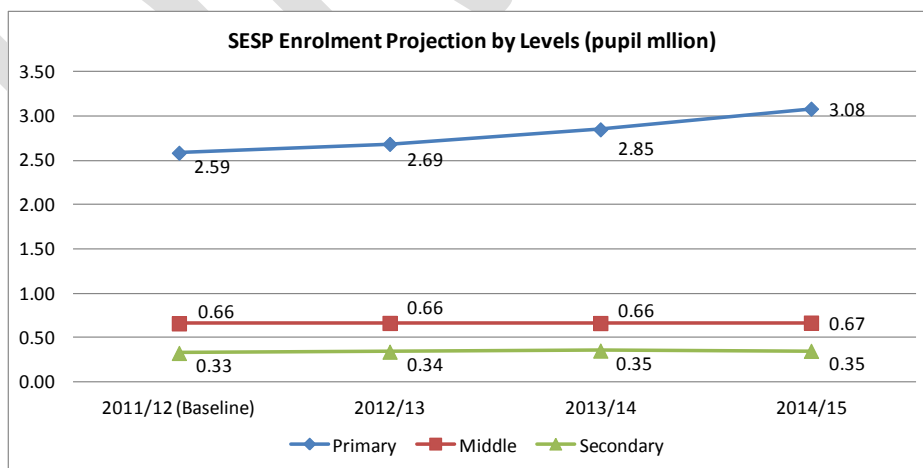
Based on these assumptions and using the cohort flow model, class 1-10 enrolment projections for the 3 scenarios are:

- **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.





## SINDH EDUCATION SECTOR PLAN

### SESP Enrolment Projection by Class

#### Current enrolment

| Description                 | Population        |            | Total            | Boys             | Girls            | Boys       | Girls      |
|-----------------------------|-------------------|------------|------------------|------------------|------------------|------------|------------|
| Enrollment-Total-Kachi      | 1,461,316         | 39%        | <b>576,467</b>   | 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%        |
|                             | <b>6,832,443</b>  | <b>39%</b> | <b>2,585,426</b> | <b>1,529,162</b> | <b>1,056,264</b> | <b>59%</b> | <b>41%</b> |
| 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%        |
|                             | <b>2,951,356</b>  | <b>23%</b> | <b>660,387</b>   | <b>372,849</b>   | <b>287,538</b>   | <b>56%</b> | <b>44%</b> |
| 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%        |
|                             | <b>1,730,496</b>  | <b>19%</b> | <b>326,456</b>   | <b>197,658</b>   | <b>128,798</b>   | <b>61%</b> | <b>39%</b> |
| 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%        |
|                             | <b>1,434,040</b>  | <b>5%</b>  | <b>73,424</b>    | <b>48,635</b>    | <b>24,789</b>    | <b>66%</b> | <b>34%</b> |
|                             |                   |            |                  |                  |                  |            |            |
|                             | <b>14,409,651</b> |            | <b>4,222,160</b> | <b>2,463,307</b> | <b>1,758,853</b> | <b>61%</b> | <b>39%</b> |



## SINDH EDUCATION SECTOR PLAN

### Enrolment Projections by level

| Description                 | Population        |            | Total            | Boys             | Girls            | Boys       | Girls      |
|-----------------------------|-------------------|------------|------------------|------------------|------------------|------------|------------|
| Enrollment-Total-Kachi      | 1,709,264         | 45%        | <b>769,169</b>   | 384,584          | 384,584          | 50%        | 50%        |
| Enrollment-Total-Class I    | 1,733,278         | 56%        | <b>970,636</b>   | 495,024          | 475,611          | 51%        | 49%        |
| Enrollment-Total-Class II   | 1,448,970         | 51%        | <b>738,975</b>   | 384,267          | 354,708          | 52%        | 48%        |
| Enrollment-Total-Class III  | 1,906,502         | 49%        | <b>934,186</b>   | 485,777          | 448,409          | 52%        | 48%        |
| Enrollment-Total-Class IV   | 1,110,878         | 46%        | <b>511,004</b>   | 275,942          | 235,062          | 54%        | 46%        |
| Enrollment-Total-Class V    | 1,803,960         | 44%        | <b>789,366</b>   | 426,257          | 363,108          | 54%        | 46%        |
|                             | <b>8,003,588</b>  | <b>49%</b> | <b>3,944,166</b> | <b>2,067,267</b> | <b>1,876,899</b> | <b>53%</b> | <b>47%</b> |
| Enrollment-Total-Class VI   | 968,414           | 38%        | <b>370,564</b>   | 214,927          | 155,637          | 58%        | 42%        |
| Enrollment-Total-Class VII  | 1,500,607         | 32%        | <b>480,194</b>   | 278,513          | 201,682          | 58%        | 42%        |
| Enrollment-Total-Class VIII | 1,011,162         | 26%        | <b>262,902</b>   | 152,483          | 110,419          | 58%        | 42%        |
|                             | <b>3,480,183</b>  | <b>32%</b> | <b>1,113,660</b> | <b>645,923</b>   | <b>467,737</b>   | <b>58%</b> | <b>42%</b> |
| Enrollment-Total-Class IX   | 1,073,656         | 24%        | <b>253,920</b>   | 103,788          | 150,132          | 41%        | 59%        |
| Enrollment-Total-Class X    | 970,515           | 21%        | <b>203,973</b>   | 93,870           | 110,103          | 46%        | 54%        |
|                             | <b>2,044,171</b>  | <b>22%</b> | <b>457,893</b>   | <b>197,658</b>   | <b>260,235</b>   | <b>43%</b> | <b>57%</b> |
| Enrollment-Total-Class XI   | 934,322           | 22%        | <b>203,944</b>   | 130,524          | 73,420           | 64%        | 36%        |
| Enrollment-Total-Class XII  | 767,318           | 16%        | <b>122,771</b>   | 78,573           | 44,198           | 64%        | 36%        |
|                             | <b>1,701,640</b>  | <b>19%</b> | <b>326,715</b>   | <b>209,097</b>   | <b>117,617</b>   | <b>64%</b> | <b>36%</b> |
|                             |                   |            |                  |                  |                  |            |            |
|                             | <b>16,938,846</b> |            | <b>6,611,602</b> | <b>3,504,530</b> | <b>3,107,072</b> | <b>55%</b> | <b>45%</b> |



## SINDH EDUCATION SECTOR PLAN

### Current enrolment estimates

| Description                  | Population | Primary | Middle  | Secondary | H. Sec | Total     | Boys | Girls |
|------------------------------|------------|---------|---------|-----------|--------|-----------|------|-------|
| District Karachi City        | 5,147,696  | 947,704 | 245,609 | 116,601   | 26,390 | 1,336,303 | 54%  | 54%   |
| District Hyderabad           | 598,567    | 110,198 | 28,559  | 13,558    | 3,069  | 155,384   | 54%  | 46%   |
| District Tando Allah Yar     | 188,933    | 34,783  | 9,014   | 4,280     | 969    | 49,046    | 64%  | 36%   |
| District Tando Muhammad Khan | 195,635    | 36,017  | 9,334   | 4,431     | 1,003  | 50,785    | 65%  | 35%   |
| District Jamshoro            | 249,307    | 45,898  | 11,895  | 5,647     | 1,278  | 64,718    | 58%  | 42%   |
| District Sukkur              | 415,754    | 76,541  | 19,837  | 9,417     | 2,131  | 107,927   | 61%  | 39%   |
| District Sanghar             | 684,701    | 126,055 | 32,669  | 15,509    | 3,510  | 177,743   | 63%  | 37%   |
| District Mirpur Khas         | 459,043    | 84,511  | 21,902  | 10,398    | 2,353  | 119,164   | 65%  | 35%   |
| District Khairpur Mirs       | 767,624    | 141,322 | 36,625  | 17,388    | 3,935  | 199,269   | 60%  | 40%   |
| District Badin               | 495,312    | 91,188  | 23,633  | 11,219    | 2,539  | 128,579   | 60%  | 40%   |
| District Shikarpur           | 358,253    | 65,955  | 17,093  | 8,115     | 1,837  | 93,000    | 63%  | 37%   |
| District Umerkot             | 339,456    | 62,495  | 16,196  | 7,689     | 1,740  | 88,120    | 63%  | 37%   |
| District Ghotki              | 482,963    | 88,915  | 23,043  | 10,940    | 2,476  | 125,374   | 69%  | 31%   |
| District Shaheed Benazirabad | 419,851    | 77,296  | 20,032  | 9,510     | 2,152  | 108,990   | 63%  | 37%   |
| District Thatta              | 505,750    | 93,110  | 24,131  | 11,456    | 2,593  | 131,289   | 56%  | 44%   |
| District Kashmore            | 278,258    | 51,228  | 13,276  | 6,303     | 1,426  | 72,234    | 69%  | 31%   |
| District Larkana             | 497,633    | 91,615  | 23,743  | 11,272    | 2,551  | 129,182   | 59%  | 41%   |
| District Naushero Feroze     | 412,547    | 75,951  | 19,684  | 9,345     | 2,115  | 107,094   | 60%  | 40%   |
| District Kambar-Shahdadkot   | 451,136    | 83,055  | 21,525  | 10,219    | 2,313  | 117,112   | 60%  | 40%   |
| District Dadu                | 498,415    | 91,759  | 23,781  | 11,290    | 2,555  | 129,385   | 59%  | 41%   |
| District Mitiani             | 159,603    | 29,383  | 7,615   | 3,615     | 818    | 41,432    | 61%  | 39%   |
| District Tharparkar          | 491,969    | 90,573  | 23,473  | 11,144    | 2,522  | 127,711   | 55%  | 45%   |
| District Jacobabad           | 311,245    | 57,301  | 14,850  | 7,050     | 1,596  | 80,797    | 60%  | 40%   |



## SINDH EDUCATION SECTOR PLAN

|  |            |           |         |         |        |           |     |     |
|--|------------|-----------|---------|---------|--------|-----------|-----|-----|
|  |            |           |         |         |        |           |     |     |
|  | 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   |
|------------------------------|------------|---------|-----------|---------|-----------|--------|-----------|---------|---------|
| District Karachi City        | 6,364,606  | 100,000 | 1,171,740 | 303,671 | 144,166   | 97,884 | 1,817,460 | 908,730 | 908,730 |
| District Hyderabad           | 648,332    | 40,000  | 119,360   | 30,933  | 14,685    | 9,971  | 214,949   | 107,475 | 107,475 |
| District Tando Allah Yar     | 204,641    | 9,292   | 37,675    | 9,764   | 4,635     | 3,147  | 64,514    | 38,708  | 25,806  |
| District Tando Muhammad Khan | 211,898    | 20,000  | 66,319    | 14,154  | 7,200     | 3,259  | 110,931   | 66,559  | 44,373  |
| District Jamshoro            | 285,751    | 20,000  | 89,433    | 19,087  | 9,709     | 4,395  | 142,624   | 78,443  | 64,181  |
| District Sukkur              | 479,051    | 54,383  | 88,195    | 45,713  | 10,851    | 9,823  | 208,965   | 125,379 | 83,586  |
| District Sanghar             | 792,651    | 20,000  | 225,570   | 52,947  | 26,932    | 12,191 | 337,639   | 202,583 | 135,056 |
| District Mirpur Khas         | 543,984    | 24,702  | 100,149   | 51,910  | 12,322    | 13,944 | 203,025   | 121,815 | 81,210  |
| District Khairpur Mirs       | 902,788    | 70,920  | 249,308   | 86,148  | 32,719    | 23,141 | 462,236   | 254,230 | 208,006 |
| District Badin               | 561,090    | 44,078  | 154,947   | 53,542  | 19,064    | 14,382 | 286,013   | 157,307 | 128,706 |
| District Shikarpur           | 391,498    | 30,755  | 108,114   | 37,359  | 13,302    | 10,035 | 199,564   | 119,738 | 79,826  |
| District Umerkot             | 402,268    | 31,601  | 111,088   | 28,790  | 13,668    | 10,650 | 195,796   | 117,478 | 78,318  |
| District Ghotki              | 571,663    | 44,908  | 157,867   | 40,913  | 19,423    | 14,653 | 277,764   | 166,659 | 111,106 |
| District Shaheed Benazirabad | 457,456    | 35,936  | 126,328   | 34,922  | 15,543    | 11,726 | 224,455   | 134,673 | 89,782  |
| District Thatta              | 586,514    | 46,075  | 161,968   | 47,573  | 15,278    | 15,034 | 285,927   | 157,260 | 128,667 |
| District Kashmore            | 309,694    | 24,329  | 85,523    | 22,164  | 9,119     | 6,351  | 147,486   | 88,492  | 58,994  |
| District Larkana             | 587,995    | 26,700  | 162,377   | 44,887  | 17,581    | 12,057 | 263,603   | 158,162 | 105,441 |
| District Naushero Feroze     | 436,109    | 19,803  | 120,433   | 31,212  | 11,864    | 8,943  | 192,255   | 105,740 | 86,515  |
| District Kambar-             | 533,057    | 24,205  | 147,206   | 38,608  | 14,501    | 10,931 | 235,451   | 129,498 | 105,953 |



## SINDH EDUCATION SECTOR PLAN

|                        |                   |                |                  |                  |                |                |                  |                  |                  |
|------------------------|-------------------|----------------|------------------|------------------|----------------|----------------|------------------|------------------|------------------|
| Shahdadkot             |                   |                |                  |                  |                |                |                  |                  |                  |
| District<br>Dadu       | 571,275           | 25,941         | 157,760          | 40,885           | 15,528         | 11,715         | 251,828          | 151,097          | 100,731          |
| District<br>Mitari     | 172,873           | 7,850          | 47,740           | 12,372           | 4,699          | 3,545          | 76,206           | 45,723           | 30,482           |
| District<br>Tharparkar | 577,246           | 26,212         | 159,409          | 41,313           | 15,690         | 11,837         | 254,461          | 139,953          | 114,507          |
| District<br>Jacobabad  | 346,406           | 21,481         | 95,661           | 24,792           | 9,416          | 7,103          | 158,453          | 87,149           | 71,304           |
|                        |                   |                |                  |                  |                |                | 0                |                  |                  |
|                        | <b>16,938,846</b> | <b>769,170</b> | <b>3,944,168</b> | <b>1,113,659</b> | <b>457,893</b> | <b>326,715</b> | <b>6,611,605</b> | <b>3,662,852</b> | <b>2,948,754</b> |



### 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        |
| <b>100</b>                |              |               |               |               |                               |              |              |             |               |
| <b>%</b>                  |              |               |               |               |                               |              |              |             |               |
|                           |              |               |               |               |                               |              |              |             | <b>60,213</b> |
|                           | <b>9,147</b> | <b>10,073</b> | <b>11,432</b> | <b>23,330</b> | <b>1,167</b>                  | <b>1,350</b> | <b>3,713</b> |             |               |

| 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%                                     |             |
| 64              | 21                       | 43                                  | 11                                      | 32   | 11                                     |             |
| 144             | 48                       | 96                                  | 24                                      | 72   | 24                                     |             |
| 227             | 76                       | 151                                 | 38                                      | 113  | 38                                     | 1           |
| 285             | 95                       | 190                                 | 48                                      | 143  | 48                                     | 1           |
| 393             | 131                      | 262                                 | 66                                      | 197  | 66                                     | 1           |
| <b>1,114</b>    | <b>371</b>               | <b>743</b>                          | <b>186</b>                              | <b>557</b>   | <b>186</b>                             | <b>5</b>    |



## SINDH EDUCATION SECTOR PLAN

### 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       |
|      |         |         |         |         |                 |         |                        |         |        | <u>16,572</u> |

### 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  |

No. of Rooms

|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| 17,290 | 14,692 | 16,870 | 19,542 | 21,189 | 89,582 |
|--------|--------|--------|--------|--------|--------|





## SINDH EDUCATION SECTOR PLAN

|                        |        |        |        |        |        |         |
|------------------------|--------|--------|--------|--------|--------|---------|
| Costing @ 1.68 M/ Room | 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 Coverage    | 43,089        | 2,035        | 968          | 6,055        | 2,611         | 11,668        |
| Middle Coverage     | 2,001         | 121          | 87           | 201          | 334           | 742           |
| Elementary Coverage | 553           | 20           | 79           | 85           | 104           | 288           |
| Secondary Coverage  | 1,639         | 47           | 419          | 177          | 155           | 797           |
| Higher Secondary    | 275           |              |              |              |               |               |
| <b>Total</b>        | <b>47,557</b> | <b>2,223</b> | <b>1,552</b> | <b>6,517</b> | <b>3,204</b>  | <b>13,496</b> |

### 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         |
| <b>2,699</b> | <b>2,834</b> | <b>2,976</b> | <b>3,125</b> | <b>3,281</b> | <b>3,445</b> | <b>18,360</b> |

|                           |            |       |            |  |
|---------------------------|------------|-------|------------|--|
| Monitoring and Evaluation | Governance | R & D | Governance |  |
|---------------------------|------------|-------|------------|--|



## SINDH EDUCATION SECTOR PLAN

| Year | Data Collection and Monitoring | Internal Monitoring | Independent Validations | SMC-Furniture | Equipment, network, Furniture and Vehicle (ADO) | Internal Audit | Procurement performance appraisal | Surveys, policies /Studies/R&D | Education Emergencies | Other soft Components (Implementation Matrices) | Information and communication | Total |
|------|--------------------------------|---------------------|-------------------------|---------------|---|----------------|-----------------------------------|--------------------------------|-----------------------|---|-------------------------------|-------|
|------|--------------------------------|---------------------|-------------------------|---------------|---|----------------|-----------------------------------|--------------------------------|-----------------------|---|-------------------------------|-------|

|      |       |     |    |       |    |    |    |    |     |     |    |       |
|------|-------|-----|----|-------|----|----|----|----|-----|-----|----|-------|
| 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        |

**3,06      44,016.**  
**8,121      7      44,174      15,344      16,023      8,522      11,287      9,606      8,463      5,877      13      500      1,000      100**

### Teachers & Other Supporting Staff Costs -Accumulated



## SINDH EDUCATION SECTOR PLAN

| 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   |
| <b>8,121 159 44,174 762 16,023 330 11,287 290 8,463 217 1,757</b> |                      |         |                          |         |                         |         |                            |         |                                   |         |       |

### 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   |
| <b>8,121 159 143,428 1,892 28,086 489 38,396 745 16,140 346 3,631</b> |                      |         |                          |         |                         |         |                            |         |                                   |         |       |



## SINDH EDUCATION SECTOR PLAN

### *Material Development and Publishing cost for trainees*

| Year | EC E |           | Primar y |           | Middl e |           | Secon dary |           | High er Seco ndar y |           |       |
|------|------|-----------|----------|-----------|---------|-----------|------------|-----------|---------------------|-----------|-------|
|      | M D  | Printi ng | MD       | Printi ng | MD      | Printin g | MD         | Printin g | MD                  | Printi ng | Total |
| 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 | EC E Le vel | Costin g | Primar y Level | Costin g | Eleme ntary school | Costing | Second ary school | Costing | High er Seco ndar y schoo l | Costin g | Total |
|------|-------------|----------|----------------|----------|--------------------|---------|-------------------|---------|-----------------------------|----------|-------|
| 2013 | -           | -        | -              | -        | 4,089              | 1,654   | 1,500             | 1,214   | 500                         | 405      | 3,272 |
| 2014 | -           | -        | -              | -        |                    | 1,820   |                   | 1,335   |                             | 445      | 3,600 |
| 2015 | -           | -        | -              | -        |                    |         |                   |         |                             |          |       |



## SINDH EDUCATION SECTOR PLAN

|      |   |   |   |   |       |        |       |       |     |        |
|------|---|---|---|---|-------|--------|-------|-------|-----|--------|
|      |   |   |   |   | 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  |



## SINDH EDUCATION SECTOR PLAN

| Agencies | Project  | Objective   | Funding                            | Districts  |
|----------|--|---|------------------------------------|--|
| 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 (MNBSP)  | The MNBSP 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   |
|          | 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.<br><br>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.<br><br>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)   |
|          | 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  |
| UNICEF   | 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).   | US \$2.4 million                   | Khairpur, Thatta, Umarkot, Sanghar, and Mirpurkhas   |
|          |  | Strengthening Policy Reforms in Sindh under Sindh Education Reform Programme (SERP)   |                                    |  |



## SINDH EDUCATION SECTOR PLAN

| Agencies                      | Project                                 | Objective  | Funding          | Districts   |
|-------------------------------|---|--|------------------|---|
|                               | 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, Naushero Feroze, Shaheed, Benazirabad, Tando Allahyar, Tando Muhammad 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                                       |
| 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; Thatta; Thando M. Khan; Shirkarpur; Sukkur; and Naushero Feroze | 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                           |



## SINDH EDUCATION SECTOR PLAN

| NGO  | Project  | Objective  | Funding                              | Districts   | Donor  |
|--|--|--|--------------------------------------|---|--|
|  | 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 Thatta as part of a larger programme across Pakistan  | N/A                                  | Thatta  | Government of Italy  |
| 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                   | Shahdadkot  | 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   |





## SINDH EDUCATION SECTOR PLAN

| NGO                                   | Project  | Objective   | Funding  | Districts  | Donor  |
|---------------------------------------|--|---|--|--|--|
|                                       | 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   |
|                                       | 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-Shahdadkot, 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-Shahdadkot, 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  | GoS  |
| 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  |



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| NGO  | Project   | Objective   | Funding | Districts   | Donor   |
|--|---|---|---------|---|---|
|  | Releasing Confidence and Creativity Programme             | Teacher training and school support   | N/A     | Karachi   | RNE through Agha Khan Foundation, Pakistan  |
| 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 , Khiarpur, 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.



## SINDH EDUCATION SECTOR PLAN

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 Sherton 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.



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| Sindh Local Education Group  |           |
|--|-----------|
| 1. Secretary Education   | Chairman  |
| 2. Chief Programme Manager, RSU  | Secretary |
| 3. Deputy Programme Manager, RSU/SMC   | Member    |
| 4. <b>Deputy Programme Manager, RSU/SEMIS</b>                                | 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    |
| 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    |



## SINDH EDUCATION SECTOR PLAN

| SESP Expert Advisory Group |  |
|----------------------------|--|
| 1.                         | Dr. Prof. Usman Ali Esani, Vice Chancellor, IQRA University                      |
| 2.                         | Mr. Mazhar Ul 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          |
| <b>Total</b>        | <b>11,732</b>     | <b>7,801</b> | <b>28,024</b> | <b>47,557</b> | <b>2,463,307</b> | <b>1,758,853</b> | <b>4,222,160</b> | <b>99,920</b> | <b>46,183</b> | <b>146,103</b> |

■ Note: Total Schools Including 648 Schools merged in Campus Schools in Schools Consolidation Programme.



## SINDH EDUCATION SECTOR PLAN

| <b>SEMIS data by year</b> |             | <b>No. of Schools</b> |              |              |              | <b>Enrolment</b> |              |              | <b>Teachers</b> |               |              |
|---------------------------|-------------|-----------------------|--------------|--------------|--------------|------------------|--------------|--------------|-----------------|---------------|--------------|
| <b>School Level</b>       | <b>Year</b> | <b>Boys</b>           | <b>Girls</b> | <b>Mixed</b> | <b>Total</b> | <b>Boys</b>      | <b>Girls</b> | <b>Total</b> | <b>Male</b>     | <b>Female</b> | <b>Total</b> |
| 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.



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