

**Expanding  
Footprints**







## LIST OF ACRONYMS

<b>AALTP</b>	Adolescent and Adult Learning and Training Program
<b>AASP</b>	Adopt-A-School-Program
<b>BoGs</b>	Board of Governors
<b>E&amp;FC</b>	Executive and Finance Committee
<b>ECE</b>	Early Childhood Education
<b>ELP</b>	Early Learning Program
<b>ESSP</b>	Existing School Support Program
<b>GDP</b>	Gross Domestic Product
<b>GIA</b>	Grant in Aid
<b>HEC</b>	Higher Education Commission
<b>ICT</b>	Information and Communication Technology
<b>INSTAL</b>	Introducing Smart Teaching and Learning
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MoU</b>	Memorandum of Understanding
<b>NFE</b>	Non-Formal Education
<b>P&amp;D</b>	Planning and Development
<b>PPP</b>	Public-Private Partnership
<b>PPRS</b>	Promoting Private Schools in Rural Sindh
<b>RE</b>	Revised Expenditure
<b>SAS</b>	SEF Assisted Schools
<b>SDGs</b>	Sustainable Development Goals
<b>SEF</b>	Sindh Education Foundation
<b>SE&amp;LD</b>	School Education and Literacy Department
<b>SERP</b>	Sindh Education Reform Program
<b>SMHSP</b>	SEF Middle/High School Program
<b>STBB</b>	Sindh Textbook Board
<b>TFC</b>	Teach for Change
<b>TSAs</b>	Teaching Support Associates

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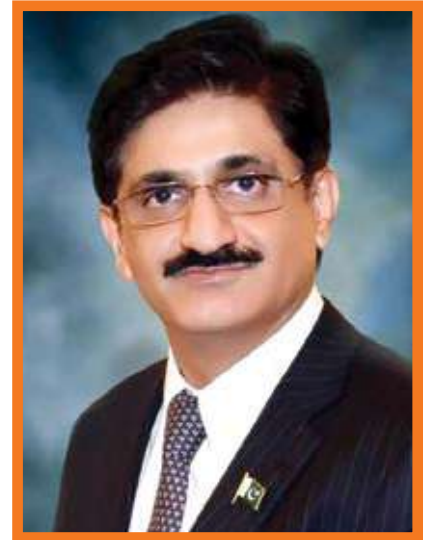
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## Message from Chairperson

### Syed Murad Ali Shah

Chief Minister Sindh; Chairperson, SEF Board of Governors



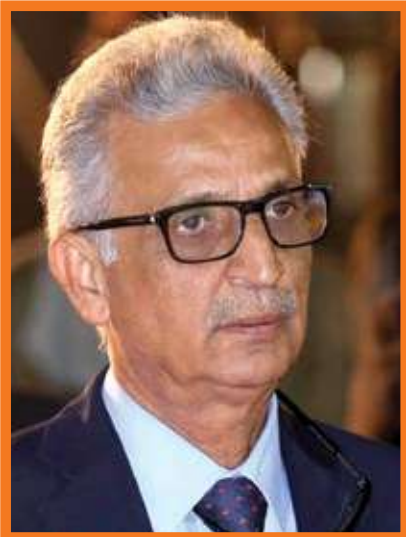
Pakistan, as a nation, needs to work together in pursuit of larger goals and move forward courageously to strengthen the fundamental institution of education. The Sindh Government firmly believes that a strong and equitable public education system is central to a healthy democracy and a thriving economy.

Education has always been a top priority on our political leadership's agenda. We stand committed to our vision of a good school for every single child of the province. We have pledged to overhaul the public education system through strong reforms.

We understand that the complexities of the existing scenario of the education landscape of Sindh cannot be overcome unless the gaps of inequality and poverty are bridged through an integrated development model. This is where working holistically together with all stakeholders becomes more critical, especially through a viable public-private partnership platform to define and achieve Sustainable Development Goals. SEF, under this framework, has historically played a significant role for strengthening the cause of quality education among the marginalized strata in the province. We are using this muscle of the state to create an opportunity for all children to flourish and to help close the gap.

It is gratifying to see that the efforts of the Foundation are yielding results. I am sure that in coming years, SEF will achieve the target of bringing additional out-of-school children back to schools. I look forward to seeing SEF playing a significant role in attaining the goal of having accessible and equitable education for every child in Sindh. The Government of Sindh reiterates its strong commitment to enhance the role of education towards promoting a culture of peace and sustainable development.





## Message from Vice Chairperson

**Mr Jam Mahtab Dahar**

Minister for Education and Literacy Sindh;  
Vice Chairperson, SEF Board of Governors

Education, in essence, is the route to economic prosperity and the foundation of social equity. In Pakistan, disparities in access to education continue to be significant across the four provinces. Hence Pakistan, as a nation, has to set some clear goals aimed at improving the quality of education in the public sector in particular.

The Pakistan Peoples Party, being one of the biggest parties in Pakistan, has a strong social democratic history. Social development is our central agenda. Hence the provision of basic social services including health, and education has remained our key priority. We, however, understand and acknowledge that there are gaps in terms of access as well as quality of education which have increased over the last many decades. In order to effectively address the prevailing issues, we have been putting in place bold reforms to drive up standards in schools and we will do more to ensure that the system has all the tools it needs to succeed.

The Sindh Education Foundation is definitely a success story of the Government of Sindh. It is heartening to note that SEF has set forth the benchmark of quality provision of education in the Province for the people struggling on the fringes of poverty and economic backwardness. Under the PPP modality the Foundation has expanded its outreach, with enrolment increasing by over ninety percent in the last few years to over half a million students mostly from marginalized areas. I look forward to the Foundation's continued role for reaching out to the children of the economically disfranchised communities in the province.



# Message from Chairperson, Executive and Finance Committee, SEF

## Dr Kaiser Bengali

Senior Economist;

Member, Board of Governors;

Chairperson, Executive and Finance Committee, SEF



Education can best be regarded as the single most important tool to develop a nation, safeguard its future and put the citizenry in a better position to be able to confront and overcome challenges. Education is an instrument for social change and one of the biggest challenges faced by Pakistan today is how to indeed make quality education available to all. We need to understand as a nation that if we get our education right, many of our other challenges will be addressed, but if we get it wrong, they will multiply.

Sindh, like all other provinces of Pakistan, faces the challenge of out-of-school children who are vulnerable to marginalisation and exclusion. We need to extend and enhance support to marginalised communities where underperformance has become entrenched and ensure that the children are equipped to the best of their ability for securing a meaningful place in society. In the same context, SEF has played a significant role in the education sector of the province by leveraging the public finances, regulation and private sector management for reaching out to the underserved strata in the most difficult contexts and ensuring a model that provides access to quality education.

The Foundation has been rendering valuable services and it is encouraging to see that its reach out has almost doubled in the last few years to around 500,000 students under a low cost schooling modality. The rapid growth in the Foundation's portfolio during the last couple of years reflects the Foundation's vision of helping more children in accessing quality education across the province. Lately, the Foundation has undergone restructuring in a way that it can now serve the people of the province in its optimum capacity.

I hope that the Foundation, being fully cognizant of its responsibility and the huge challenges that lie ahead of it, shall continue to work vigorously to play its part in the development of the education sector of the province.





## Reflections from Managing Director, Sindh Education Foundation

**Ms Naheed S. Durrani**

Managing Director, SEF;  
Secretary, Board of Governors

It gives me immense pleasure to present the Annual Report of the Sindh Education Foundation for the year ending June 30, 2017. This Annual Report provides an insight into SEF's guiding philosophy, vision, mission and the achievements in meeting its strategic goals for the year 2016-17.

SEF seeks to expand access to quality education by supplementing the efforts of the School Education and Literacy Department, Sindh. Under its Public-Private Partnership framework, SEF supports education partners from the private sector through technical and financial assistance and innovative instruments to embark upon wider educational opportunities to produce equitable outcomes in education.

From an organization that largely focused on the provision of grants and loans to educational institutes and had a humble beginning, the Foundation has grown into a key stakeholder on the education landscape of the Province today. There are more than 2,100 SEF schools, spread across the deepest rural pockets of the province, with an enrolment of over half a million students.

The Foundation's ideology is premised on the fundamentals of access and quality. SEF is making every effort to deliver quality education to those left out of the ambit, due to geographical inaccessibility, gender disparity, poverty, cultural backwardness or even age. All of SEF's programs and interventions have been designed keeping multiple levels of marginalization and exclusion in consideration.

SEF launched a school restructuring drive in 2015 to consolidate and strengthen its portfolio which is being taken forward cautiously. The restructuring has been designed on the framework of improved school environment, academic capacity building, modernization of knowledge delivery systems, implementing stronger quality and infrastructure standards for school operators, rooting out non-performing practices and entities, expanding accessibility and continuously improving quality assurance mechanism.

In all its efforts, SEF has remained, and will continue to stay committed to constant evaluation for improved service delivery at par with the specific challenges of the province and demands of the modern times. Education needs to be seen for what it means for the society. For Sindh, it means a future that promotes engagement, awareness, critical reflection and capacity for action. A future that continuously improvises and seeks to reach new heights of excellence. As an arm of the Sindh Government, SEF is committed to realizing this goal.



## SEF Board of Governors

The Foundation is governed by a Board of Governors charged with the responsibilities under the SEF Act 1992 and headed by the Chief Minister of the Sindh Province. The Provincial Education Minister is the Vice Chairperson and the Managing Director SEF is the General Secretary of the Board while other members comprise of both; the ex-officio members (Chief Secretary, Chairman Planning and Development Board, Secretary School Education & Literacy Department and Secretary Finance Department) and nominated members from the civil society and private sector. The high profile composition seeks to bring together officials, policy makers and experts to steer SEF in taking informed decisions and actions to deliver on its mandate effectively.

## Members of SEF Board of Governors 2016-17



**Mr Rizwan Memon**

Chief Secretary,  
Government of Sindh;  
Member, BoGs



**Dr Fazlullah Pechuho**

Secretary, School Education & Literacy  
Department, Government of Sindh;  
Member, BoGs



**Mr Muhammad Waseem**

Additional Chief Secretary (Dev),  
P&D, Government of Sindh;  
Member, BoGs



**Mr Muhammad Sohail Rajput**

Secretary, Finance Department,  
Government of Sindh;  
Member, BoGs



**Dr Kaiser Bengali**

Chairperson, E & FC;  
Member, BoGs



**Dr Muhammad Memon**

Member, BoGs, E & FC



**Mr Hasnain Qamar Shah**

Member, BoGs



**Mr Nazir Tunio**

Member, BoGs



**Dr Qazi Masood Ahmed**

Member, BoGs, E & FC

## Executive and Finance Committee

There is an Executive and Finance Committee of the Board which was constituted in March 2016 under Section VIII of the Sindh Education Foundation Act 1992. Its key functions include: supervising the functioning of the Foundation, providing oversight on SEF's financial matters, monitoring the Foundation's audit activities, and providing program, administration and human resource oversight. The Committee meets at least thrice every year and plays a critical role in driving SEF to pursue its strategic objectives.

The current members of the Executive and Finance Committee, with Dr Kaiser Bengali as Chairperson, include:

1. Dr Mohammad Memon
2. Dr Qazi Masood Ahmed
3. Secretary Education & Literacy Department, Government of Sindh
4. Secretary Finance Department
5. Managing Director, SEF
6. Deputy Managing Director, SEF

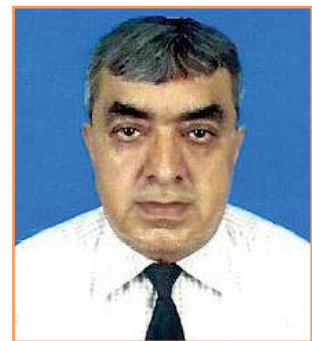
## SEF Management Team



**Ms Naheed S. Durrani**  
Managing Director



**Mr Rafique Mustafa Shaikh**  
Director,  
Programs and Planning



**Dr Khalil-Ur-Rehman Shaikh**  
Director,  
Human Resource



**Mr Abdullah Abbasi**  
Director,  
General Admin and Coordination



**Ms Shahpara Rizvi**  
Acting Director,  
Training and Assessment



**Mr Muhammad Tasleem**  
Acting Director,  
Finance, Audit and Accounts





## Province of Sindh: Socio-Economic Context

The Sindh Province has a population of 47.8 million, according to the Census 2017. Sindh is the most urbanized province in Pakistan.

The structure of Sindh's economy is composed of agriculture, industry and services sectors. Agriculture sector is the chief employer of the labour force in the province generating livelihoods for 48 percent, and accounting for 16 percent of the country's crops.

Sindh's estimated GDP per capita in 2015 was Rs. 157,000, significantly higher than the national average of Rs. 134,000. This is largely because the services and the industrial sectors, in addition to mining and quarrying, manufacturing, trade and logistics all contribute to the GDP per capita in the province. Sindh's relatively high GDP per capita conceals low incomes in rural areas. Rural-urban inequalities in Sindh are significant. Household surveys have found that the average urban income in Sindh is more than double the average rural income.<sup>1</sup>

In terms of access to basic services of education and healthcare, the Sindh Government is faced with the daunting task of matching service delivery with the massive expansion in population. There are 6.4 million out-of-school children in Sindh.<sup>2</sup> Infant and maternal mortality rates rank high too, while malnutrition, stunting and access to clean drinking water remain critical challenges.<sup>3</sup>

Poverty, high fertility rate, out-dated cultural norms reinforcing exclusions on gender and class basis further foster conditions that impede realisation of social and economic development goals.

Faced with all these challenges, the education system, as a component of human development agenda in the province, competes for resources and priorities.

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1 Household Income and Expenditure Survey, 2013-14

2 Pakistan Education Statistics 2016-17. (2018). National Education Management Information System Academy of Educational Planning and Management Ministry of Federal Education and Professional Training Government of Pakistan Islamabad, p.41.

3 Khan, M. H. (2017, September 30). Sindh and its perennial issues, <https://www.dawn.com/news/1359726>



A view of the magnificent Lansdowne Bridge in Sukkur built in 1889.

## Education Sector in Sindh: A Brief Profile

Sindh has 38,132 primary schools in the public sector followed by only 2,241 middle schools and 1,719 high schools.<sup>4</sup> Total enrolment in the public and private sectors for 2016-17 stands close to 8 million children from katchi to higher secondary level.

In the post 18<sup>th</sup> Amendment scenario and Article 25A envisaging compulsory and free education for all children aged 5 to 16 years, the Government of Sindh enacted “The Sindh Right of Children to Free and Compulsory Education Act, 2013”. This is a powerful driver for reshaping the education landscape in Sindh. The law covers all aspects of a free and compulsory education infrastructure, which if implemented, can lead to reforms in quality enhancement, expansion of enrolment, and promoting early childhood education.

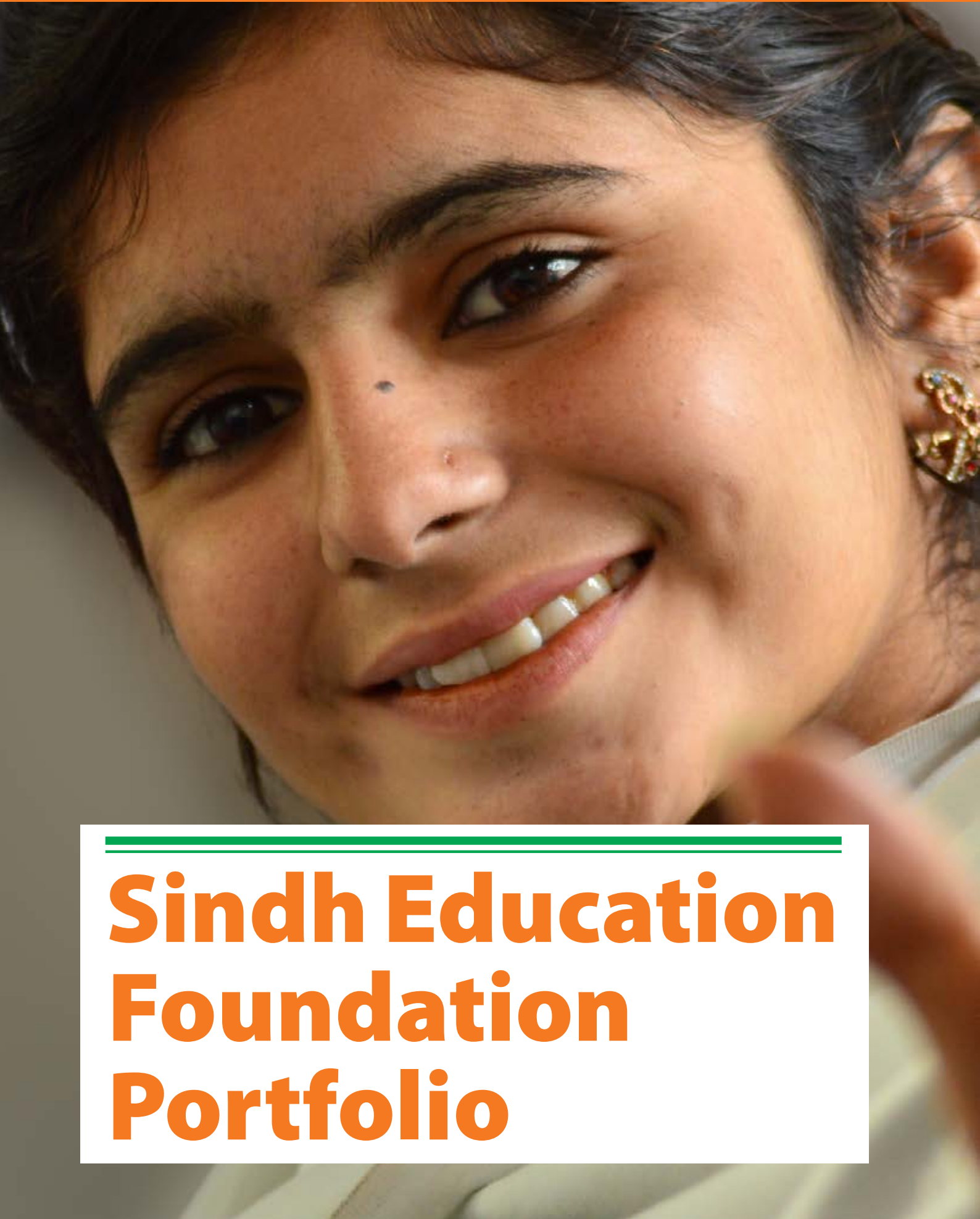
The Sindh Right of Children to Free and Compulsory Education Act, 2013 is in addition to international commitments such as the Dakar Framework of Action for Education for All (2000-2015), the Millennium Development Goals Declaration (2000-2015) and the Sustainable Development Goals (2015-2030). Together, these have sought to influence policy planning and financing of education in the province.

Recent years have witnessed a number of constructive developments in terms of political commitment for promotion of education. Independent analysts observe positive outcomes of the education sector reforms undertaken by the Government of Sindh, as reflected in the functionalizing of the school management system, promoting merit-based teachers' recruitment, data collection, and reorganizing of management cadre, among others.

At the same time, there seems to be increased interest and demand from a more aware and engaged public that seeks expansion in access and quality so that Sindh's children have a literate future. Key challenges such as out-of-school children, infrastructure deficit in the form of functional amenities in schools, gender imparity, especially at the middle and high school levels, and poor learning outcomes stand out as areas demanding concerted policy and implementation response and resource input.

<sup>4</sup> Pakistan Education Statistics 2016-17. (2018). National Education Management Information System Academy of Educational Planning and Management Ministry of Federal Education and Professional Training Government of Pakistan Islamabad, p.51





# Sindh Education Foundation Portfolio



## A Brief Profile of SEF

The Sindh Education Foundation (SEF) is a semi autonomous organization, established in 1992, under the Sindh Education Foundation Act. The Act provides the Foundation the mandate to support education in the province through a wide range of interventions, the first being: "to take steps which are necessary for the expansion of educational facilities". This includes establishing/ assisting in the "establishment of institutions in the less developed or less privileged areas". It is towards these overarching goals that the Foundation has been striving in the last two and a half decades.

As a public sector organization, SEF is governed by a Board of Governors under the chairpersonship of the Chief Minister Sindh. The Minister Education is the Vice Chairperson of the Board, while the Managing Director leads the operational, developmental and strategic objectives of the Foundation. Staffed by 500 professionals, SEF's headquarter is based in Karachi, supported by six regional and seven field offices spread across the entire province.

As a key actor advancing the education agenda in the province, SEF's core functional strategy is rooted in "access" and "quality". In its initial years, SEF pursued different models including managing educational institutions as well as a partnership model based on financial support to the community, and home-based education set-ups through the provision of minor financial and technical support.

Over the years, the Foundation has moved towards a partnership modality, designing programs and interventions that provide regulatory, financial, technical, intellectual and strategic support to a range of private sector entities to manage and run educational institutions.

SEF's operational framework of public-private partnership provides private sector entrepreneurs conditional and targeted subsidies and grants to produce equitable outcomes in education. The criteria outlining the partnership emphasize the objectives of quality, equity, outreach and impact.

The Foundation fully finances the components relating to quality, directed at professional development of service providers, curriculum and learning material, and tracking learning outcomes through a comprehensive assessment system. It also handholds schools from an evolution phase to gradual transition into primary and higher levels on the basis of class to class development. Finally, it oversees the operations through a comprehensive monitoring and evaluation infrastructure, which reinforces the quality and access components.

## Foundational Statements

### Vision

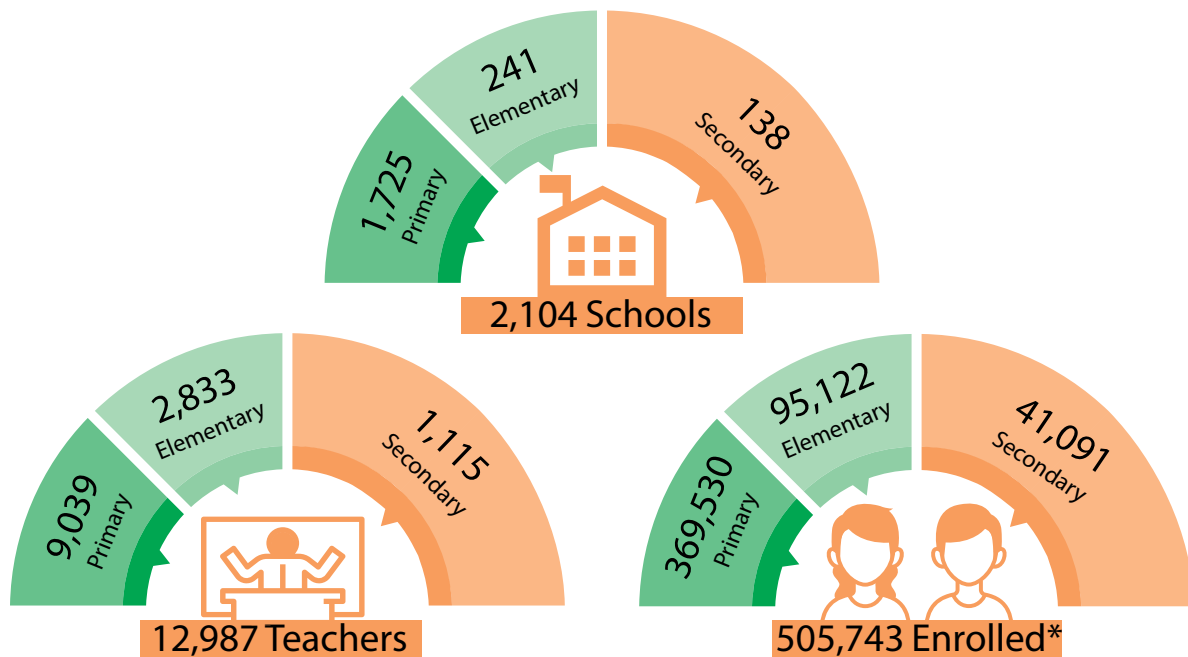
To empower disadvantaged communities towards social change by creating and facilitating new approaches to learning and education.

### Objectives

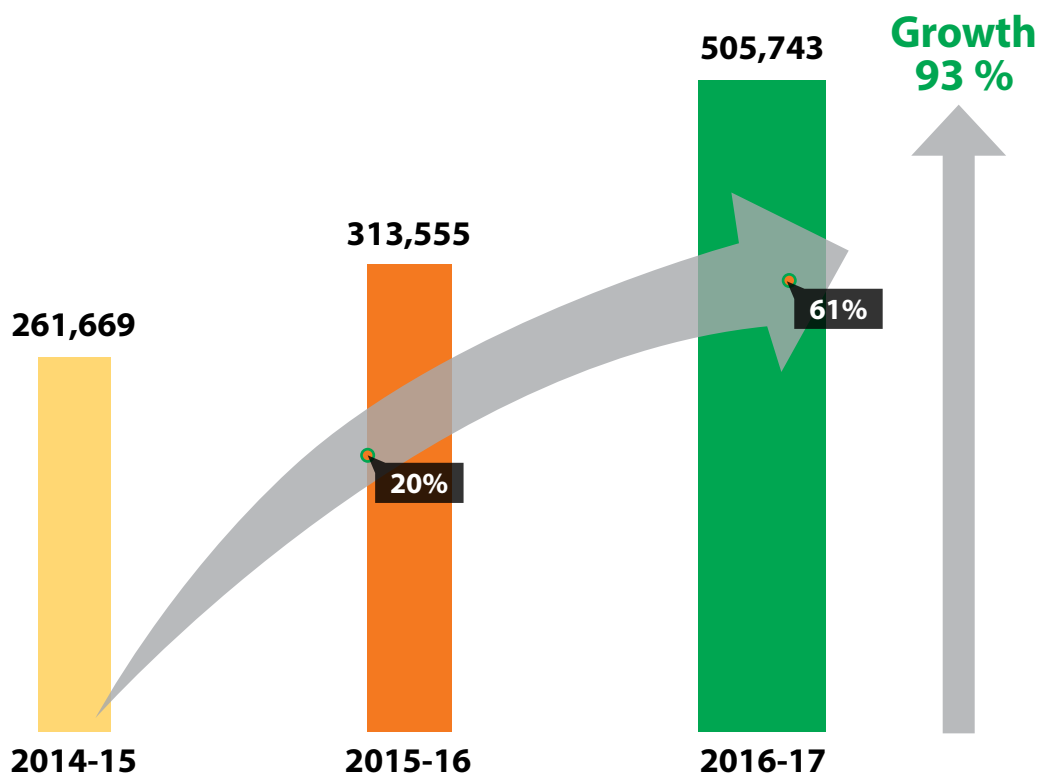
- ▣ Conceptualize and spearhead programs that can expand access to quality education in different parts of the province;
- ▣ Within this overarching objective, carve out interventions that can support students attainments in terms of confidence, nurturing, skills and behaviours that are relevant for current times, and which empower them for connecting with their future pursuits;
- ▣ Facilitate meaningful education which provides hope for the students, their families and larger communities in terms of their socio economic development;
- ▣ Evolve programs for raising the standard of education (quality) and improvement in literacy rate (access).



## SEF Schools at a Glance



## Enrolment over the Years



\* The data represents enrolment in PPRS, SAS and SMHSP at the level of 505,413 and AALTP at 330

## Restructuring of SEF Portfolio

In 2015, SEF undertook a major restructuring exercise that prioritised academic quality fundamentals such as school environment, infrastructure, and teachers' qualification. The core features of the restructuring drive are:

1. Redrafting of the contracts with dedicated clauses requiring compliances on school infrastructure and school quality with details relating to teachers' qualifications, competencies, motivation, and remuneration. This is in addition to making a compulsory provision for availability of head teachers together with subject teachers at the primary and elementary levels. Contract also includes banning any type of student abuse and improving requirements relating to documentation, especially financial documentation;
2. Monitoring, followed by issuing frequent instructions relating to schools' facilities to contribute to a positive and conducive classroom environment. Strict compliance is required on availability of drinking water, functional washrooms, electricity and supporting staff to maintain cleanliness;
3. Gradually encouraging availability of early childhood facilities in schools and overcoming multi-grading and enforcing conditions on Student-Teacher Ratio and Student-Classroom Ratio;
4. Providing additional learning materials to schools for quality enhancement.

Besides restructuring SEF expanded its portfolio by launching PPRS Phase-VI, SMHSP, AALTP and ESSP in the year 2016-17. This year was also the beginning for moving towards post primary education and unfolding Information and Communication Technology (ICT) based teaching and learning in SEF Schools. Hence 2016-17 remained monumental in setting a strategic direction for the Foundation, both in terms of expansion as well as taking big strides on the quality side.

These bold and structural reforms triggered a multiplier impact on the response of the communities and parents. The enrolment growth witnessed an unprecedented rise of 93 percent across SEF schools, averaging 240 students per school.

Outside the technical framework, SEF also undertakes proactive advocacy to promote quality education initiatives through seminars, workshops and policy dialogues. A diverse range of educational publications and resources, all developed in-house, seeks to enrich the learning environment in schools and promote informed discourse on education.

The Foundation marks its Silver Jubilee in 2017, standing firm on the back of 2,114 fully functional schools operational in the most under-served areas of the province, reaching out to over half a million students.

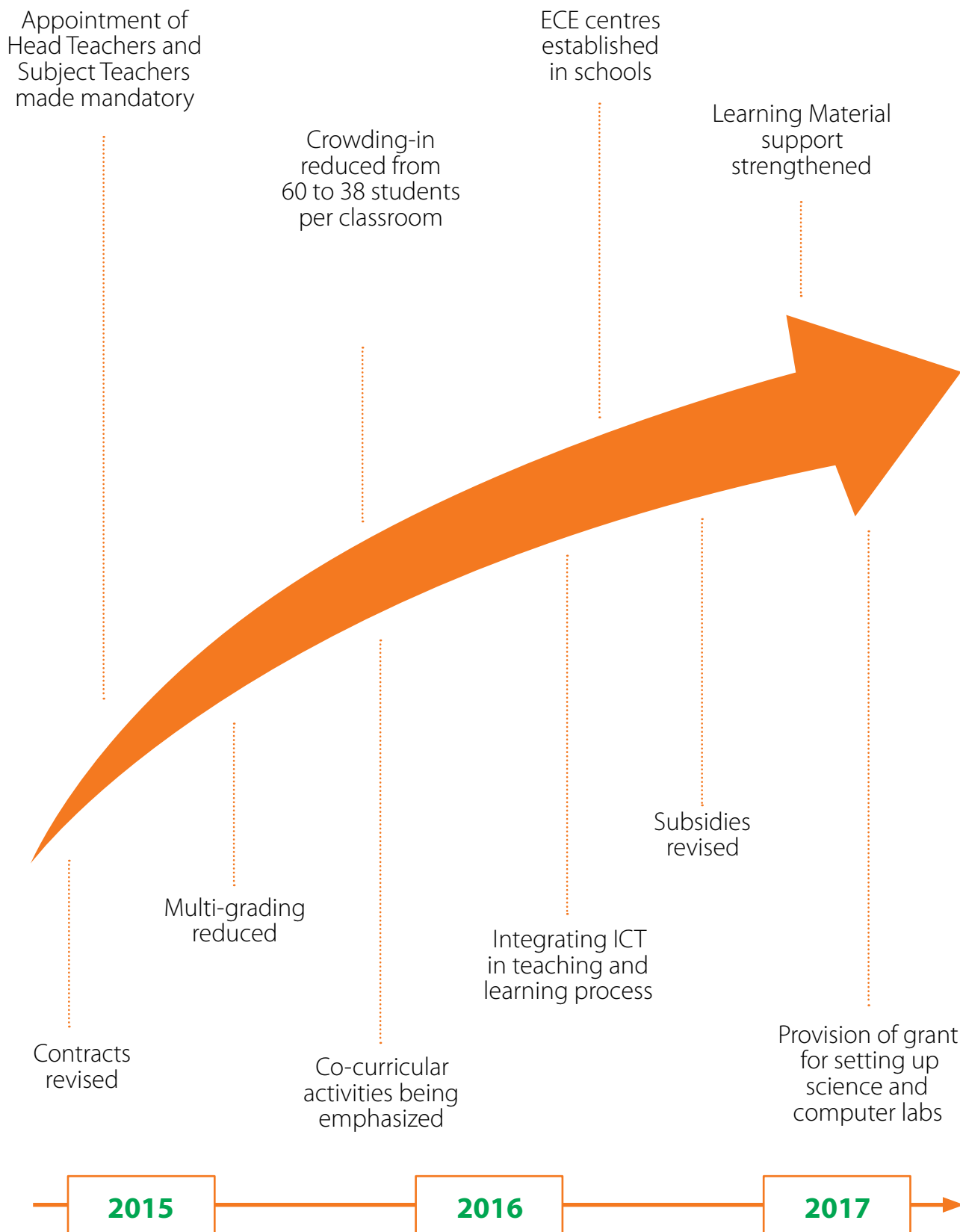
These bold and structural reforms triggered a multiplier impact on the response of the communities and parents. The school and enrolment growth witnessed an unprecedented rise.







## Restructuring of SEF Portfolio (2015 - 2017)





## SEF Programs: Tracing Journey and Impact

SEF's portfolio covers seven dynamic programs premised on the fundamentals of inclusion, access and quality. These programs are supported by a robust quality input and monitoring and evaluation infrastructure. A brief picture of the programs is presented in this section.



# Promoting Private Schools in Rural Sindh (PPRS) Program

Promoting Private Schools in Rural Sindh (PPRS) is one of the major programs of SEF. Launched in 2008 as a component of Sindh Education Reform Program (SERP) -I, the program continues as a part of SERP-II, and recently has entered in its Sixth Phase.

The fundamental premise of PPRS centres on covering the underserved while fostering local management through extensive and meaningful support. The Program initially targeted ten districts that ranked poorly along the indicators of: (i) the size of the out-of-school children population of age range of 6-10 years old; (ii) distance to the nearest primary school; (iii) and gender disparity in primary school participation.

SEF offers per child subsidy to partners, in addition to free customized Oxford Textbooks, learning material, classroom level support, and extensive capacity building of teachers and head teachers. Since the restructuring exercise in 2015, SEF has expanded support, offering matching grants for the establishment of science, computer labs and audio visual rooms, and regular school support visits and monitoring. In terms of quality assurance, SEF offers training for school operators/heads for effective school management and leadership, assessment of learning outcomes and teachers' performance.


School operators are required to adhere to SEF's prescribed standards for infrastructure that includes ventilated class rooms, a ratio of 1:35 children per classroom, play area, separate washrooms for girls and boys, green spaces, staffroom and drinking water facility. In terms of staffing, it is mandatory to hire subject specialists with a masters degree for middle level classes, and intermediate and graduate for katchi and IV-V classes, respectively.

Post 2015 restructuring, PPRS has now been expanded to cover secondary and elementary levels as well. Moreover, Early Childhood Programs have been initiated in over 300 schools.

Year 2016 -17 ushered the Phase VI of the PPRS, with major overhauls undertaken in the program values, objectives and design, aligning it with the SERP – II. Through this phase, SEF made an extra effort to reach out to the most vulnerable populations – focusing on the religious minorities and the extremely poor – in some of most underserved pockets of the Province. In addition, the program was expanded to seven additional districts namely Malir, Jamshoro, Mirpurkhas, Shikarpur, Ghotki, Jacobabad and Kashmore.

*With a network of over 1,000 schools across 18 districts of the province, PPRS, on programmatic level, pursues partnership with local individuals and organizations to establish and operate schools within SEF's institutional quality framework.*

The new program design dedicatedly targets "student development" by emphasizing various components in the school resources. The qualification criteria for the school partners has also been upgraded to foster capability of promoting quality leadership and management. They were required to submit school development plan, quality audit plan including team plan, and competitive and transparent teachers' selection plan, as a part of the Request for Proposal.



The fundamental premise of PPRS centres on covering the underserved while fostering local management through extensive and meaningful support.



# PPRS Geographical Footprints 2016 -17

## Karachi Division: 32 Schools

Malir

## Hyderabad Division: 337 Schools

Badin, Dadu, Thatta, Sujawal, Jamshoro

## Larkana Division: 230 Schools

Jacobabad, Larkana, Shikarpur, Kashmore, Kamber Shahdadkot

## Mirpurkhas Division: 209 Schools

Mirpurkhas, Tharparkar, Umarkot

## Sukkur Division: 215 Schools

Khairpur Mirs, Ghotki

## Shaheed Benazirabad Division: 156 Schools

Sanghar, Shaheed Benazirabad



1,179 Schools



303,000 Enrolment



7,212 Teachers



596 Operators\*

\* 513 individual operators and 83 partner organizations



## SEF Assisted Schools (SAS) Program

SEF Assisted Schools represent Foundation's journey from a small organization offering support to home and community schools, to the one now running seven dynamic programs catering to half a million students across class, age and gender divide.

SAS was formally initiated in 2010-11, merging SEF's earlier initiatives that mostly comprised community and non-formal set ups. The program was upgraded as a part of the 2015 restructuring exercise that oversaw the filtering out of non-performing entities. Over 900 schools coming from IELP and other small/informal set ups were merged in this program. Post restructuring exercise, 492 schools were retained and 330 new contracts were granted. The refurbished SAS program reflects values and features designed to enhance the output and outcomes of these schools. Major changes introduced include:

- ▣ Schools belonging to Home Schools, Fellowship Program, Community Support Program, Rural Based Support Program were all brought under the restructuring reforms. All the schools were offered new framework and many have gradually transited into better performing schools;
- ▣ Many high performing primary schools have been upgraded into elementary level and elementary schools into secondary level;
- ▣ Infrastructural reforms for IT-based teaching have been introduced;
- ▣ Audio Visual rooms have been established in select schools. In addition, the Foundation has extended technical support through the establishment of computer labs and science for elementary schools;
- ▣ Solar power system in select schools has been installed.

*SAS portfolio currently carries 822 schools with 182,013 enrolment. The Foundation plans to expand the portfolio further.*

The restructured framework of SAS also focuses on stricter quality measures necessitating operators to invest in improving the learning environment. SEF contributes quality inputs through capacity building in school management and administration, professional development of teachers and provision of learning resources. In addition, annual students' assessment exercises to gauge learning levels, teachers-based assessment and regular monitoring of schools are also pursued.

### SAS Program - Post 2015 Restructuring

Program	Schools
Rural Based Community Schools	107
Integrated Education Learning Program Schools	277
Home Schools	16
Community Supported Schools Program	4
Fellowship Schools	88
New SAS Schools (Since 2015-16)	330
Total	822

# SAS Geographical Footprints 2016 -17

## Karachi Division: 175 Schools

Malir

## Hyderabad Division: 275 Schools

Badin, Dadu, Thatta, Jamshoro

## Larkana Division: 111 Schools

Jacobabad, Larkana, Shikarpur, Kashmore, Kamber-Shahdadkot

## Mirpurkhas Division: 50 Schools

Mirpurkhas, Tharparkar, Umarkot

## Sukkur Division: 137 Schools

Khairpur Mirs, Ghotki

## Shaheed Benazirabad Division: 74 Schools

Sanghar, Shaheed Benazirabad



822 Schools



182,013 Enrolment



5,277 Teachers



370 Operators\*

\* 186 individual operators and 184 partner organizations







## SEF Middle/High School Program (SMHSP)

SEF Middle/High School Program (SMHSP) was launched in 2016 with the aim to bridge the massive gap in post primary education in the province and raise the middle and high school enrolment in under-served areas. The program responds to a major deficit in school education landscape in Sindh that is dominated by 90 percent primary schools and where only approximately 20 percent students enrolled in the public sector are able to reach grade 10 level.

The program follows SEF's public-private partnership model. SEF offers per child subsidy and school establishment cost, in addition to STBB textbooks; learning materials for the students, teachers' trainings and an intense collaboration from school evolution to holding of first formal class. Quality remains a strong component with emphasis on merit-based hiring, productive learning environment incorporating fundamental infrastructure, academic, aesthetic and physical development activities, in addition to literary and multi-purpose activities encouraging reading, interaction, and personality development.

*SEF is supporting school partners to build better, safer, and environmentally sound infrastructure.*

The program also institutes "Zero Semester", supporting students to cover considerable primary school learning deficits and improve competencies through focused and time-bound learning methodologies. This was seen to be a necessary requirement in almost all the 102 Phase I schools as these have been set-up in regions highly deficient in post primary education.

The schools offer modern methods of teaching including activity and project-based interactive learning, science labs, and ICT-based learning.

In Phase I, 102 schools have been set up with an enrolment of (approx.) 20,000 students. Foundation has recently signed the contract under SMHSP Phase II for setting up 61 schools having a projected enrolment of approx. 17,073 students.



SEF launched Phase II of SMHSP in April 2017.



# SMHSP Geographical Footprints 2016 -17

## Karachi Division: 1 School

East Karachi

## Hyderabad Division: 37 Schools

Badin, Dadu, Hyderabad, Thatta, Sujawal

## Larkana Division: 18 Schools

Jacobabad, Larkana, Kashmore, Kamber Shahdadkot

## Mirpurkhas Division: 21 Schools

Mirpurkhas, Tharparkar, Umarkot

## Sukkur Division: 14 Schools

Khairpur Mirs, Sukkur, Ghotki

## Shaheed Benazirabad Division: 21 Schools

Sanghar, Naushero Feroze, Shaheed Benazirabad



102 Schools



20,400 Enrolment



498 Teachers



66 Operators\*

\* 34 individual operators and 32 partner organizations





# Adolescent and Adult Learning and Training Program (AALTP)

AALTP is a well-rounded program seeking to cover the section of school-going population left out of the education cycle owing to a variety of social and economic reasons. Targeting vulnerable adolescents of age between 10 to 17 years, and adults of age between 18 to 35 years, the program offers a combination of learning as well as skill development and microfinance opportunities to the age group that has a formidable presence in the labour force. As with other programs, SEF works with Implementation Partners (IPs) to execute the program offering financial subsidy, learning material, teachers training and learners' periodical assessment. The IPs are required to set up conducive "Learning Centres" that complies with spatial and quality standards set by the Foundation. The provision of Audio/Visual room is also made part of the quality compliance that the partner is bound to adhere to.

AALTP's major components comprise: Adolescent Accelerated Primary Education, using Non-Formal Curriculum developed by Japan International Cooperation Agency (JICA) and Directorate NFE School Education and Literacy Department Government of Sindh, as well as Skill Development for age range of 10 to 17 years, and Adult Literacy and Skill Development for the range of 18 to 35 years old. These have been designed with contextualized, learner-centred approach while focusing on developing practical skills of the diverse age groups targeted by the program. In addition to skill development courses spanning 1 to 6 months, AALTP also offers capacity building and interest-free microfinance opportunities to support entrepreneurship and market connectivity.

*The Adolescent and Adult Literacy and Skill Development Program covers completion of primary education in accordance with Student Learning Outcomes (SLOs) defined in the National Curriculum 2006.*

Twenty seven organizations have signed up with SEF to execute AALTP in 2017. The program aims to reach out to over 20,000 adolescents and adults learners.



Signing of contract with AALTP partners at SEF Head Office in April 2017.



# AALTP Geographical Footprints 2016 -17

## Karachi Division: 34

Central Karachi, East Karachi, Korangi, Malir, South Karachi, West Karachi

## Hyderabad Division: 32

Badin, Thatta, Sujawal, Hyderabad, Tando Mohammad Khan, Matiari, Tando Allayar, Jamshoro, Dadu

## Larkana Division: 13

Larkana, Qambar Shadadkot, Jacobabad, Kashmore, Shikarpur

## Mirpurkhas Division: 10

Mirpurkhas, Mithi

## Shaheed Benazirabad Division: 02

Sanghar

## Sukkur Division: 12

Khairpur Mirs, Sukkur



103 Centres  
Planned



22,298 Enrolment  
Proposed



NFE Teachers  
and Trainers



27 Implementation  
Partners





## Existing School Support Program (ESSP)

The ESSP reaches out to the "low cost private schools" already functioning in the rural, semi-urban and urban areas of the province, serving the poor communities. The program aims to extend regulatory, financial, technical and monitoring support to private schools that struggle to sustain and maintain student retention.

SEF's support for such schools will promote improvement in educational environment and overall school viability, while helping the Foundation to reach out to a larger cohort of the out-of-school children in the vicinity of these schools, thus facilitating the overarching goals of SDGs and the constitutional obligations under Article 25-A.

*ESSP covers private schools charging fee less than or equal to PKR 200.*

The Foundation expects to support approximately 300,000 students under this program in the next five years. Currently 56 schools have signed up for the academic year 2017-18. This includes 22 primary schools, 27 elementary schools, and 07 secondary schools.



SEF launched Phase I of ESSP in April 2017.



# ESSP Geographical Footprints 2016-17

## Karachi Division: 05 Schools

Malir, Korangi, Central Karachi

## Hyderabad Division: 10 Schools

Hyderabad, Thatta, Tando Allahyar, Jamshoro, Dadu

## Larkana Division: 04 Schools

Larkana, Qamber Shahdadkot, Shikarpur, Jacobabad

## Mirpurkhas Division: 02 Schools

Mirpurkhas, Umarkot

## Sukkur Division: 30 Schools

Sukkur, Ghotki, Khairpur

## Shaheed Benazirabad Division: 05 Schools

Shaheed Benazirabad, Sanghar, Naushahro Feroze



56 Schools



15,897 Enrolment



593 Teachers



40 Operators

Note: All figures projected for next year



## Adopt-A-School-Program (AASP)

Adopt-A-School-Program (AASP), the brainchild of SEF's first Managing Director, Professor Anita Ghulam Ali (SI) Late, is one of the oldest programs of the Foundation. Launched in 1998, it is a well designed intervention that started with the aim to revive the weak public sector schooling system by incorporating involvement of the private sector. The program is designed to facilitate the civil society and local communities' participation as adopters/caregivers, in the revival and smooth operation of dysfunctional government schools in the province.


Adopters represent a varied mélange of individuals, organizations and groups including educationists, concerned citizens, local CBOs, NGOs, and members of the armed forces. Adopters are required to work closely with school stakeholders (teachers, School Management Committee and community), develop and implement a School Development Plan and monitor progress against targets. SEF plays a facilitating role between the school and the adopters, providing technical assistance – especially in framing and implementing school-wise development plans and pursuing school improvement. One example of this is reflected in SEF's response to a recent request by a number of adopters for academic support at their respective schools to address an acute shortage of teachers. SEF extended support to these adopters by providing stipend for interns to be deployed for academic facilitation under the supervision of the Adopters.

In its two decades, the Program has made significant progress in qualitative and quantitative terms. AASP is now supporting 582 government schools with the help of 102 school adopters, reaching out to 133,514 children with around 5,244 teachers directly or indirectly supported by adopters. In addition, SEF's interns also contribute to the teaching and academic facilitation at the adopted schools. The Program's expansion across 22 districts of the province reflects the growing interest and inclination of the civil society and the private sector in contributing to the revival of the public sector education.

The Foundation, despite its minimal role in the administrative matters, has tried to engage stakeholders through dialogue and advocacy through the platform of the Program Steering Committee. A small team of the Foundation regularly engages the adopters, government officials (School Education & Literacy Dept) and other stakeholders mostly on trouble-shooting and processing requests for adoption. At the same time, based on the experience of the program execution – documented through programmatic reports and meetings with stakeholders and adopters – the Foundation has realized the need for policy level reforms for which a comprehensive reform proposal will be placed before the competent forums. The Foundation plans to include the provision of workbooks for students, training for teachers and streamlining of arrangement of internees (teachers) for the adopted schools in the coming year.

*SEF conducts periodic research to evaluate the impact of the adopted schools in improving academic outcomes.*

Moreover, considering the evolving nature of the education sector in Sindh and the programmatic findings over the years, at this point in time, the Foundation is considering a Public-Private Partnership model similar to People's Primary Healthcare Initiative (PPHI) to enable the adopters to fulfil ready needs of the schools in terms of quality components and school essentials linked to student learning achievements.



The Program's expansion across 22 districts of the province reflects the growing interest and inclination of the civil society and the private sector in contributing to the revival of the public sector education.

# AASP Geographical Footprints 2016 -17

## Karachi Division: 271 Schools

South Karachi, West Karachi, East Karachi, Central Karachi, Malir, Korangi

## Hyderabad Division: 232 Schools

Badin, Hyderabad, Jamshoro, Thatta, Tando Allah Yar, Matiari, Tando Muhammad Khan, Sujawal

## Larkana Division: 15 Schools

Jacobabad, Larkana, Shikarpur, Kamber Shahdadkot

## Mirpurkhas Division: 24 Schools

Mirpurkhas, Tharparkar, Umarkot

## Sukkur Division: 15 Schools

Khairpur Mirs, Sukkur, Ghotki

## Shaheed Benazirabad Division: 25 Schools

Sanghar, Naushero Feroze, Shaheed Benazirabad



582 Schools



133,514 Enrolment



5,244 Teachers\*



102 Adopters\*\*

\* 4,676 government teachers and 568 private teachers supported by SEF and Adopters

\*\* 13 individual operators and 89 organizations





## Early Learning Program (ELP)

The Sindh Education Foundation's Early Learning Program (ELP) was initiated in 2009. The program facilitates 150 Government schools located in 5 districts in providing early education environment, child friendly facilities such as provision of ECE teachers, resource material, and teachers' training. The program's design also incorporates promoting health & hygiene, related infrastructure renovation, and parental involvement.

SEF supports capacity development of teachers through specialised trainings. These are aimed at broadening teachers' understanding of holistic child development and cover key themes related to personal and social development, language & literacy, basic mathematics, health & hygiene, and creative arts, among others.

*In order to strengthen teachers' skills in handling early childhood education and care, the Foundation's Learning Support Unit undertook trainings across SEF programs portfolio in 2016-17.*

With 150 katchi classes established in public schools, over 50,000 children, 450 teachers and over 60,000 households have received awareness about education, health, hygiene, nutrition, and good practices, reshaping everyday life.



By way of learn-through-play, ELP seeks to inculcate the values of health & hygiene and positive interaction among young children.

# ELP Geographical Footprints 2016 -17

## Hyderabad Division: 60 Schools

Badin, Tando Muhammad Khan

## Sukkur Division: 60 Schools

Khairpur Mirs, Ghotki

## Shaheed Benazirabad Division: 30 Schools

Naushero Feroze



150 Government Schools



50,000 Enrolment\*



450 Teachers\*\*

\* Enrolled in 150 Government Schools

\*\* Including 150 Lead Teachers, 150 Assistant Teachers and 150 SE&LD teachers (*being engaged as Grade 1 teachers*)





# Solidifying Learning Outcomes



## Quality Assurance Framework of SEF

While access is seen as the key to equity in education, it is widely believed that access and quality are mutually reinforcing. Quality is instrumental in consolidating the gains of access!

The public-private partnership framework that characterizes SEF education model demands maximization of social returns on investment. For SEF, this needs to be reflected in enrolment, school environment and performance. The Foundation therefore backs financial support with a comprehensively designed quality input framework. This is based on developmental assistance as well as a broad-ranging assessment program to promote the incorporation of quality values in the education delivery process. The framework seeks to make quality-oriented interventions in teaching processes, curriculum, textbooks, and overall learning environment.

SEF launched a Quality Assurance Framework in 2015, through a dedicated formal Learning Support Unit, responsible for designing and administering quality interventions. The Quality Assurance Framework is centred around two key interventions:

1. Quality Assurance through Training/Quality Input
2. Quality Assurance through Assessment

The key objective of the quality assurance exercise is to raise the standard of service delivery while assisting the Foundation in determining partners' performance which eventually feeds into the accountability factor of the SEF-partner relationship.


### Quality Assurance through Training/Quality Input

The Quality Input Framework through Training focuses on: i) Teaching learning material; ii) Subject wise content-based training; iii) Ground support to operators for quality of education; iv) Training Need Analysis and Pre and Post Training Assessment; and v) Review of textbooks in the light of the National Curriculum.

The capacity building program of SEF - as a tool of quality input - is a detailed system designed and supervised by the Training Unit of the Foundation, focusing on upgrading related skills of teachers, head teachers, and operators to promote a school environment conducive for learning. While improving competency remains a key focus, content, pedagogy and specialization are also prioritized for their value in refinement of the academic structure.

In this regard, a two-week course plan for teachers has been designed. The plan centres on content and pedagogy, both aimed at improving curriculum delivery specifically directed at covering the gaps of inadequate learning environment. At the same time, subject specialization is also promoted for its significance for quality. SEF monitors teachers' selection to ensure that participant teachers are subject specialists. The module also includes classroom organization and preparation of periodic learning schedule to support the overall learning environment.

School operators and managers are also engaged in the training program. They have a critical role in bringing the school environment at par with the learning needs of the children and creating a healthy interactive space for the staff. The Learning Support Unit also provides support through school and classroom observation and teachers' assessment to gauge the effectiveness of the training.

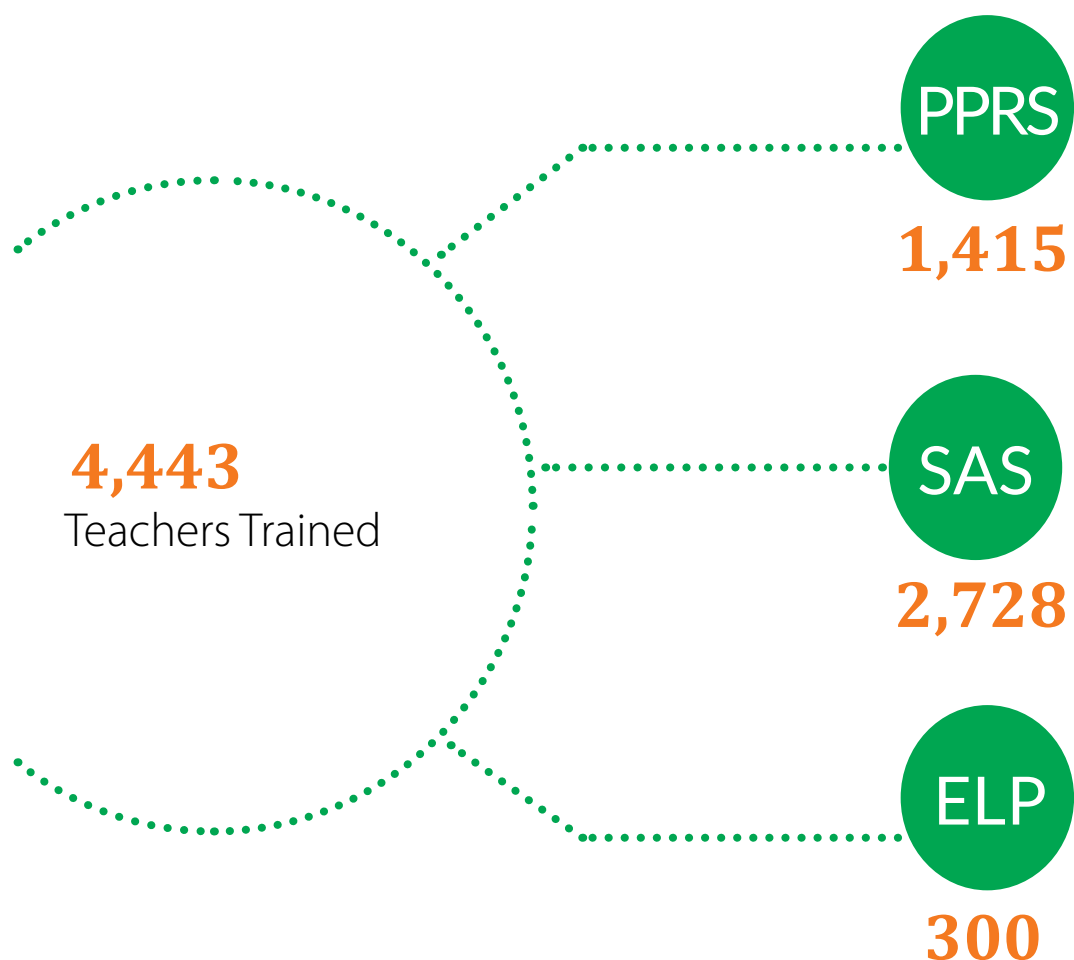


School operators and managers are also engaged in the training program. They have a critical role in bringing the school environment at par with the learning needs of the children.



## Trainings Conducted in 2016-17

ECE, Primary and Secondary



### Thematic Areas Covered

#### ECE:

- ◆ Personal and Social Development
- ◆ Language and Literacy
- ◆ Basic Mathematics Concepts
- ◆ The World Around Us
- ◆ Health, Hygiene and Safety
- ◆ Creative Arts

#### Primary and Secondary Levels:

- ◆ Mathematics
- ◆ Science
- ◆ English
- ◆ Social Studies

The trainings were delivered by the Sukkur Institute of Business Administration, and the Beaconhouse School System. Teachers across schools running under PPRS, SAS and SMHSP have participated in these trainings. By 2017, the fourth phase of the training was completed covering over 16,000 teachers. Plan for SEF's upcoming projects including INSTAL, Pakistan Reading Project and Teach for Change - all initiated in 2017 - has also been developed and calendar scheduled.

SEF provides resources to support the reinforcement of trainings. These include teaching material, academic plans, manuals and workbooks. In 2017, the Training Unit initiated the development of worksheets/workbooks for the secondary level grades of classes 6 to 8. The workbooks are being designed to enhance the learning skills and add to the cognitive value, initially covering the subjects of English, Science, Mathematics and Social Studies.

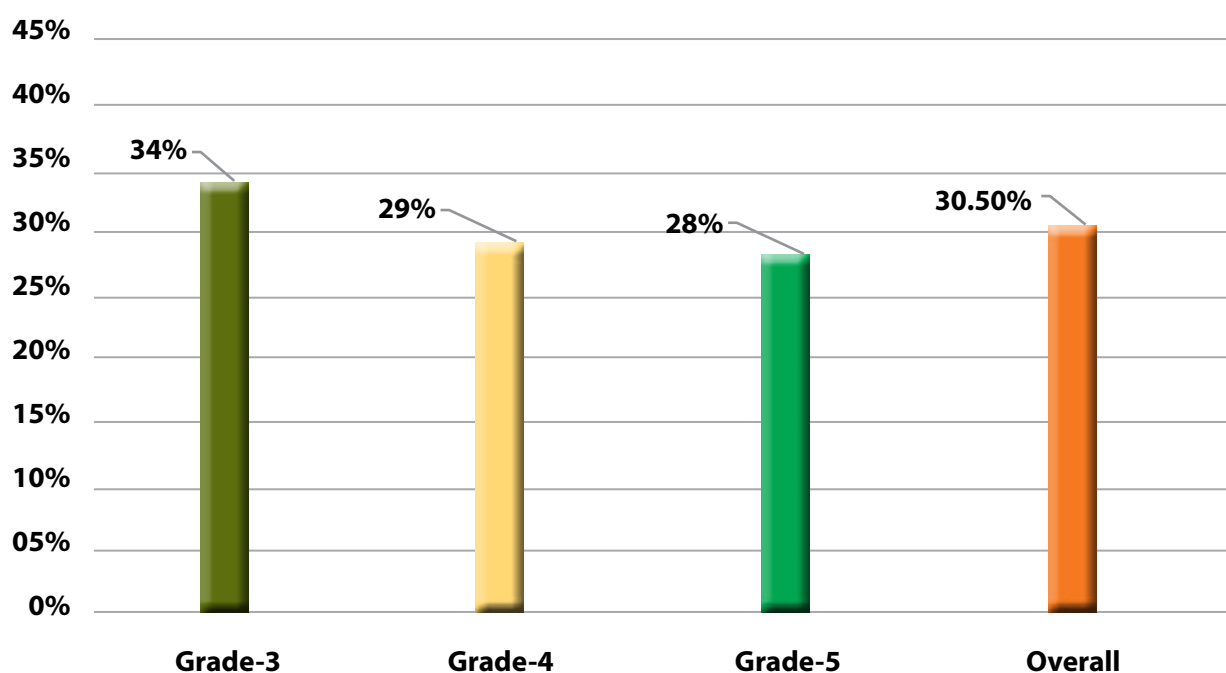
## Quality Assurance through Assessment

The Assessment Model for quality assurance pursued by SEF is an expansive framework seeking to serve two objectives: i) Assess the level of cognitive achievement among students that may also reflect the impact of capacity development interventions; ii) Identify under-performing schools that could then be engaged for reforms.

The key tools of the Assessment Framework comprise personalized students handbook, e-marking, data tracking and teachers' assessment. A dedicated Assessment Unit at SEF designs and coordinates the assessment exercise. Since 2015, five rounds, covering grades 3-8, focusing on English, Sindhi, Mathematics, and Science have taken place.

The assessment exercise follows a logical sequence starting with schools submitting their enrolment status to SEF at least three months in advance. SEF's Assessment Unit then designs personalised students assessment booklets, sequentially printed and bar coded along with complete details. This is to ensure greater transparency and also allow tracking of students' progress. The assessment content is designed by a team of subject

## Results Trend in 2016-17







specialists based on national curriculum competency and prescribed textbooks. Conscious effort is made to cast off textbook dependency, focusing strongly on analytical tools through multiple choice questions (MCQs), short response questions (SRQs), extended response questions (ERQs), reading, and comprehension. To reinforce the broader aim of the assessment as a means to support improved learning, schools are engaged at every step of the way, from orientation to student data tracking (for identification of absentees and dropouts), down to the stage of sharing of results and preparing future course of action.

The papers are graded through a special e-marking system, converting tangible copy into an electronic version. This strengthens the transparency element while also supporting documentation.

Due to the scale and magnitude of the assessment exercise, the invigilation and execution of the examination and e-marking exercises have been outsourced. Consultants are hired on a periodic basis through a bidding process. The assessment results are processed within three to four weeks and shared with the schools.

It is pertinent to note that grading incorporates students performance in the tests as well as the school's ADPR (Absents, Drop outs, Promoted & Retained) Ratio. This is to ensure that assessments are directed at school improvement rather than focusing only on individual student's abilities. Underperforming schools are engaged and offered support for reforms. Those that fail to follow up face a progressive subsidy cut.

A total of 46,536 students from PPRS and SAS programs have been covered for assessment in 2016-17.

The Assessment Unit of the Foundation also manages a Teachers Assessment. The assessment papers' major focus is to gauge the competency level in terms of subject content, pedagogy and analytical thinking approach of teachers. On average, over 6,000 teachers of English, Mathematics, Science and Social Studies subjects have been assessed every year since the start of 2015.

## Monitoring and Evaluation

Monitoring and Evaluation operates as an independent unit of SEF. By way of systematic and impartial data collection on pre-designed performance and compliance indicators, the M&E Unit assists the Foundation in tracking the impacts of SEF's interventions. The exercise reinforces contractual obligations of the partners, building transparency and creating accountability.

All schools are visited at least once a year. In addition, the M&E Team makes need-based visits too, especially at the call of the local community or to address complaints. The Monitoring Performance and Compliance Indicators include a comprehensive list of items related to school infrastructure, students' enrolment, availability of academic plan and learning material, School-Teacher and Class-Student ratios, among others.

The detailed data thus obtained assists SEF in evaluating the operations and performance of the partners. These also identify gaps which are then addressed by engaging the partners. Moreover, the M&E data informs and guides future program planning and execution.

The Monitoring and Evaluation Unit, until recently, has been using manual systems for data tracking, recording, compilation and field analysis. This has been a time-consuming and labour intensive activity. In 2016, SEF initiated a plan to modernize the M&E Unit, incorporating ICT into field planning, data collection, spatial analysis, reporting and visualization of SEF's portfolio.

Acquiring the services of an international firm, Verge Systems, a dedicated Android-based application has been developed with an in-built automated system to integrate key performance indicators into a single platform. The system enables online accessibility and usability of monitoring tools, real time integrated financial and physical information, data recording, analysis, and visualization of the key findings. Moreover, it also enhances validity of monitoring reports by tracking monitoring team's visit.

## Compliance Indicators

<p><b>School Status</b></p> <ul style="list-style-type: none"> <li>☑ Open or close on the visit day</li> <li>☑ Multi-grading</li> </ul> <p><b>Enrolment and Attendance</b></p> <ul style="list-style-type: none"> <li>☑ Head count to enrolment on the visit day</li> <li>☑ Available and updated general registers</li> <li>☑ Available and updated students attendance registers</li> <li>☑ Available and updated teachers attendance registers</li> </ul>	<p><b>Classroom Infrastructure and Operations</b></p> <ul style="list-style-type: none"> <li>☑ Issuance of books for new academic session</li> <li>☑ Availability of learning material in the schools</li> <li>☑ Usage of learning material in schools</li> <li>☑ Student seating arrangement</li> <li>☑ School-Teacher ratio</li> <li>☑ Class-Student ratio</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>☑ Average teachers per school</li> <li>☑ Trained teachers in the school</li> </ul>	<ul style="list-style-type: none"> <li>☑ Teachers turnover in last academic year</li> <li>☑ Teachers qualified above intermediate</li> </ul> <p><b>School Infrastructure</b></p> <ul style="list-style-type: none"> <li>☑ Availability of electricity</li> <li>☑ Availability of sign board</li> <li>☑ Availability of functional toilets</li> <li>☑ Availability of drinking water</li> </ul>
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## Trainings and Assessment 2016-17



Minister for Education, Mr Jam Mahtab Dahar at the inauguration of Professional Development session for head teachers at Sukkur IBA.



MoU signing ceremony of Sindh Reading Program (SRP) and Pakistan Reading Program (PRP) 2017 in Karachi.



Session activity at Teachers' Training, PPRS: Phase V and VI in district Dadu.



Participants at Teachers' Training Program by Beaconhouse for primary and elementary teachers.



Participants showcasing their project during Teachers' Training Program for Primary & Elementary Teachers.



Annual Assessment at Khairpur.



Annual Assessment at Sukkur.



Annual Assessment at Panu Aqil.



## Teach for Change

Access lies at the core of SEF's foundational principles. SEF assisted schools are predominantly based in far flung rural areas. While this ensures service delivery to the underserved, the challenge of recruiting qualified human resource stands out, restricting the goal of quality teaching and effective school management. Though SEF seeks to bridge this gap through teachers' training, a new program "Teach for Change" (TFC) has been initiated, in 2016-17, to add value to the quality components. The concept comes from the "Teach for Pakistan" model which has received international acclaim with other similar models across the world yielding different degrees of success for improving educational standards.

The program involves professional engagement of fresh, qualified and motivated youth to work in schools located in the remote areas of Sindh, in the role of Teaching Support Associates (TSAs). The major competencies required for TSAs include the ability to teach at secondary level with expertise in English, Mathematics and Science, and the capacity to influence change in school management. The TSAs are envisioned to synergize change in the school environment by bringing fresh ideas and approaches, contributing to academic excellence and development of existing school teachers.

In order to initiate the professional engagement of TSAs and sourcing potential candidates on merit, the Foundation, through a competitive process, hired M/s BPS (Beaconhouse School System) to disseminate the program across the province and attract talented resource. Subsequently, road shows were conducted in different universities in Khairpur, Jamshoro, Hyderabad, Karachi, Shikarpur, Larkana, and Sukkur. Over 600 students attended different sessions in each district. The road shows were supplemented by print, and broadcast ads, and posters and brochures for dissemination. The integrated communication campaign resulted in a response of 5,000 to 6,000 applications for the position of TSAs from across Sindh.

Though this is just the beginning, the TSAs' induction is already manifesting positive impact.

Over 1,100 shortlisted candidates were invited to take subject specific tests, designed by academic specialists/experts of M/s BPS, followed by intensive interviews. The first batch, comprising 77 TSAs, was finally selected and deployed at the prescribed schools in 2017. The selected pool of TSAs received customised training support under the overall Training and Development framework of SEF. In order to attract and motivate the TSAs to commit to localities and communities in difficult areas of Sindh, SEF offers attractive remuneration package coupled with a logistics allowance.

On their part, the TSAs play the role of change agents, contributing to changing conventional teaching methodologies and student engagement. They are also required to teach, draft lesson plans and assist students in attempting worksheets. Moreover, they assist with students' assessment, supporting the designing and marking of the test content. On administrative side, they keep a record of students' performance, lesson plans and activities, and help the subject and Head Teachers in adapting to the changing roles of teachers in schools.

Learning from the experience of the first batch and in order to ensure quality, the Foundation, with the approval of its Board of Governors plans to partner with leading universities of Sindh for meritorious sourcing of alumni and potential candidates through these universities.

For the next batch, the Foundation is developing an online portal offering induction in around 400 schools and at the same time planning to sign an MoU with select HEC recognized universities in Sindh for facilitation in professional engagement of Teaching Support Associates.

Though this is just the beginning, the TSAs' induction is already manifesting positive impact. There has been a marked increase in co-curricular activities and improvement in teacher-student relations, while record maintenance has also improved. The resultant outcome of a healthy school environment is likely to lead to a boost in school enrolment and the overall learning atmosphere for students.



## Introducing Smart Teaching and Learning (INSTAL)

Introducing Smart Teaching and Learning is one of the Foundation's most ambitious initiatives aimed at integrating technology in teaching and learning across underprivileged areas of the province where access to education is limited. INSTAL is primarily a Public-Private Partnership intervention encompassing E-Learning strategies in SEF assisted schools to provide access to technology to the children of the marginalized communities.



**Pilot launch of INSTAL in District Malir, Karachi in February 2017.**

The program encompasses designing, developing and implementing a customized and localized E-learning software application to aid the content/curriculum delivery and learning in an interactive manner. The application software, designed in compliance with the National Curriculum 2006, will be deployed at school level through 18,000 tablet computers especially provisioned in the project (30 tablets per school). This goes along with the establishment of Audio-Visual display medium (LEDs) at 600 SEF supported schools selected through specific criteria. The application consists of animated and screencast story-based videos of Science, Mathematics and English.

SEF extends continuous professional development support in the shape of training and mentoring to Science, Mathematics and English teachers along with IT teachers recruited by the schools specifically for the purpose of delivering INSTAL. Moreover, matching grants are also offered for necessary infrastructure including development of Audio-Visual rooms, LED setups and alternate energy so that the program is not interrupted by the perpetual electricity crisis in SEF supported schools in rural areas.

The project starts from 2015-16 has a life of 4 years. Based on conservative estimates, INSTAL is likely to benefit around 150,000 students during the four years with rolling and continued enrolment after the project's life.

The use of modern technology offers promising prospects for boosting students' interest in learning with a positive impact on attendance and teachers' motivation to teach.

The automation of the reporting system has led to significant improvement in the quality of the reporting, while enabling accurate assessment, timely decision-making, and quicker response to challenges.



## Highlights of INSTAL Pilot Launch in February 2017







# **Voices from the Field**



# SEF Community Speaks

Following the goal of making education accessible, SEF has a network of schools in the remotest corners of the Province, catering to the otherwise under-served population. SEF reaches out to resource-poor families that have limited means of livelihoods, food and nutrition and engage children for work, to generate income. In urban areas, SEF has schools mostly in katchi abadis; in squatter and slums bringing pupils from different communities together, while also attempting to dismantle the class barriers, by way of providing quality service.

The profile of SEF students mainly comprises low-income backgrounds, with large family size, and working parents. Economically, the parents of the children enrolled in SEF schools are engaged in small scale businesses or jobs that do not allow adequate expenditure on a regular school, that may demand fee, cost of text books, uniforms and transport, and other expenses related to curricular and extra-curricular activities. SEF is their choice of education, not only because it offers free education, but also because parents and families can see a concerted effort towards quality education in SEF schools.

One other important consideration is the communal context of the areas where schools are set up. School operators are encouraged by SEF to mobilize the community and engage community elders, parents, and any other actors that may support the cause of education in the community. Such a strategy not only helps in mobilizing community support for local schools, it also has a positive impact on the ownership and local communities' stake in SEF schools.

Interviews from extensive field visits undertaken to incorporate local communities' perspective on SEF schools brought forward many important insights from key stakeholders, including school operators, teachers, students, and community members. Some of these are shared in this section.







# Moving Beyond the Odds

Shahrukh, from Class 7, is a resident of New Karachi and joined the Kiran Public School, Bilal Colony, Karachi, established under SEF Middle / High School Program, a year earlier. Prior to that, he was enrolled in a local school. He lives with his four sisters, two of them pursuing Quran studies. His father is a shopkeeper.

Shahrukh has a difficult schedule, compared to others in his class. He not only spends five to six hours a day at school, but he has to work at a local workshop that designs and prints panaflex. "It's not a regular job, but I end up spending good number of days at the workshop, in any given month. I also go to my father's shop everyday for at least two hours to help him with his work."

For Shahrukh, the Bilal Colony SEF School is an important part of his life. Not only it is close to his residence, it also offers free education, ruling out any question of burdening the family resources. His teacher shares amusingly how difficult it was to manage Shahrukh in the beginning as he was aggressive and rash. "We had to be very patient with him and others, as this is an inter-communal set up and there is a great deal of divide between the communities."

The School Operator, Syed Aijaz Ali, also shares how the same set of students, who would not be ready to sit with each other, now play cricket together outside school hours.

"There has been a marked difference in the way they approach each other today compared to when they joined in. Earlier, they would not think beyond ethnic lines, even posing rather direct questions from teachers such as: *"Miss, aap Muhajir hain?"* (Miss, are you a Muhajir)" It took months of engagement and counselling with them to help them shed their ethnic biases. Now they have become more than friends."

On his part, Shahrukh feels that the school environment and schooling system is working well with the realities of his life that include devoting time for supplementing family income and struggling with civic issues, such as daily load shedding for extended hours at night. *"Teachers boht acha samjhatey hain, school aaney ko dil karta hai,"* (teachers explain the curriculum very well. I look forward to coming to school every day)," he says with a glint of shyness in his voice.



# Taking the Community Along

At Diamond Public School, Pir Shah Mohallah, Miro Khan, Kamber Shahdadt, the environment is bustling with activity. The energy comes from over 900 children, all aged between 4-10 years, settled in the large building that utilizes solar panels for power consumption, in a locality with limited electricity. The playground is vast enough to accommodate the large number of children in this populated constituency where, till five years ago, primary education was non-existent because of the absence of a functional school.

"We weren't expecting such a large enrolment. It is difficult to say no to people, but SEF's quality standards have to be adhered to. I try to bridge the gap by providing good quality environment as well as incentives to the teachers to give the job their best," shares the Principal of the School.

The most difficult challenge for the teachers, in this populous community is breaking the conservative mental blocks among the community. "Despite this being a primary school and these children being very young, parents are uneasy with mixed events such as celebrations and marking of special days. Teachers and school management have to devote a sufficient amount of time to engage the community. Sometimes they don't want the children/girls to perform in the tableau. When they stopped sending children



to school, our teachers went to them and tried to convince them. We try to show them the positive side of child development, as participating in extracurricular activities from a young age helps with building confidence," said teacher Iqra, who mostly leads the process of community engagement for her school.

Iqra shares the extensive negotiation they have to pursue in order to convince the otherwise conservative community to look at school activities positively. "We had to deal with a mother who wanted her 12 year old son to not "waste time" in school and go earn instead, as the father did not earn any income. We had to persuade her to let the boy come in the morning and work after school hours. We understand it's a burden on the child, but we have to work our way around the community's priorities."

Teachers at the school – most of them commuting several kilometres everyday in school-provided transport – have high expectations from children. "We come here so that these children can learn. It is great to see them so inclined towards education. While some parents do not take any interest, many actually follow up on home work and students' performance. We want these children to continue to stay committed to education. But above all, we want them to become good human beings," they all resolve unanimously.





# Path to Growth

The Little Star Fellowship School, Khairpur, is one of the oldest schools listed with the Foundation, working under the SEF Assisted Schools Program. It is in high demand for being in the middle of the city. However, the key feature of the school is the active School Management Committee that oversees the school operations and regularly manages paperwork and other follow ups.

The school runs two shifts and is currently headed by a female principal. Teachers working here find the training programs for teachers as the most important element of their experience of teaching.

Shahnaz Baloch, who earlier used

to teach at a local school, moved to Little Star as it was closer to her home. As a part of her capacity building, she underwent the SEF organised training program in collaboration with the IBA, followed by a thorough assessment.

"The training has had a very positive impact on my understanding of the job, even though I had been teaching earlier too," shares Shahnaz. She feels that not only her comprehension but her management skills have also improved. "I see a positive path for myself in terms of professional development. This training program has opened my mind to specialization, and following a planned growth path," she shares.

# Anything for Education

In Village Ahmed Khan Jatoi, near Dadu, there are around 700-800 houses. The local population is mostly engaged in agriculture, with women doing the job of cotton picking and wheat harvesting. The area has a primary school, but there is no middle school.

Safina Jatoi, daughter of an educationist, runs Jordan Public School, with 155 children. Functioning under SEF Middle / High School Program, the school seeks to address the gap created because of the absence of a middle school in the area. This is an important development, because prior to the establishment of the school, the children would have to give up education, after completing the primary level. The other choice of travelling several kilometres to the main Dadu city for middle school education was not really viable because of the transport expenses and the time involved.

The school encourages girls' enrolment and goes out of the way to allay parents' concerns with regards to the co-education system. "We have separate break sessions for girls and boys. We also have playtime for girls and our girls have become a pro in football and badminton," informs Principal Safina Jatoi.

Ms Jatoi shares how the specific challenges in the context of the community also include sectarian conditioning.

Another challenge is the weak foundation of children joining the school after having graduated from the local primary school. Ms Jatoi feels the children are really behind the mark because of the poor quality of teaching at the local primary school. "We have to put in a lot of effort to help them cover the gap and catch up with the curriculum in accordance with their age and level. The trainings organized by SEF come in handy because they help us approach students in line with their specific context and limitations."







# Finance and Expenditure

## Financial Highlights

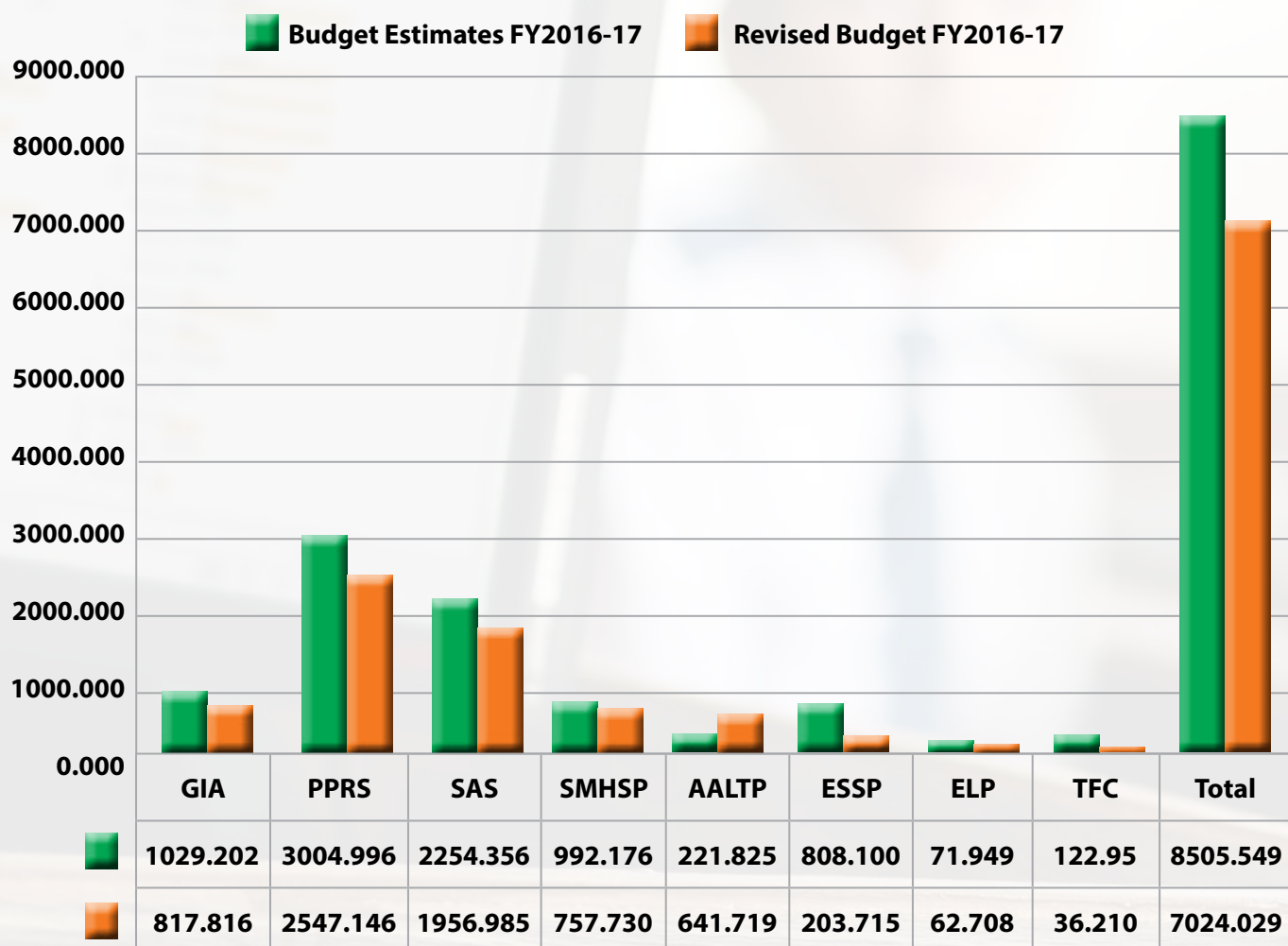
The SEF budget for the year 2015-16 was Rs. 4231.278 million against which Rs. 3310.742 million were utilized till June 30, 2016. The portfolio was expanding exponentially, and by the end of FY 2016-17 it was expected that the enrolments would cross the mark of 500,000 students which were approx. 250,000 by June 2015; that meant an increase of over 100% in the portfolio. It wasn't only the subsidy cost alone, the spending on technical support services was also to be increased for the same reason. It was in the same background that the budget requirements for FY 2016-17 were expected to be increased by over 100%. Therefore the Budget for the FY 2016-17 was kept at the level of Rs. 8,505.549 million for FY 2016-17.

SEF BoGs in its 8th meeting held on May 11, 2017 had approved Revised Estimates of Rs. 7024.026 million against which the total available Funds for utilization for the FY 2016-17 amounted to Rs. 6,727.271 million. As against this, actual expenditure incurred by the Foundation was Rs. 5207.951 million by June 30th, 2017.

The SEF's budget on the Non-Development side has been broadly classified into eight (08) budget heads, including; Grant in Aid (GIA), PPRS, SAS, SMHSP, ESSP AALTP, TFC & ELP. There are three major components under each head except GIA, namely; Subsidy Cost, School Development Cost and Administrative Cost. GIA has two major components only i.e. School Development Cost and Administrative Cost. As may be viewed, all the programmatic interventions except AASP have their respective budget heads whereas AASP is charged from GIA directly.

### Budget Estimates Vs. Revised Budget (FY2016-17)

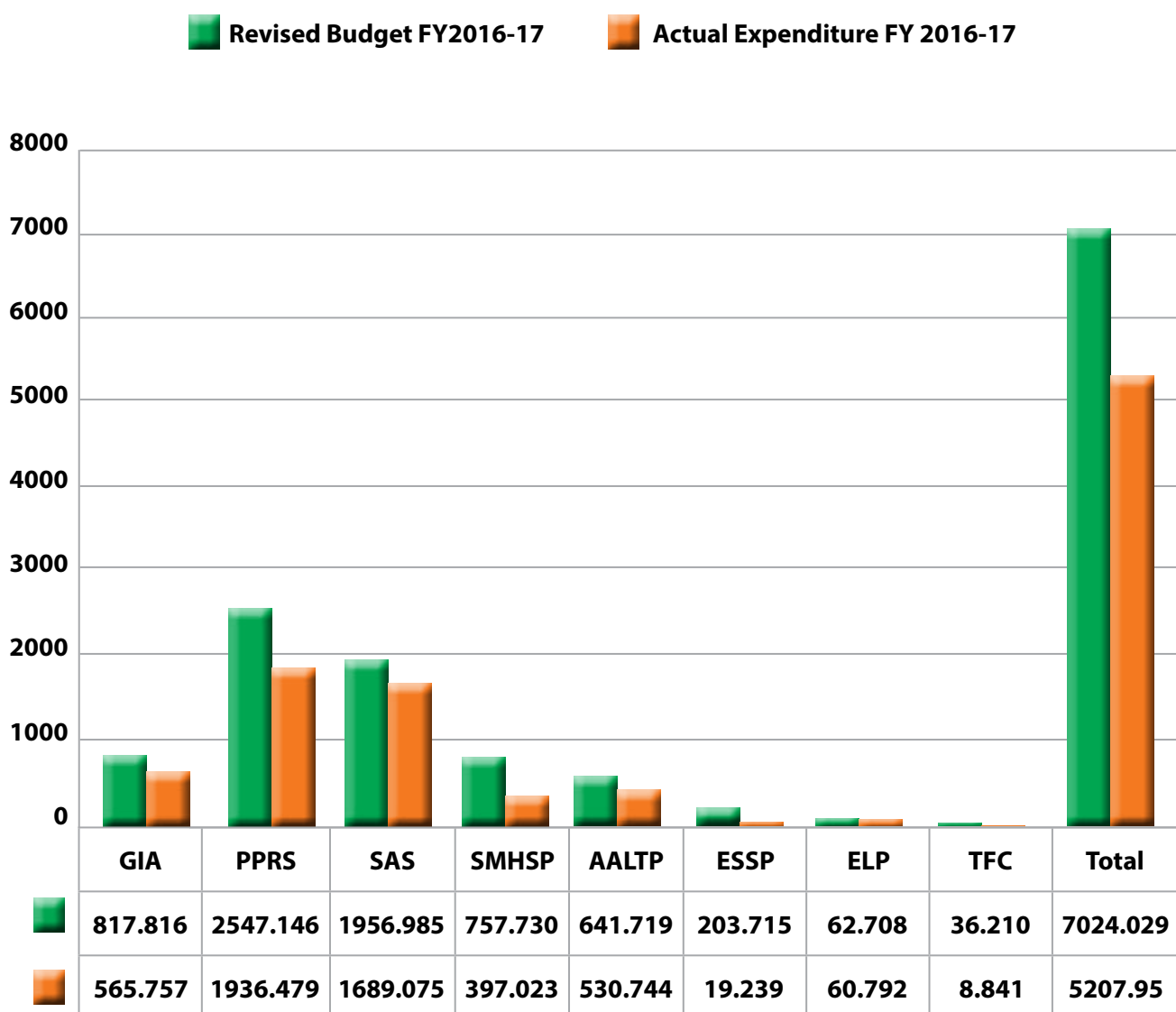
Rs. in millions





## Revised Budget Vs. Actual Expenditure (FY2016-17)

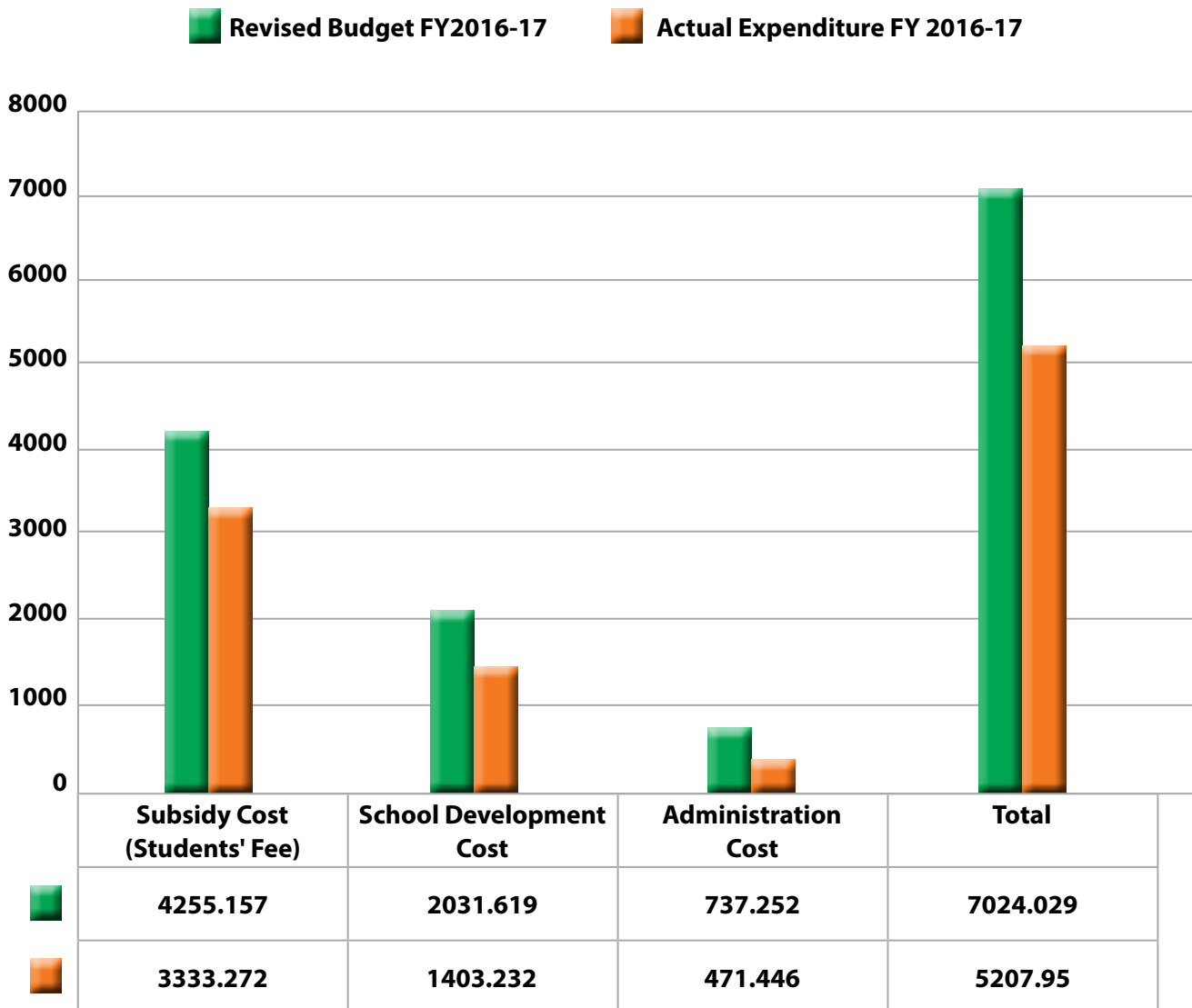
Rs. in millions





## Component wise Revised Budget Vs. Actual Expenditure(FY2016-17)

Rs. in millions

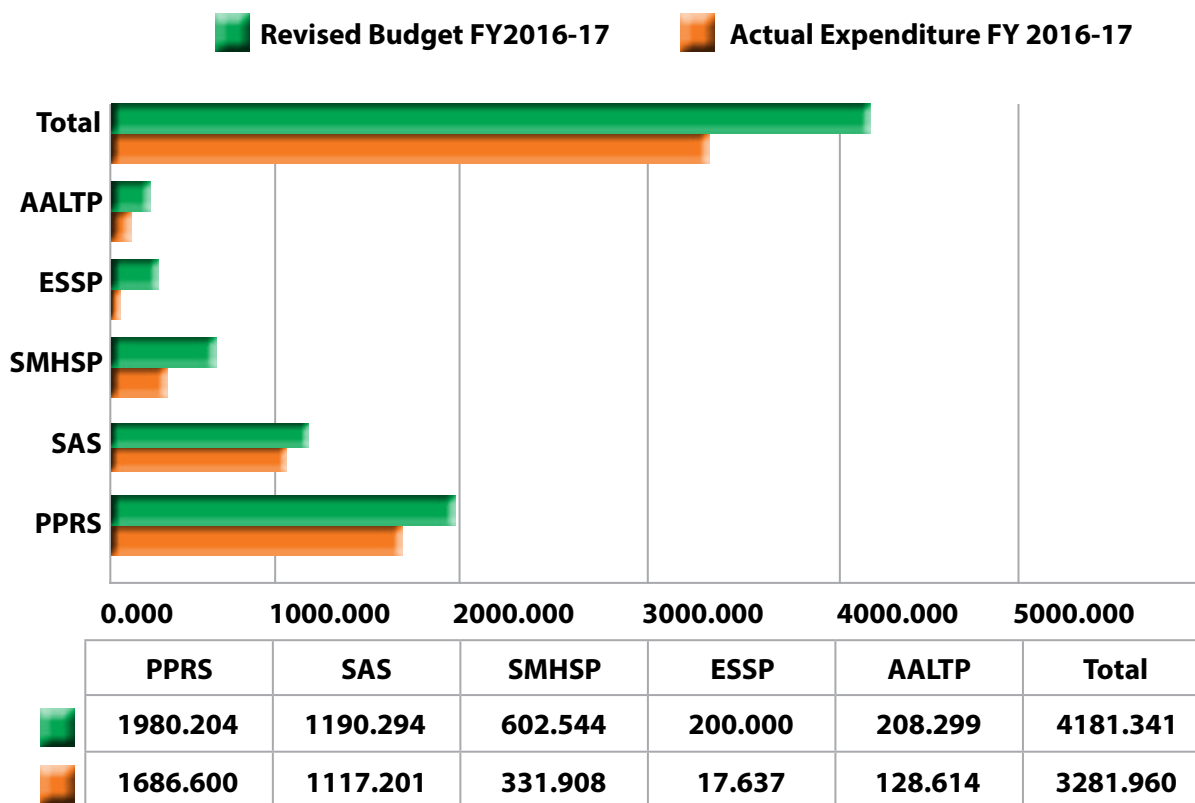




# FINANCE AND EXPENDITURE

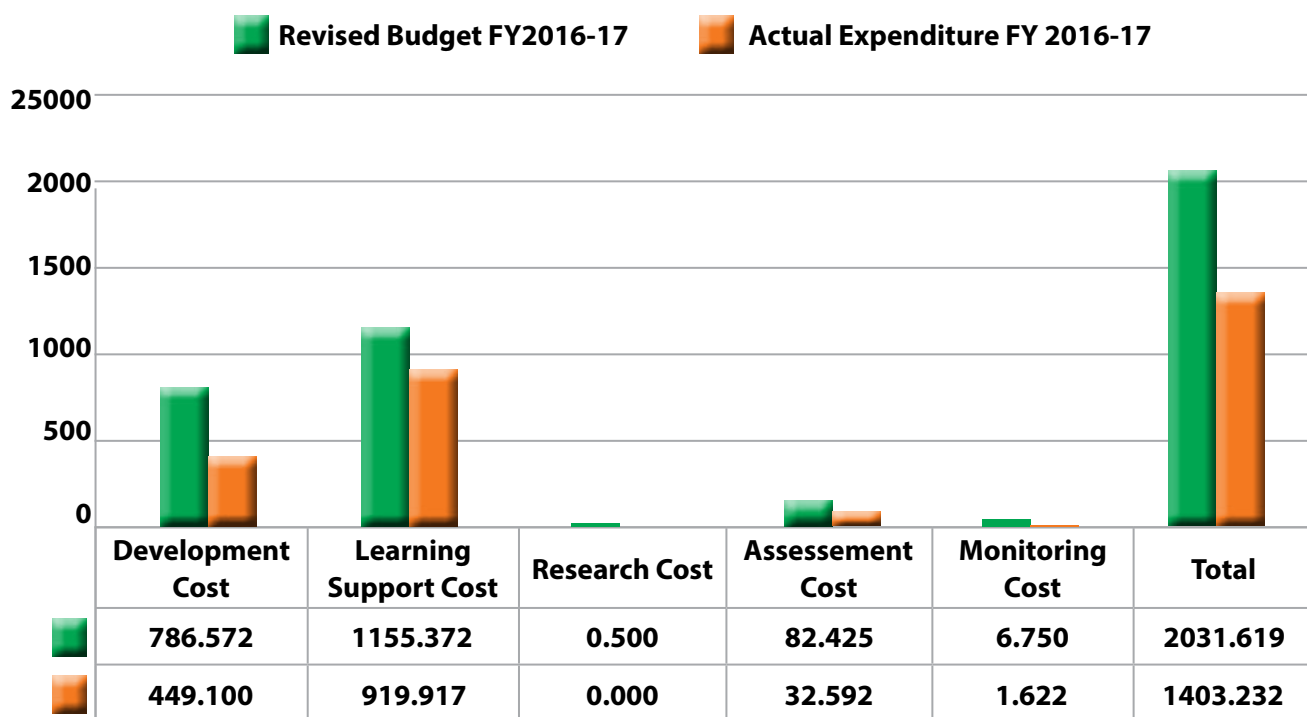
## Subsidy Cost (FY2016-17)

Rs. in millions



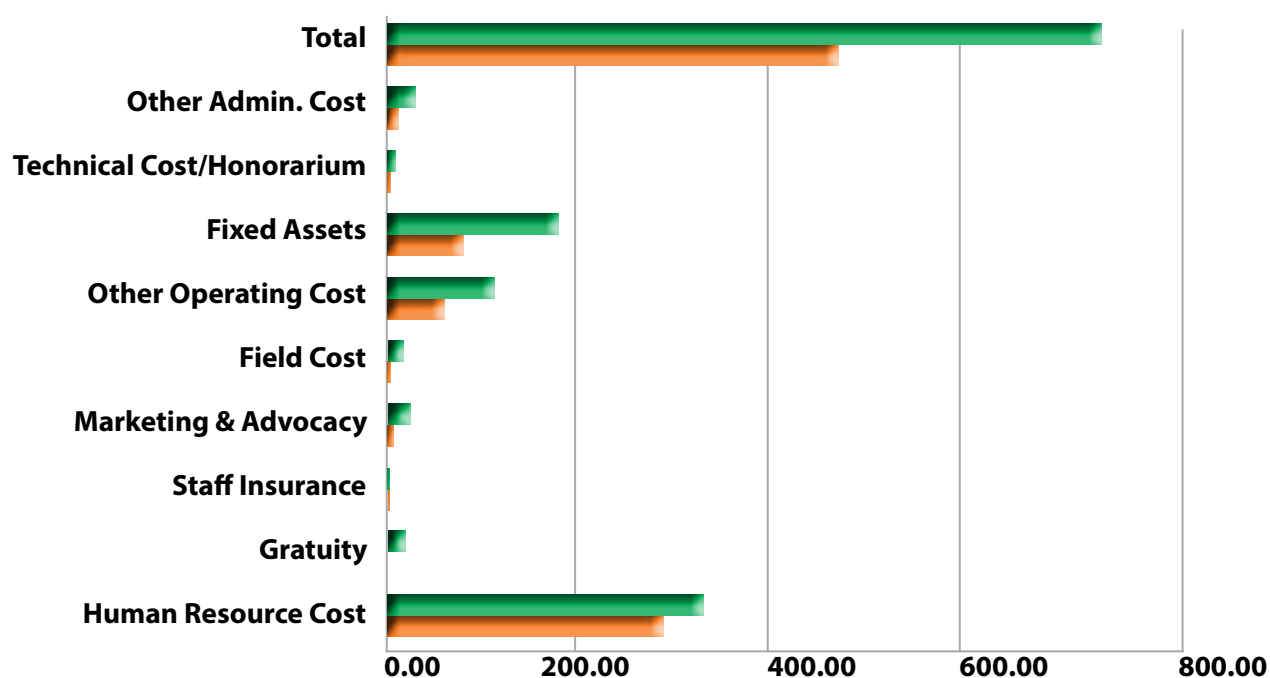
## School Development Cost (FY2016-17)

Rs. in millions



## Administration Cost (FY2016-17)

Rs. in millions



Administration Cost Budget Heads	Revised Budget FY2016-17	Actual Expenditure FY 2016-17
Other Admin. Cost	30.03	10.82
Tech. Cost/Honorarium	7.22	1.78
Fixed Assets	190.17	88.69
Other Operating Cost	121.29	75.70
Field Cost	10.77	4.44
Marketing & Advocacy	27.15	6.97
Staff Insurance	3.50	2.89
Gratuity	21.75	-
HR Cost	325.38	280.15
Total	737.25	471.45





Expanding







# Footprints







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