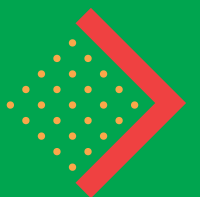




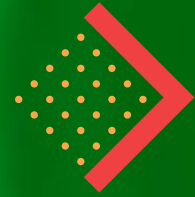
Phase
Forward







Phase Forward



Annual Report
JULY - JUNE 2017-18

LIST OF ACRONYMS

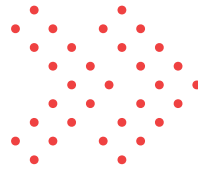
AALTP	Adolescent and Adult Learning and Training Program
AV Rooms	Audio Visual Rooms
BRAC	Building Resource Across Communities
BoGs	Board of Governors
ECE	Early Childhood Education
E&FC	Executive and Finance Committee
EMIS	Education Management Information System
ESSP	Existing Schools Support Program
GIA	Grant in Aid
GPS	Global Positioning System
HR	Human Resource
ICT	Information and Communications Technology
INSTAL	Introducing Smart Teaching and Learning
LSU	Learning Support Unit
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
NFE	Non-Formal Education
P&D Dept.	Planning and Development Department
PPRS	Promoting Private Schools in Rural Sindh
PRP	Pakistan Reading Program
RE	Revised Expenditures
SAS	SEF Assisted Schools
SDGs	Sustainable Development Goals
SEF	Sindh Education Foundation
SE&LD	School Education and Literacy Department
SMHSP	SEF Middle/High School Program
SIBA	Sukkur Institute of Business Administration
SRP	Sindh Reading Program
SRSO	Sindh Rural Support Organization
TFC	Teach for Change
TSAs	Teaching Support Associates
USAID	United States Agency for International Development

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Message from Chairperson



Syed Murad Ali Shah

Chief Minister Sindh;
Chairperson, SEF Board of Governors



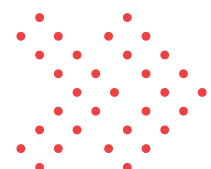
Year 2018 marks the closure of the ongoing term of the government before the general elections usher in the next government. We have travelled a long journey.

In the last five years, our focus has been on expanding and enhancing the quality of social service delivery in the province. Education has been our key priority in this regard. Our serious efforts towards meeting our constitutional and SDGs obligations are reflected in a range of legislative measures and education sector reforms. There is no disagreeing that education is linked to social change. However, the influence of social, economic, and political factors on education as a service as well as a value also need to be considered. We, in the Sindh Government, realize that institutional reforms are critical for the province to move forward with times. However, we are also challenged by various factors that are specific to the Sindh province, reflected in quality and capacity gaps in public service delivery.

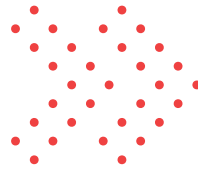
To me, SEF's advancement in access, quality, and technology marks a way forward for the province's education landscape. This expansion is reflected in both increased number of schools and extension in the middle and high education arena. The increment in enrollment going up to over 0.5mn in the last four years is a testimony to the positive response to a functioning and quality education service in the province. With expansion, a stream of quality initiatives reflected in teachers training, computer and science labs, youth engagement in school development and an assessment outlay promise to enhance learning outcomes.

It is also heartening to see the smooth transition of students to middle and high school. Post-primary education is a very important focus of our government. I launched the INSTAL program this year that marks a new chapter in our government's vision of modernizing education. Digitization is undoubtedly the future of education.

For me, the Sindh Education Foundation's work is a step in the direction of translating sustainable development goals into reality. However, we need to go far beyond this, pursuing our vision to raise enrollment up to one million students in coming years. It is my firm belief that the future of Sindh is strongly linked to a population that has the capacity to keep pace with modern times. As Chairperson SEF, I look forward to steering this journey!

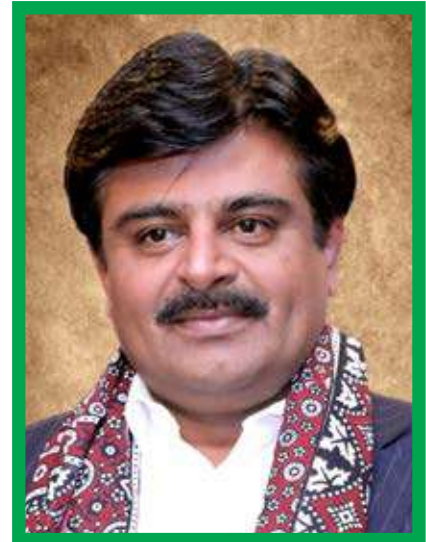


Message from Vice Chairperson



Syed Sardar Ali Shah

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

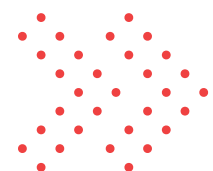


The Sindh Government is steadily advancing in following up on the education sector reforms. We are aware of the revolutionary impact that a good education system can have on the lives and future of the citizens of this province.

In the past years, our focus, through a range of reforms initiatives, has been on expanding school participation, reducing gender and rural-urban disparities, increasing progression, and improving student learning. While the Free and Compulsory Education Act 2013 was a part of our constitutional commitment, the series of initiatives to realize the obligation needed to be backed by complementary governance and accountability measures. The current Sindh Government's education plan is therefore built on the pillars of access, quality, governance, and public finance management.

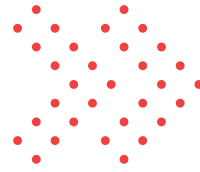
The Sindh Education Foundation has an important role in the implementation of the Sindh Government's vision for an inclusive and quality-based education. It is critical for any education service delivery model to have the capacity to address a diverse range of micro and macro challenges to counter the hurdles to access, such as community's resistance, poverty, practice of child labour, parents' poor perception of education and a non-supportive broader environment. By operationalizing a day-to-day functional, engaging, and accountable structure, spread across far and wide corners of the province, that is cutting across age, gender and class divides, SEF has proved that access and quality can become a reality.

I congratulate SEF over completing another year into its journey. We have much more ground to cover and several challenges to face together. The Government of Sindh is committed to working together with stakeholders at every step to make the goal of "Education for All" into a reality in the province.





Message from Chairperson, E&FC

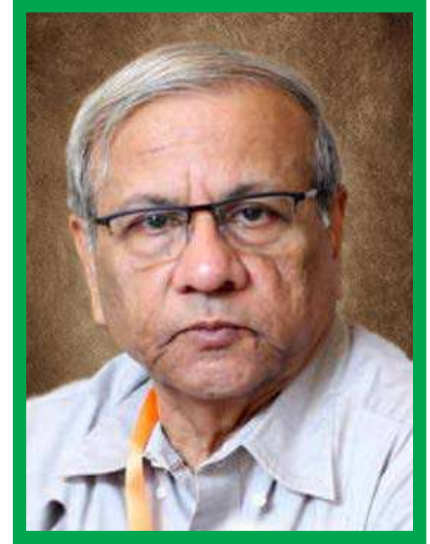


Dr Kaiser Bengali

Senior Economist;

Member, Board of Governors;

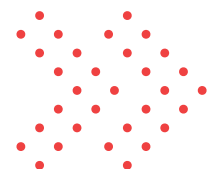
Chairperson, Executive and Finance Committee, SEF



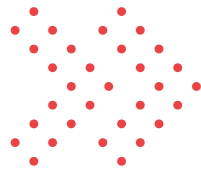
Education is a driver of social change. For the province of Sindh, the agenda of quality education needs to be turned into a development priority. The dividends of quality education carry much more value for a province that is faced with a population boom, and where development is held back by social, political, and structural factors.

The silver jubilee year of SEF speaks of the long journey of the Foundation from a community-based initiative to an entity with multi-scale portfolio that aspires to reach out to the most excluded and marginalized sections of the population. The Foundation has the potential to stride this path for its role in leveraging the public finances, regulation, and private sector management to deliver quality education to the underserved. Moreover, the recent restructuring exercise allows the Foundation the space to pursue its mandate in its optimum capacity.

The importance of meaningful education for the province of Sindh as an answer to its development challenges cannot be emphasized enough. Education and skills development, gainful employment opportunities and space for participation in sports and cultural activities are critical for human capital development. It is my hope that SEF continues to make the effort to keep up with the fast-changing development realities of the province and contribute to the goal of human capital development.



Reflections from Managing Director



Ms Naheed S. Durrani

Managing Director, SEF;
Secretary, Board of Governors

We are happy to present the Annual Report 2017-18, documenting yet another year of the Foundation's work as we wrap up our silver jubilee events.

The last one year has been an important milestone in our journey for expansion that has taken us to the most distant and underserved points of the province, reconfirming the need and significance of functional educational institutions for communities that aspire progress but struggle with access to basic services.

This year, SEF has devoted its energies and resources into operationalizing, strengthening and institutionalizing initiatives undertaken since the restructuring phase of 2015. We focused on quality, capacity enhancement and digitization, while maintaining a tighter monitoring and accountability system. We ventured into new territories such as INSTAL, Teach for Change, and middle and high school education with a view to modernizing and upgrading the quality of the learning experience of our valued students. This year also marks the first time we have rolled out a scholarship program focusing on linking students from economically marginalized and underserved communities to quality education opportunities in the country. These diverse ranges of initiatives have entailed intensive micro and macro institutional measures, along with policy changes and upgrading of quality inputs.

For us, at SEF, it is important that our vision of access and quality education is reflected in our students' ability to comprehend, engage and serve; and in our partners' total dedication to push the goal of a literate future for the province. We are encouraged by the positive response to our efforts for outreach and expansion. Guidance and supervision of the Board of Governors has been instrumental in helping us traverse this path. This is certainly a journey where collaboration stands at the core of our shared vision for a developed, modern, and progressive Sindh led by the power of a literate youth. And we look forward to continued support from stakeholders for helping us realize this dream.





Members of SEF BoGs 2017~18



Mr Rizwan Memon

Chief Secretary,
Govt of Sindh;
Member, BoGs



Mr Muhammad Waseem

Additional Chief Secretary (Dev),
P&D Dept., Govt of Sindh;
Member, BoGs



Dr Iqbal Hussain Durrani

Secretary, School Education
SE&LD, Govt of Sindh;
Member, BoGs



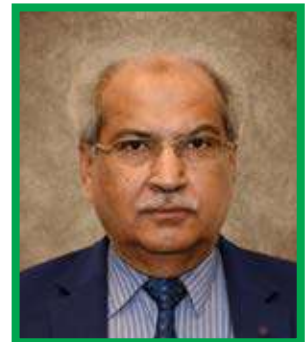
Syed Ali Hasan Naqvi

Secretary, Finance Dept.,
Govt of Sindh;
Member, BoGs



Dr Kaiser Bengali

Chairperson, E&FC;
Member, BoGs



Dr Muhammad Memon

Member, BoGs and E&FC



Mr Hasnain Qamar Shah

Member, BoGs and E&FC



Mr Nazir Tunio

Member, BoGs and E&FC



Dr Qazi Masood Ahmed

Member, BoGs and E&FC



SEF Management Team 2017~18



Ms Naheed S. Durrani
Managing Director



Mr Rafique Mustafa Shaikh
Deputy Managing Director



Mr Nasimuddin Mirani
Director, Human Resource



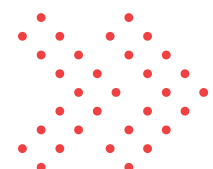
Mr Abdullah Abbasi
Director,
General Admin and Coordination



Ms Shahpara Rizvi
Acting Director,
Training and Assessment

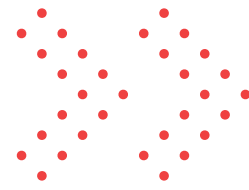


Mr Muhammad Tasleem
Acting Director,
Finance, Audit and Accounts





Celebrating 25 Years of SEF



Hope On, Journey On!



The Sindh Education Foundation marked twenty-five years of the Foundation's launch with an official ceremony powered by the theme of "Hope On, Journey On!" on January 06, 2018, at Mohatta Palace, Karachi.

SEF's twenty-five years journey, marked by modest beginnings, is reflective of the strength and power of a determined and value-driven process. Starting from a community-support initiative, the Foundation has evolved into a major stakeholder in the country's education sector serving over half a million underserved students across the divides of gender, age, class, and geographies. A robust set of impact-oriented programs at academic modernization with ICT-based teaching and learning, science and computer labs, post-primary expansion and a structural quality drive have deepened the impact of the Foundation's programmatic footprints.

The Silver Jubilee ceremony resounded the Foundation's journey as well as its future vision through a set of powerful presentations and participation from key stakeholders and partners including members from National and Provincial Assemblies, bureaucracy, academia, civil society, and development partners. The ceremony was led by Chief Minister Sindh, Syed Murad Ali Shah as the Chief Guest of the





evening, and hosted by Mr. Jam Mahtab Dahar, Minister for Education and Literacy Sindh.

The Managing Director, in her welcome address, walked the audience through the current initiatives and future plans of the Foundation. Chief Minister Sindh laid out his government's roadmap for steering post-primary expansion with the Foundation leading the course. SEF's partners too shared their journey of collective progress with the audience.

Following the partners' presentations, the Sindh Chief Minister launched the Foundation's android-based e-learning software INSTAL. The event also marked the launch of the biography of the Founder SEF (Late) Professor Anita Ghulam Ali.

The Silver Jubilee ceremony received wide broadcast and print media coverage.





Highlights 2017-18

A Year of Consolidating Gains

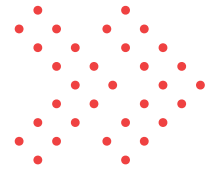
Year 2017-18 was an important period for the Foundation as we operationalized the range of new initiatives launched in the post-restructuring phase in 2015. At the same time, the impact of reforms introduced in the traditional portfolio also unfolded, allowing an opportunity for assessment and retrospection. SEF continued to investigate gaps identified by the new digitized monitoring and evaluation system and prepared response structures and formats accordingly.

This section presents an overview of key programmatic developments while also tracking the journey of the Foundation's traditional portfolio.





SEF Middle/High School Program (SMHSP)



The SEF Middle/High School Program is one of the recent initiatives (2016-17) of the Foundation. It aims to expand post-primary education to the underserved areas of the province, responding to the considerable gap in post-primary infrastructure in the education landscape in the province.

Key features of the program include a stringent and transparent selection process followed by a thorough review by an Evaluation Committee notified for the purpose. Program requisites outline an adequate and functional school infrastructure, hiring of qualified teachers together with a minimum of three to four subject specialists, establishment of computer and

science labs and trainings for subject specialist teachers and head teachers.

On its part, the Foundation supports operators in instituting and managing all aspects of the program. SEF offers "School Establishment Cost" amounting to six-month's subsidies to partners to develop infrastructure in line with the school development plan submitted by them. An additional amount of Rs 600,000 is provided for computer labs, and Rs. 300,000 grants are offered for science labs. Moreover, the Foundation works with partners in hiring qualified teachers. These are also enrolled for subject specialist teachers training through programs designed by the Sukkur Institute of Business Administration.

SMHSP Highlights 2017-18



Over 100 schools established in Phase 1 of the Program. Schools have been launched in the villages where there was previously no such facility.



Over 50 sites for schools selected in line with SMHSP's evaluation procedure.



Currently, the overall enrollment in both phases is 28,000 across Sindh.



Four hundred Science, Math, IT, and English teachers recruited from the local communities and nearby cities. Teachers are provided transportation for mobility.



Grants disbursed to 111 schools for establishing computer labs. Another 43 schools have been given grants to establish science labs.



Trainings organized through SIBA, covering 70 head teachers. Modules are based on school management, administration, academic planning and record keeping.







School Diaries

Dreams Unlimited

Adorn Public School, Islamkot

Promoting Private Schools in Rural Sindh (PPRS)

Adorn Public School in Islamkot can become a big name tomorrow if all the students are able to fulfill their grand ambitions. Kum Kum from Grade VII wants to become a politician. Munawar, Munesh, and Sandesh are determined to be doctors while Vinod stresses that unlike his class fellows, he does not want to be a general physician. "I want to be a heart surgeon." Kailash is

Shiv Lal, the operator of the school has been a partner with SEF since 2009. Narrating his journey, he is amused how his passion for helping the local community with access to better education had landed him in a Catch 22 situation. Before being able to raise funds to build the current school building, he constantly moved rented spaces around different areas of Islamkot.



fascinated with his English teacher, so he wants to replicate him and pursue "a lectureship in English".

All these students with big dreams in their eyes come from Grades V to VIII. They are all enrolled in this school that has recently been constructed on a purpose-built campus.

"The enrollment would always outgrow the school campus, forcing us to move to a bigger space. Few years ago, I finally managed to put funds together to build this school on a family plot, but that meant I had to relocate in this area. Though it is a purpose-built campus with space for a large number of students, we are now mobilizing the





community for enrollment. It may take time, but at least we have a campus that can cater to all aspects of a students' learning needs," he shares.

The area already has a couple of private schools and a government school. Most of the students enrolled in Adorn Public School have come from the government and private schools in the locality. What they really find helpful is how the curriculum and the teaching methodology is localized to respond to their background. "At Adorn, our teachers use Sindhi language to explain the concepts to us, while also encouraging us to follow the textbooks that are mostly in English language. Having the curriculum explained to us in our local language immensely helps us with comprehension. We can also ask questions from the teachers without them frowning at us," says Darshana Ninjar of Grade VII who secured second position in her class. She has been enrolled in this school for a year and also wants to be a doctor like many others in the school.

On his part, teacher Altaf who has done BBA Honors and has moved to this area for his teaching job, thinks that teachers' trainings offered by SEF has helped them to synergize their work according to the community's requirements. "Our trainings emphasize that we find unconventional ways of teaching to suit our students' and communities' needs. We

"At school, our teachers use Sindhi language to explain the concepts to us. Having the curriculum accessible in our local language immensely helps us with comprehension."

-Students of Adorn Public School, Islamkot.

strictly refrain from using rote learning technique. Of course, this adds to our workload, but it is heartening to see students taking so much interest in their studies." Teachers, however, feel that it would help if parents also extend support to the children and take their studies as seriously. "We are trying to engage parents. They need to be motivated to help their children in this journey rather than impose family work on them."

Shiv Lal sees bright prospects for community engagement. "The community has started taking us seriously. They see SEF teams visiting for monitoring and evaluation and follow ups. We get curious questions from the community and we explain to them that it is for accountability purpose. Community feels that these visits reflect the Foundation's seriousness towards quality and accountability. These actually help us attract more students."



Adolescent and Adult Learning and Training Program (AALTP)

Launched in 2017, the Adolescent and Adult Learning and Training Program (AALTP) seeks to build on the Foundation's commitment to foster positive change in the lives of people and communities. The program extends education and development opportunities to Out Of School Children (OOSC) focusing on the age between 10 to 17 years, and adults of age between 18 to 35 years.

The program design incorporates three inherently different components navigating education, skills development, and microfinance. This is much relevant to the context of OOSC and adults, who have missed the opportunity to avail education in earlier years of their lives. Additionally, AALTP aims to equip eligible adolescents and adults with employable skills to facilitate sustainable livelihoods.

An important feature of AALTP is its blueprint to deliver on its wide-ranging objectives. The Foundation has reworked the typical non-formal education framework, seeking to redefine the traditional concept of adult education. AALTP features the components of "learning center", "academics, and "data management". Partners are required to follow the set criteria of establishing spacious learning environment, digital/audio visual rooms with LED and tablets, arrange supplementary reading material, and information display boards,

to enhance the classroom experience of enrolled students.

The Non-Formal Basic Education curriculum for AALTP has been developed by the Japan International Cooperation Agency (JICA) in collaboration with the Directorate NFE, School Education & Literacy Department. The curriculum covers courses in English, Mathematics, Science, Social Studies, Urdu/Sindhi, and Islamiyat at relevant levels, spanning Katchi to Grade V.

Focus is also maintained on teachers' capacity building, academic strengthening and subject specialization through 15-day dedicated training cycles delivered by the Sukkur Institute of Business Administration.

Rudimentary planning for the skills development component of AALTP is underway with inputs from different stakeholders, especially the Shaheed Benazir Bhutto Youth Development Program (BBSYDP). In the first phase, adult learners will be offered training in contextualized and well-suited trades. SEF is particularly keen to focus on non-conventional areas for trainings, such as solar technician, mobile repair, horticulture, vertical farming, and electrician, among others to promote economic opportunities for learners.

AALTP Highlights 2017-18



Contracts signed with 25 Implementation Partners.



"Establishment Cost" equivalent to six months' subsidy provided to partners.



90 Learning Centers with an enrollment of around 18,000 learners operationalized.



Around 300 teachers trained in subject-specificity.

Over 150 head teachers and managers received trainings in skills relevant to administration and management of NFE centres.

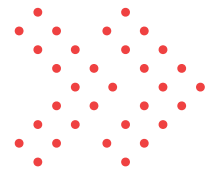




The AALTP design incorporates specialized non-formal education curriculum. The Program's skills development component seeks to focus on non-conventional trades that have high market demand. This includes tailoring, beautician, solar equipment installation, motorcycle repairing, vertical farming, mobile repairing, livestock, electrician and plumbing, among others.



INSTAL (Introducing Smart Teaching And Learning)



Sindh Education Foundation's android-based e-learning application was launched by Chief Minister Sindh, Syed Murad Ali Shah, on the occasion of the Silver Jubilee of the Foundation in January 2018.

The ongoing year witnessed intense rolling out of the project that seeks to revolutionize the existing blueprint of learning in the province. Following a selection of 300 schools across seven regions through specific criteria, SEF initiated the exercise of the disbursement of the device and support equipment. A comprehensive round of trainings and mentoring of IT teachers was also organized. These teachers were recruited by the schools specifically for the purpose of delivering INSTAL.

In the limited time since its launch, the project has already started generating dividends. Students' attendance has registered a significant increase; mid-term exams outcomes reflect over 10% improvement compared to last year, and learning

retention of students has also expanded. The technology-integrated teaching and learning routine has reinvented student-teacher relationship. Promoting a student-centric approach, INSTAL is boosting the motivation of students to learn and that of teachers to facilitate the process of learning.

Like any other project, the modernization of the learning process has not been devoid of challenges. Resistance to change on the part of school administrators, deficits in teachers' qualifications and competencies, and technical issues in digital gadgets are few of the hiccups that have been encountered as the project implementation progresses. SEF is hopeful that a combination of engagement strategies through mentoring, guidance and dialogue may assist in developing the requisite comfort level among the stakeholders to employ modern technology more confidently since this is the future of education.

INSTAL Highlights 2017-18



9,000 computer tablets (30 tablets per school) disbursed.



Target schools supported with establishment of audio-visual rooms, introduction of solar panels and display of 55 inches LEDs at 300 SEF supported schools.



2,700 teachers of Science, Mathematics, and English, and head teachers and IT teachers covered by a two-phase training cycle on e-learning application with digitized curriculum.



The training and mentoring plan also incorporates specific exercises to appraise teachers' instructional strategies, and identify and overcome related challenges. Trainee teachers are provided instructional support to enable them to enhance their pedagogy skills to teach through modern technology.

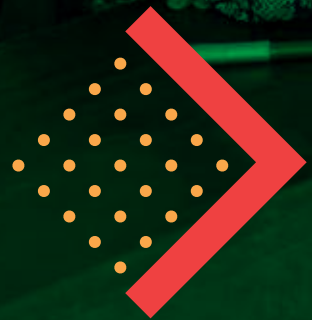






Progress Update

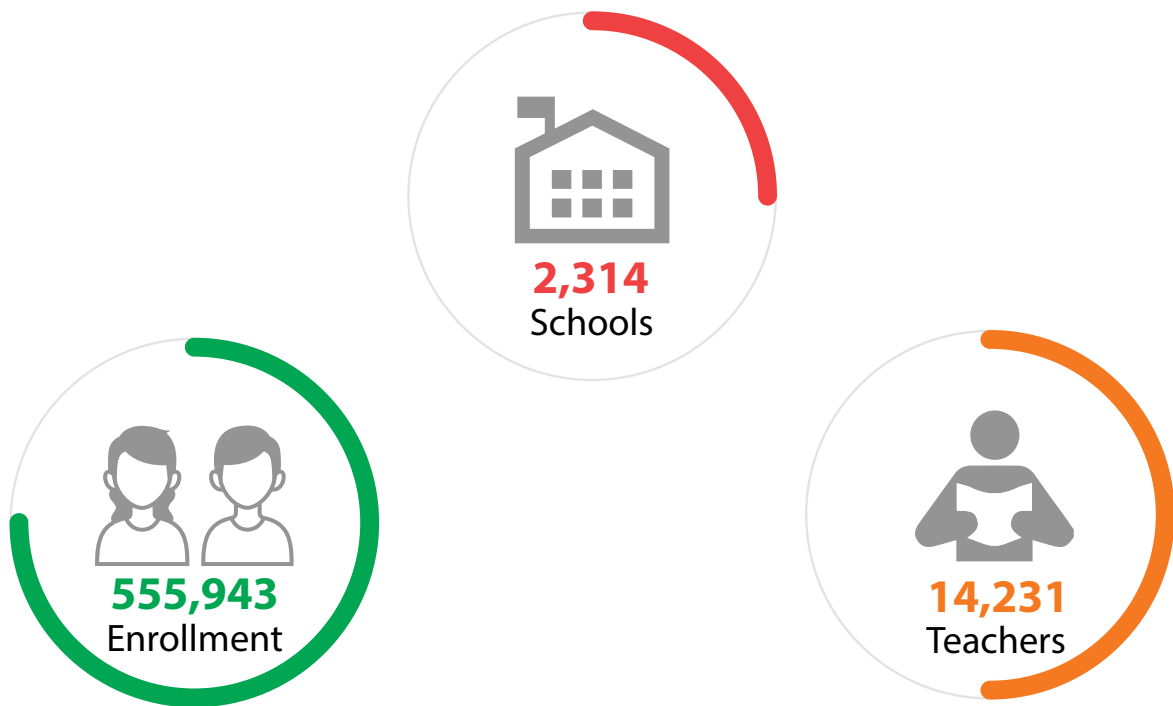
The section presents a roundup of key developments in SEF's flagship program portfolio covering Promoting Private Schools in Rural Sindh, SEF Assisted Schools, and Existing Schools Support Program.



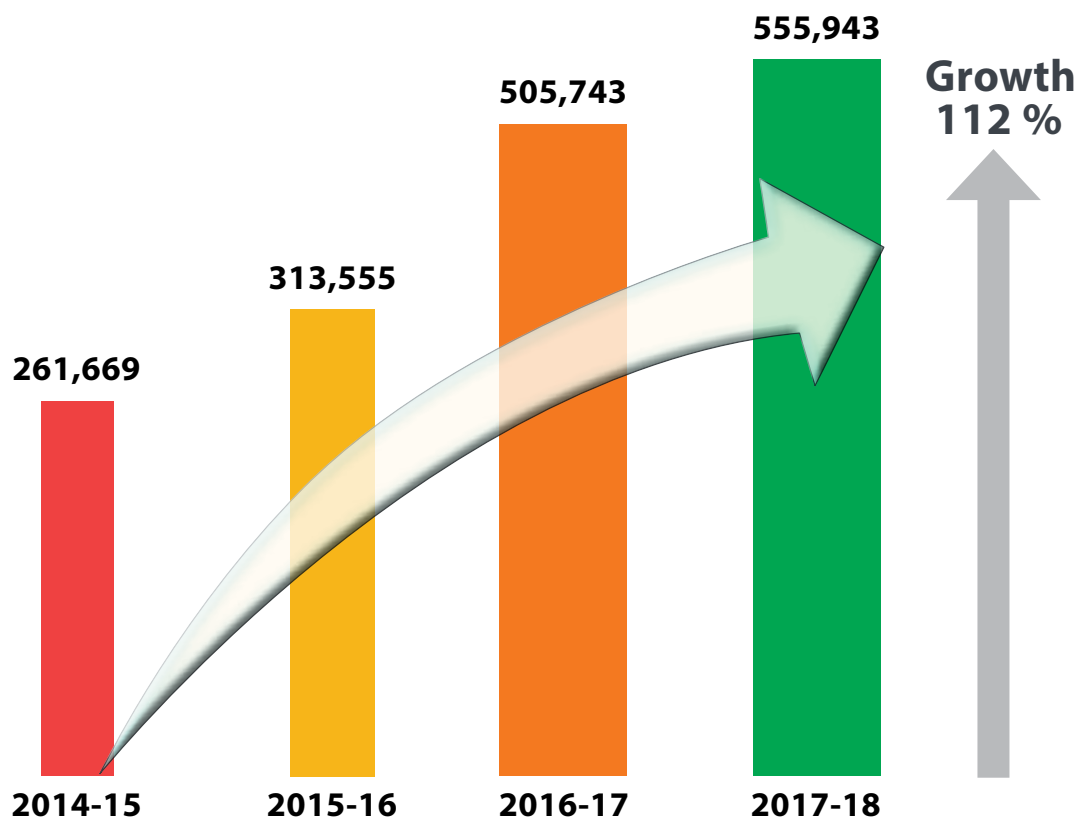




SEF Schools at a Glance



Enrollment over the Years

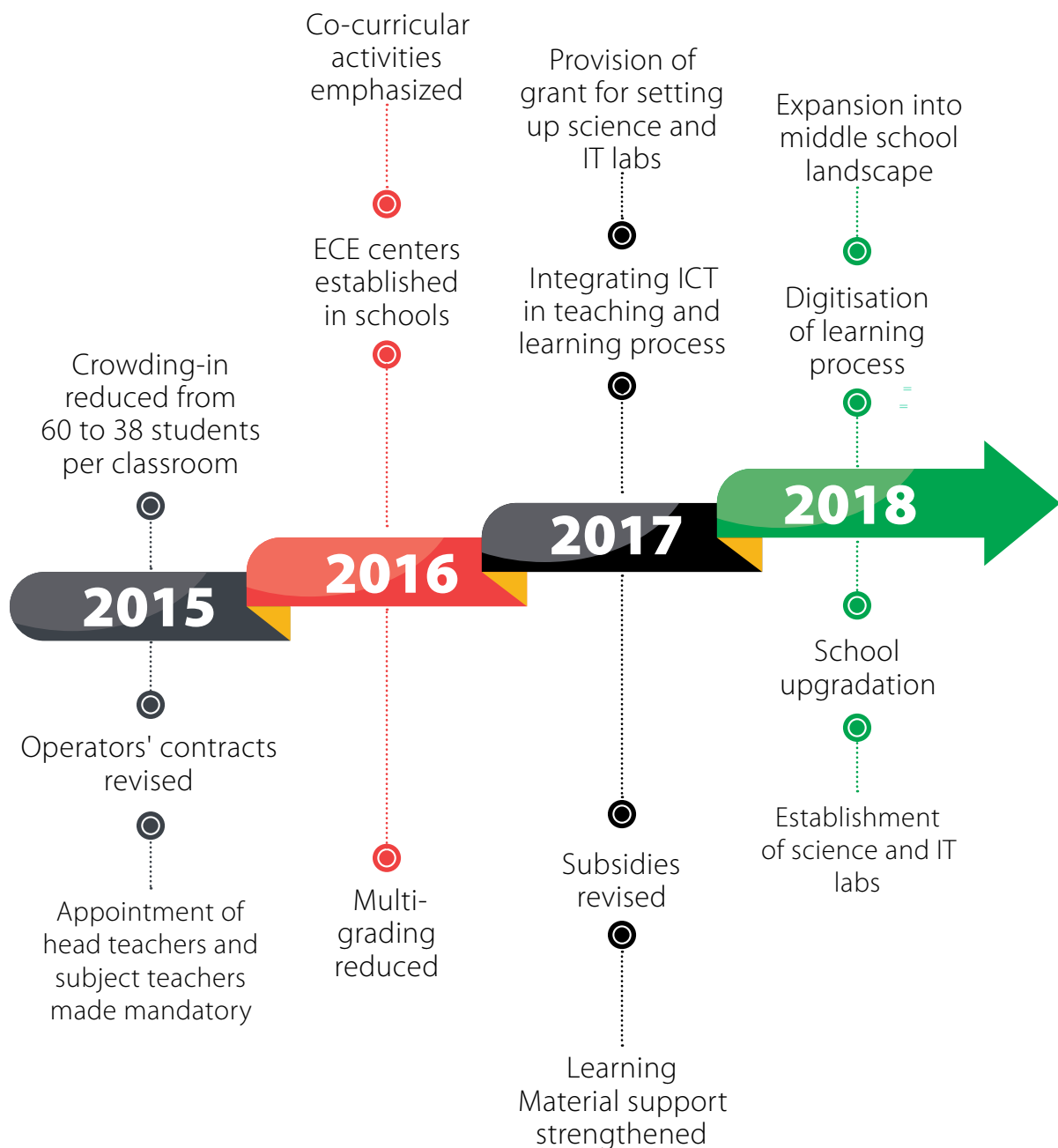


Advancements in Restructuring Phase 2018

Restructuring is an ongoing journey covering the fundamentals of SEF's program portfolio and the core of the Foundation's services. Starting in 2015, the restructuring drive has focused on school environment, infrastructure, teacher qualification, and availability of head teachers as core components of program design.

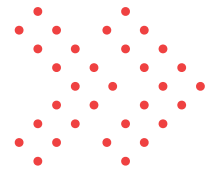
The year 2017-18 saw setting in motion of a range of programs that define the new direction of the Foundation. These are represented by expansion into the middle school arena, digitisation of the learning process through ICT tools, and upgradation and modernisation of schools through establishment of Science and IT labs.

SEF seeks to continue this journey through simultaneously strengthening the quality quotient and expanding the Foundation's footprints to reach out to the underserved.





Flagship Programs Highlights



Promoting Private Schools in Rural Sindh (PPRS)

Promoting Private Schools in Rural Sindh (PPRS) represents the core of the programmatic canvas of the Foundation. Launched in 2008, the program engages private entrepreneurs to establish and operate schools in line with the Foundation's standards for quality and outreach. SEF extends support to schools through per child subsidy, free customized Oxford Textbooks, learning material, classroom level support, and capacity building of teachers and head teachers.

In the ongoing year, a number of PPRS schools were upgraded to elementary level across multiple districts, while science and computer labs and audio visual rooms were also established. PPRS enrollment stands at 245,000.

Key Developments 2017-18



Upgradation of Schools

18 elementary and **01** secondary schools.



Science Labs

Established in **05** schools.



Computer Labs

Established in **22** schools.



Stopgap* Schools

Arrangements in **22** schools.

SEF Assisted Schools (SAS) Program

SAS merges the Foundation's traditional portfolio, driving public-private partnership to foster access and quality.

In the ongoing year, SAS portfolio underwent targeted infrastructure development and school upgradation drive. AV rooms to facilitate INSTAL were also established. New partnerships with Sindh Rural Support Organisation and BRAC-Pakistan, both representing strong rural roots, were initiated.

Key Developments 2017-18



Partnership Agreement

With SRSO covering **84** schools with over **4,000** enrollment in districts Shikarpur and Kashmore.

* Stopgap arrangements are made when the services of the school management are discontinued due to compliance or any other reason. SEF BoGs, in their 9th meeting, accorded approval to the Foundation to manage schools/centres as stopgap arrangement to ensure continuity.





Partnership Agreement

With BRAC-Pakistan for establishment of **08** elementary schools covering Post-Grade V in abandoned government school buildings.



INSTAL

Over **110** SAS schools have been shortlisted for INSTAL.



Infrastructure Upgradation

Infrastructure upgradation carried out in **90%** school. Basic facilities and learning corners focused.



Teachers' Qualification

Qualified head teachers and subject specialist teachers appointed in **60%** SAS schools.



Upgradation of Schools

26 elementary and **15** secondary schools.



Science Labs

Established in **26** schools.



Computer Labs

Established in **73** schools.



Replacement of Partners

Partners replaced in **10** schools.

Existing Schools Support Program (ESSP)

Under ESSP, the Foundation extends regulatory, financial, technical and monitoring support to private schools that are either running on a philanthropic model or are charging very low fee. SEF's assistance aims at supporting sustainability and student retention.

The program started in academic year 2017-18. SEF's partnership with private schools has resulted in a host of tangible and quality outcomes. This is reflected in infrastructure improvement with the addition of classrooms, washrooms and other basic facilities, establishment of science and computer labs, systematic organization of school records, and promotion of extracurricular activities. SEF tracks school performance through periodic assessments.

Key Developments 2017-18



Partnership Agreement

Partnership contracts signed with **56** schools.



Enrollment

School enrollment up by over **23%** in ESSP schools.



ECE

10 new buildings with provisions of ECE set-up and complete school infrastructure operationalized.



Infrastructure Upgradation

Infrastructure upgradation in **16** more schools covering classrooms, washrooms, and ECE set up complete.



Science Labs

Established in **03** schools.



Computer Labs

Established in **05** schools.



School Diaries

Rooted in Community

Tayyaba Public School, Karachi

SEF Assisted School (SAS)

Twenty-year-old Mehlab, a graduate of the Tayyaba Public School, in Landhi, Karachi keeps visiting her alma mater long after she has left the school to travel the next phase of her education journey. Mehlab is currently enrolled in the Benazir Bhutto Shaheed University, Lyari, studying BBA Finance. She is one of the oldest students of this school that was established in 1999, serving the local community comprising Baloch, Sindhi, Kalmati, Magsi and Makrani tribes, majority coming from low income group. For Mehlab and her community, this school is more a part of the family than merely a building.

The school started as a government school that later stopped functioning due to management and administration issues. SEF stepped into the picture, invited by an informal Parent Education Committee that was eager to see this school as a functional entity so that the future of the community's children could be secured.

What started out as a revival of a barely operational primary school that catered to community's boys went on to grow into a co-education elementary school and has just officially become a secondary school. Following the community's strong demands, the school now caters to only girls in Grades IX and X as parents are still not comfortable with a co-education system at a higher level.

Principal Saba Asif Baloch informs how the Parents Education Committee – drawn from the local community – is deeply involved

in the day-to-day operations, strategic planning and policy direction of the school.

Being one of the oldest partners of SEF, the school is an example of the contribution to society a functional, responsive and community-driven school can make. "Those passed out from this school have gone on to become teachers and nurses and joined other professions that demand good education. It makes us proud to see where our former students stand today."

On her part, Mehlab shares how her dreams of becoming a doctor were inspired by the community's need for a good healthcare system. Her teachers were instrumental in encouraging her to pursue her



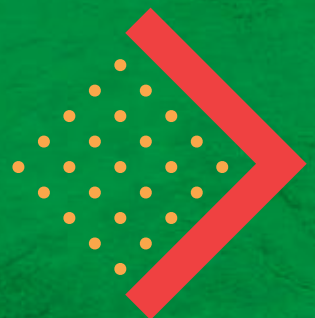


aspirations. After graduating from the school, Mehlab went for a college degree and prepared for MCAT tests, travelling three hours to and from the coaching centre for several months. Unfortunately despite hard work, she ended up missing the opportunity as she could not arrange the requisite funds to enroll in the expensive medical school. Though the setback was deeply disturbing, she was encouraged by her teachers to continue looking for alternatives, with one teacher suggesting her to explore the Benazir Bhutto University. Initially hesitant, she eventually enrolled in the BBA Finance course. Today she is pleasantly surprised at how much she is enjoying her studies. "It is because of the encouragement and motivation offered by my teachers that I was able to travel a difficult journey even when I was disappointed. I am happy I made this choice as I have endless opportunities now. I can work in a bank or become a teacher."

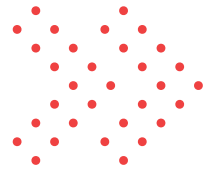
Mehlab and her school are examples of how a school is much more than a mere space for education. "This school is a part of our lives. The values we acquired and the relationships we built here will always reflect in our actions and choices," she proudly tells.



Forward Trajectory







School Upgradation

A critical challenge in the school education landscape in Sindh is the acutely limited footprint of the post-primary facility – standing close to 5% of the over 42,000 primary schools in Sindh. Middle and elementary enrollment constitutes only seven percent of the total enrollment in public schools in Sindh.

Responding to this challenge, the Sindh Government has prioritized post-primary education that has now been included as a major strategic pillar of the current education policy framework. Aligning with this goal, SEF has initiated a comprehensive upgradation roadmap to provide opportunity to students enrolled in Foundation (SEF) Assisted Schools for post-primary education up to the higher secondary level. The program offers the potential to minimize the possibility of student dropouts during or after Grade V due to the non-availability of educational facilities.

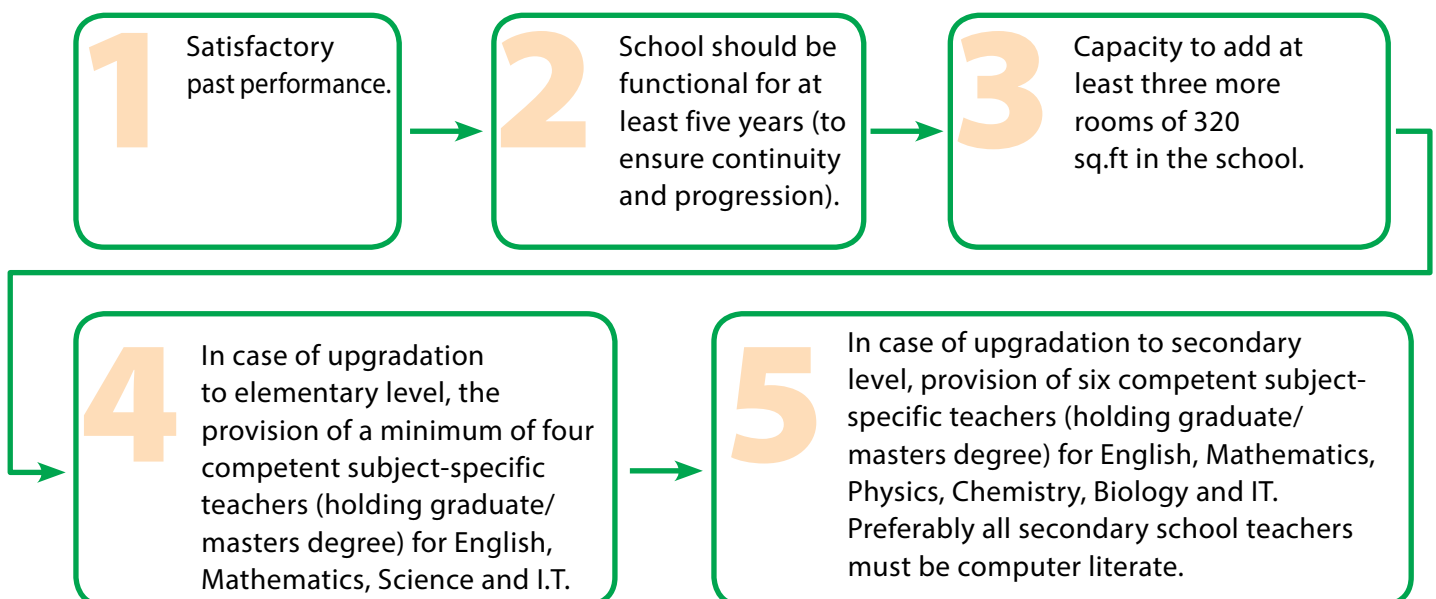
Schools are upgraded based on set criteria encompassing performance, functionality, capacity and resource standards. SEF grants subsidy to school operators directed at supporting establishment of infrastructure

SEF has initiated a school upgradation roadmap to facilitate post-primary education for students enrolled in Foundation (SEF) Assisted Schools.

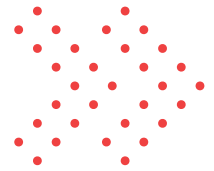
conducive to learning process, induct qualified teachers, preferably subject specialists, and maintain quality standards keeping in view the complexity of the subject content. To help schools make education more productive, school operators are supported and encouraged to introduce facilities of libraries, and science and IT labs.

In 2015-17, SEF upgraded 131 schools catering to 8,030 children from primary to elementary level. Another 23 schools catering to 1,087 children were upgraded to secondary level. Thirty eight more schools are under consideration for upgradation for the academic year 2018-19.

Selection Criteria for Upgradation



New Beginnings in Learning Development



School facilities constitute a critical factor in advancing learning development goals. As an instructional mode, laboratories help develop scientific attitudes, bridge the gap between concept/theory and practice, and encourage inquisitiveness and creativity.

To complement classroom learning with hands-on experience, SEF has initiated an engagement and support system for school partners in instituting science and IT labs at schools supported by SEF.

The Foundation provides a matching and tied grant of Rs 300,000 and Rs 600,000 for setting up science and computer labs respectively at SEF assisted middle/elementary/secondary schools. The schools are required to fulfill the basic criteria of relevant infrastructure, availability

of subject-specific teachers and satisfactory academic performance.

The grants are tied on the terms and understanding that partners will invest an equal amount in the school to ensure the upgradation and sustenance of the laboratory infrastructure. Partners are also provided administrative guidelines pertaining to equipment and materials. Further support, guidance and monitoring are pursued through follow ups by the regional and program teams and the Monitoring and Evaluation Cell of the Foundation.

In its ongoing phase, the Foundation has provided grants to 287 schools for the establishment of science and computer labs.



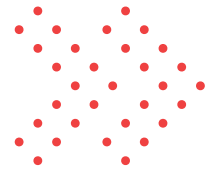
Opening Future Avenues







Sindh School Education Scholarship Program



Access to quality education is the cornerstone of SEF's value system and program strategy. While the Foundation expands its footprints in the post-primary realm, it continues to explore modalities and systems to facilitate access for those that are underserved and left out of the reach of existing education opportunities owing to structural reasons. Given the gap in post-primary education in the province, there is a dire need to institute systems that could connect primary school graduates to quality post-primary school opportunities.

As a step towards this goal, the Foundation started the Sindh School Education Scholarship Program (SSESP) in 2017 to honor and encourage academically talented students from SE&LD run and Foundation (SEF) Assisted Schools. The objective of the Program is to link students with quality institutions across Pakistan for pursuing their post-primary education upto higher secondary level.

The SSESP is a province-wide initiative, offering merit-cum-need based scholarships. The provision of these scholarships extends to meritorious students of SE&LD and SEF schools.

Presently, the program is being run under formal agreements with six partner institutions. These include: Sukkur IBA Community Colleges and Public Schools, Public School Gadap, Public School Hyderabad, Public School Mirpurkhas, NJV Higher Secondary School, Karachi and Dr. A.Q. Khan School System, Islamabad. Together these are managing 1,207 scholarships at an average overall cost of approx Rs 18,000 per month per scholar.

In order to ensure broad and equal access,



The recipients of SSE Scholarship Program have been placed in top schools in Islamabad, Karachi, Hyderabad, Sukkur, and Mirpurkhas. SEF extends a broad range of support to the students in the form of school fee, orientation, transport, stipends, uniforms, and textbooks. The students have demonstrated outstanding performance in their respective institutions in academics and extracurricular activities.





under SESP Phase-I, students were selected from all districts across the province on merit. Given large number of students at primary level in public schools, 75% seats have been reserved for the students of SE&LD-run schools whereas 25% seats were reserved for the students of the Foundation (SEF) Assisted Schools. This cohort of 1,207 students will complete Grade XII by 2024-25.

The scholarship program is a special journey for the Foundation. Though only a few months in the process, there has been a very positive response from the students as well as the communities covered by the program. The program has taken the students and families from the remote corners of disadvantaged structures to an environment of dedicated learning and positive social interaction that seeks to prioritize their future. The exposure promotes a healthy mindset and a positive outlook. The opening of new avenues and the resultant process of enrichment is already evident in the body language and attitudes of the students and their families.

The Foundation intends to carry forward the Scholarship Program on continuous basis with plans to take 1,000 additional students onboard every year. With its focus on merit and a holistic framework linking bright young minds with quality institutions, while developing their social and intercultural skills, and priming them through a wide exposure, SESP has the potential to lead a transformative impact on the province's human capital development.





School Diaries

Journey of a Thousand Steps

Iqra Public School, Thatta

Promoting Private Schools in Rural Sindh (PPRS)

Iqra Public School is a part of Mohammad Hassan Turk, a sub village of Rajhan Nizamani Village, Thatta. Mohammad Hassan Turk houses 80 households and there is no school within the range of 1.5kms. A small dispensary serves the healthcare needs of the villagers.

While there are a number of primary schools in the area, there are only two middle schools, located 5-8kms from village Mohammad Hassan Turk.

villagers to send their children to school. "Earlier, parents used to think that their boys are better off helping their fathers with work and girls need to take care of the housework, rather than spending six hours in school. In addition, they were also reluctant to let their girls step out of the house. It took us a lot of effort to convince them to send their children to school," recalls Head Master Meenh Dino, who joined this school as a teacher in 2010.



Iqra Public School has been SEF's partner since 2009. It was located in two separate buildings earlier. However, the 2011 floods washed away the school's structures. The current premises was built in 2015 employing flood protection construction plan.

In the past eight years since its establishment, teachers have had a hard time convincing local

According to Meenh Dino, once a few parents agreed, there was a snowball effect in the community. "What worked for us is that this is a very close-knit community. The few parents who initially sent their children to school themselves convinced other parents to follow suit, since they started feeling that education may change the future of their children. This made our work rather easy."





The village, because of its peripheral location, is disadvantaged in a number of ways. There is hardly any consistent electricity supply. Water quality is gravely compromised. Families are large and livelihoods are scarce. Parents end up needing their children to help with house work as well as assist the breadwinner. All these factors come together to impact children's pursuit of studies. "However, despite obstacles, the children are very motivated to keep up with their studies. They make sure to do their homework after assisting their parents with work. They study using night lamps. They even come to teachers' homes if they have any questions about the lesson. This is very encouraging," share teachers Reshma and Irshad Ali Turk, both being with the school since the time it started.

Teachers at Iqra Public School mostly belong to the local community. They have returned to their village after pursuing their degrees from other cities. A couple of them have left their jobs at private schools in other districts to

come to teach at Iqra Public School, as the job allows staying closer to home and serving the community.

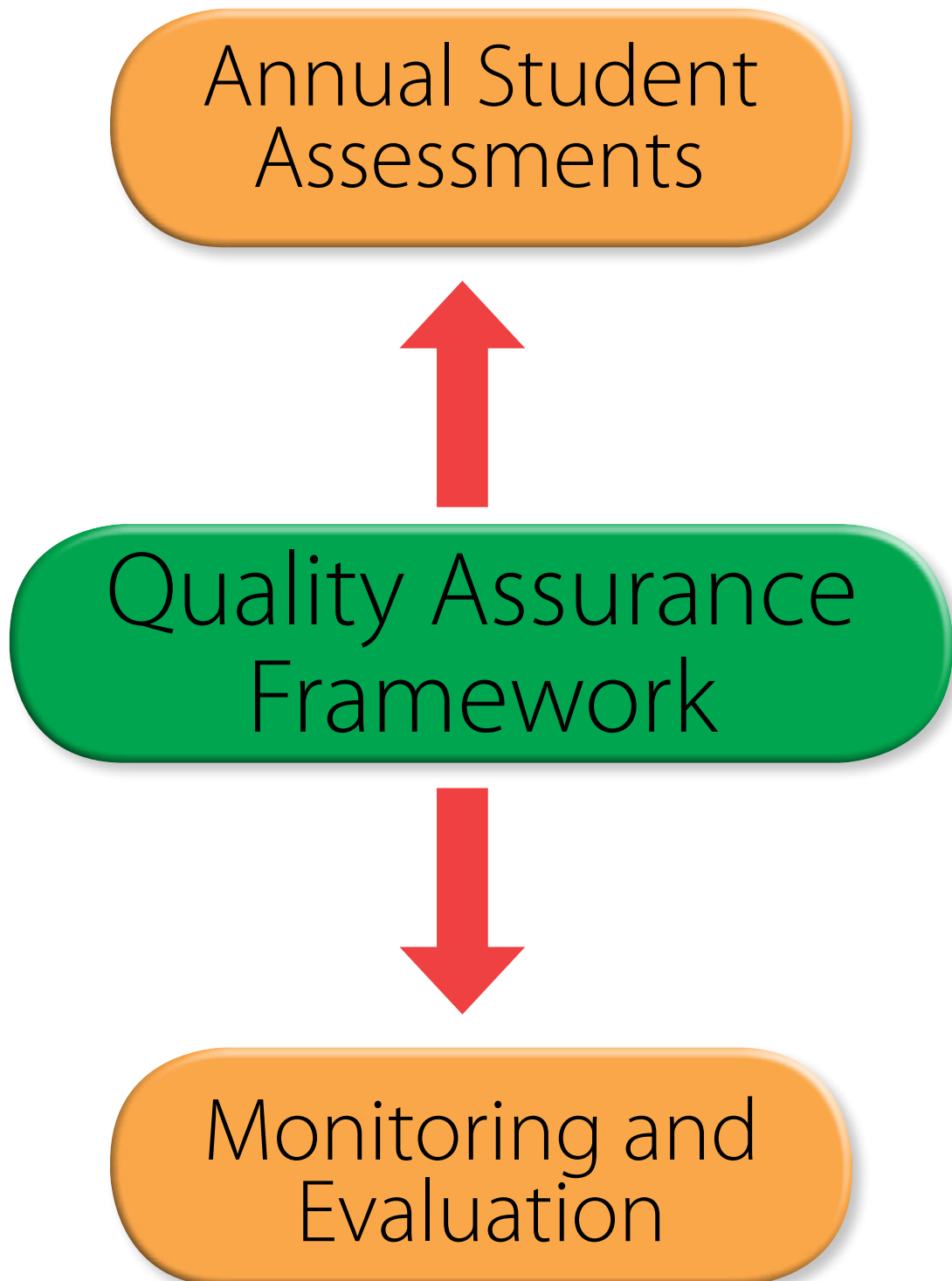
Teachers, however, feel that due to their specific locality, they need to make an extra effort to keep up with developments in their sector. "We find SEF trainings immensely useful. Not only do we get to learn new teaching methodologies, relevant to our students' needs, we find many new ideas and concepts that help us with personal development too."

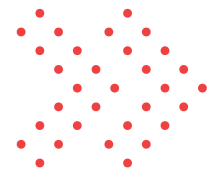
The teachers want to stay in the community. They feel that they still need to carry on engaging the community. "Though parents have started sending their children to school, they are still overwhelmed with housework. This impacts boys worse than girls. They end up spending much time with their fathers helping them at the shop or tend to the livestock. Girls still manage to find a few hours to finish their homework. We want parents to understand that they have to support their children's aspirations for education."



Tracking Learning Gains







Annual Student Assessments

School improvement is an evolving process that relies heavily upon continuous input and constant monitoring. The performance of the Foundation (SEF) Assisted Schools is now being increasingly judged on the basis of effective learning outcomes, whereby the Foundation's assessment mechanism, that has gradually been institutionalized over the years, has begun to play a crucial role in measuring students' performances.

The Foundation regards information pertaining to learning outcomes as critical and central to knowing whether the school system is delivering quality service. This information is used to provide feedback to partner schools for improvement in student outcomes.

The Foundation started assessments back in year 2013 when the system was piloted through the exercise undertaken in PPRS schools. Since then the activity has been scaled up. In 2017-18, assessments were undertaken across all programs operating under the subsidy model. These third party administered and E-marking based assessments are now universal in nature. Assessment results have been shown in charts presented in this section.

In the year 2017-18, the average overall score across the program portfolio went up to 31% from the last year's average score of 28%. This is despite the recent addition of schools under the interventions of ESSP and SMHSP. There was a 42% increase in the total number of students assessed as compared to last year.

The average score of Mathematics across Grade III to V increased by a minimum margin of 9% to a maximum margin of 12%. The drop of 2% to 4% in scores of Grade VI to VIII is largely a result of the performance of the students under ESSP and SMHSP as these schools were in an establishment/rehabilitation phase.

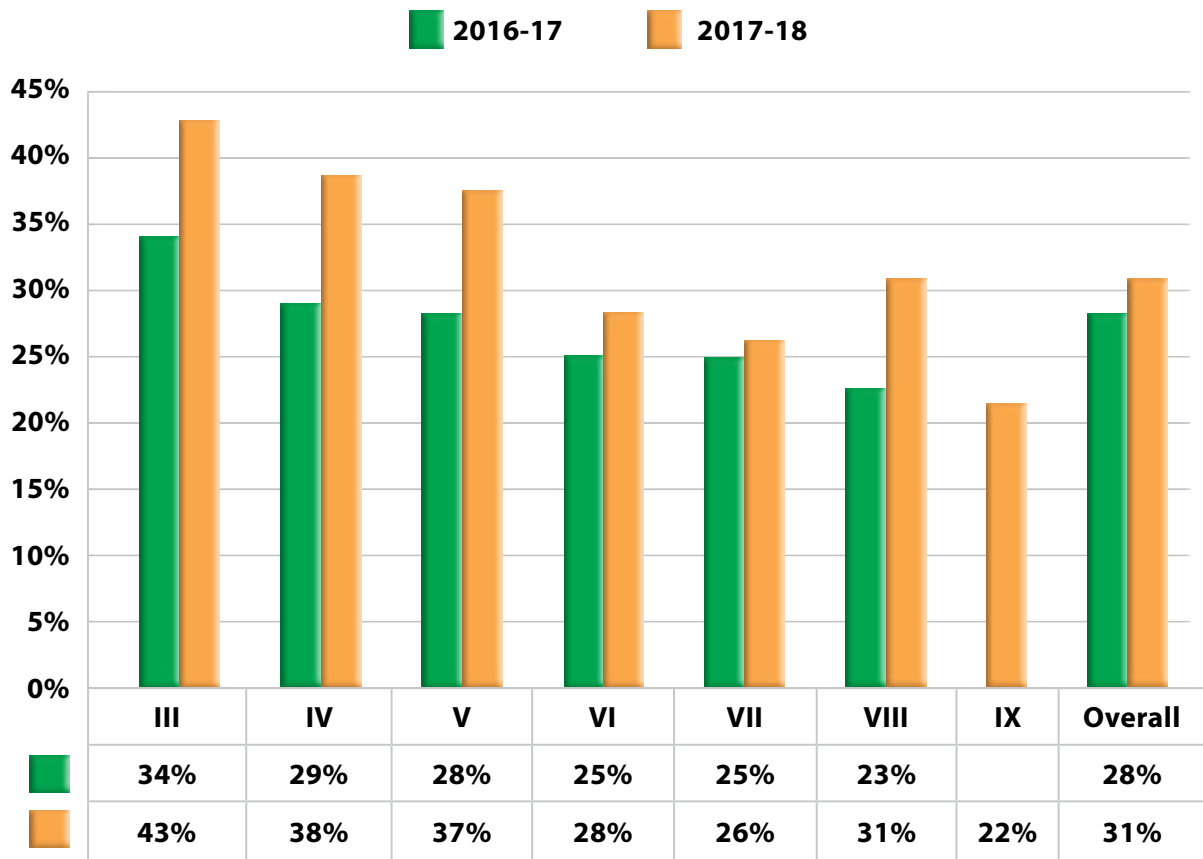
Similarly, when compared against the last year's results, the average score of English witnessed an incremental increase ranging from 6% to 14% across Grade III to VIII. The average score of Science/General Knowledge reflected an increase of 4% to 9% across these grades.

Against the strategic investments that the Foundation has made for the provision of quality education services in its assisted schools throughout the province over the last couple of years, it is hoped that the impact of the same on student learning outcomes will gradually become evident in the course of assessments in subsequent years.

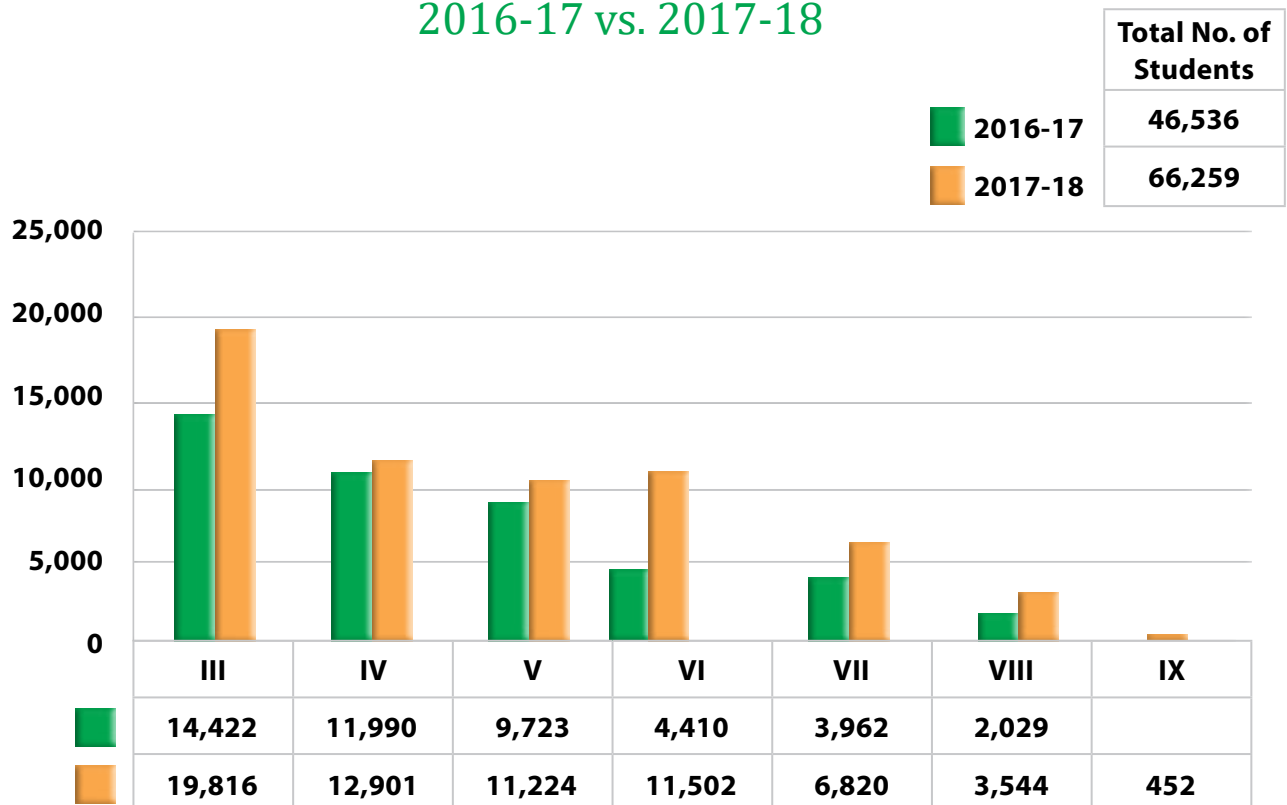
The Foundation regards information pertaining to learning outcomes as critical and central to knowing whether the school system is delivering quality service.



Grade Wise Average Score 2016-17 vs. 2017-18



Number of Students Appeared in Assessments 2016-17 vs. 2017-18





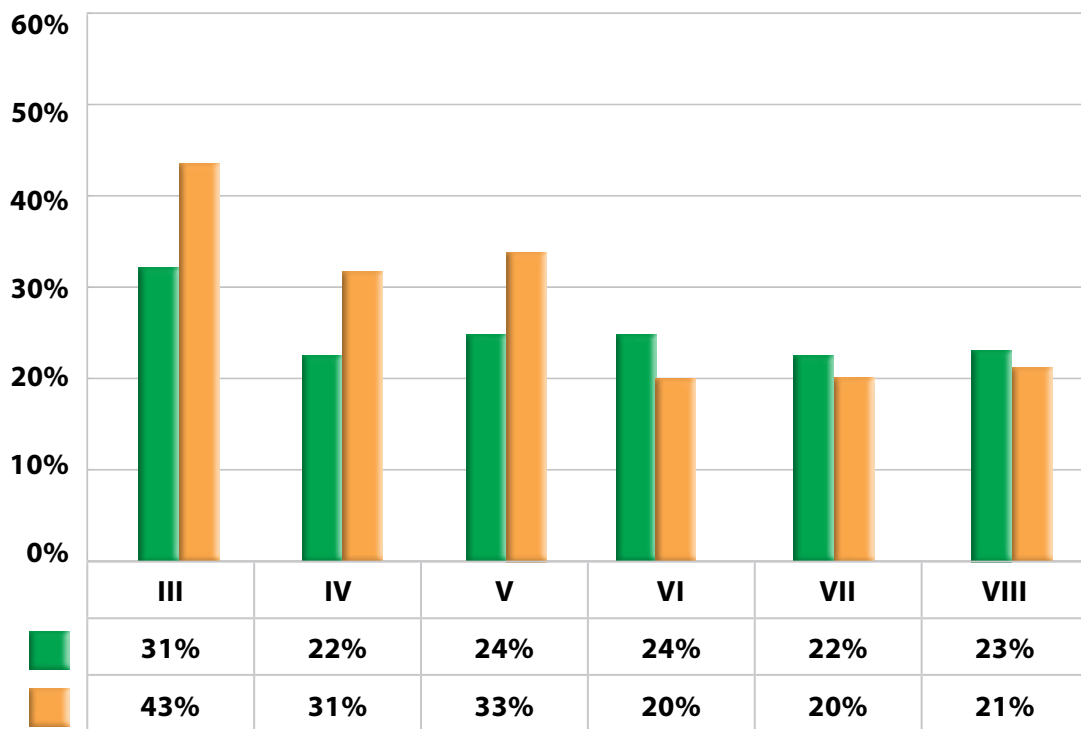
Average Mathematics Scores

2016-17 vs. 2017-18

2016-17

2017-18

Grade III-VIII



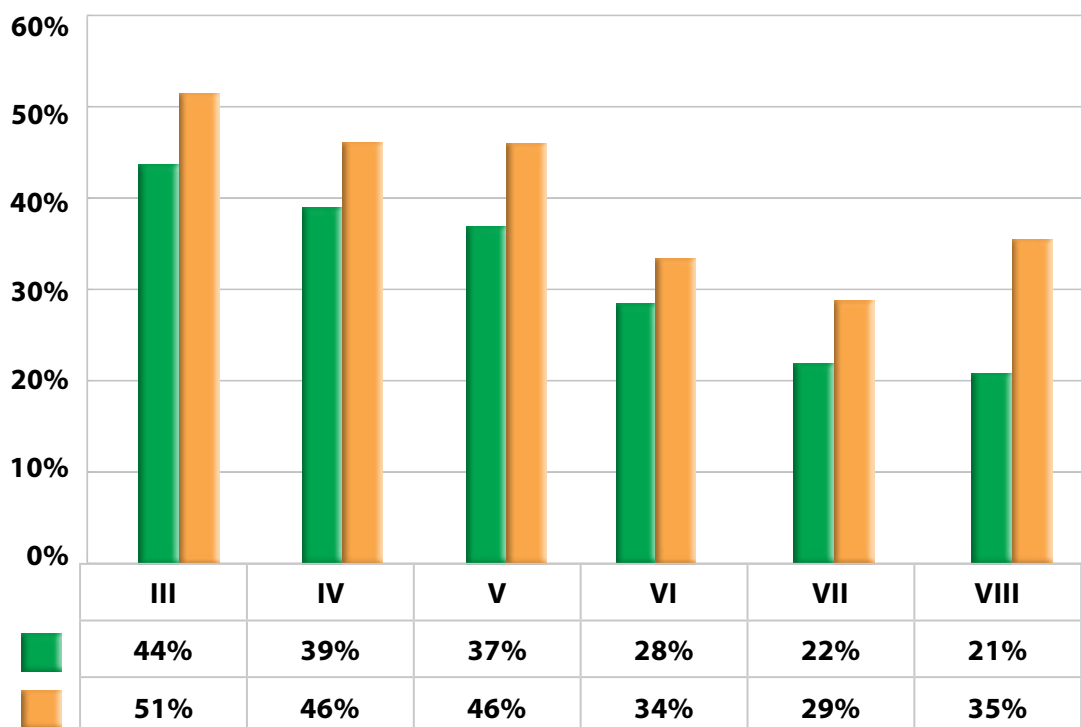
Average English Scores

2016-17 vs. 2017-18

2016-17

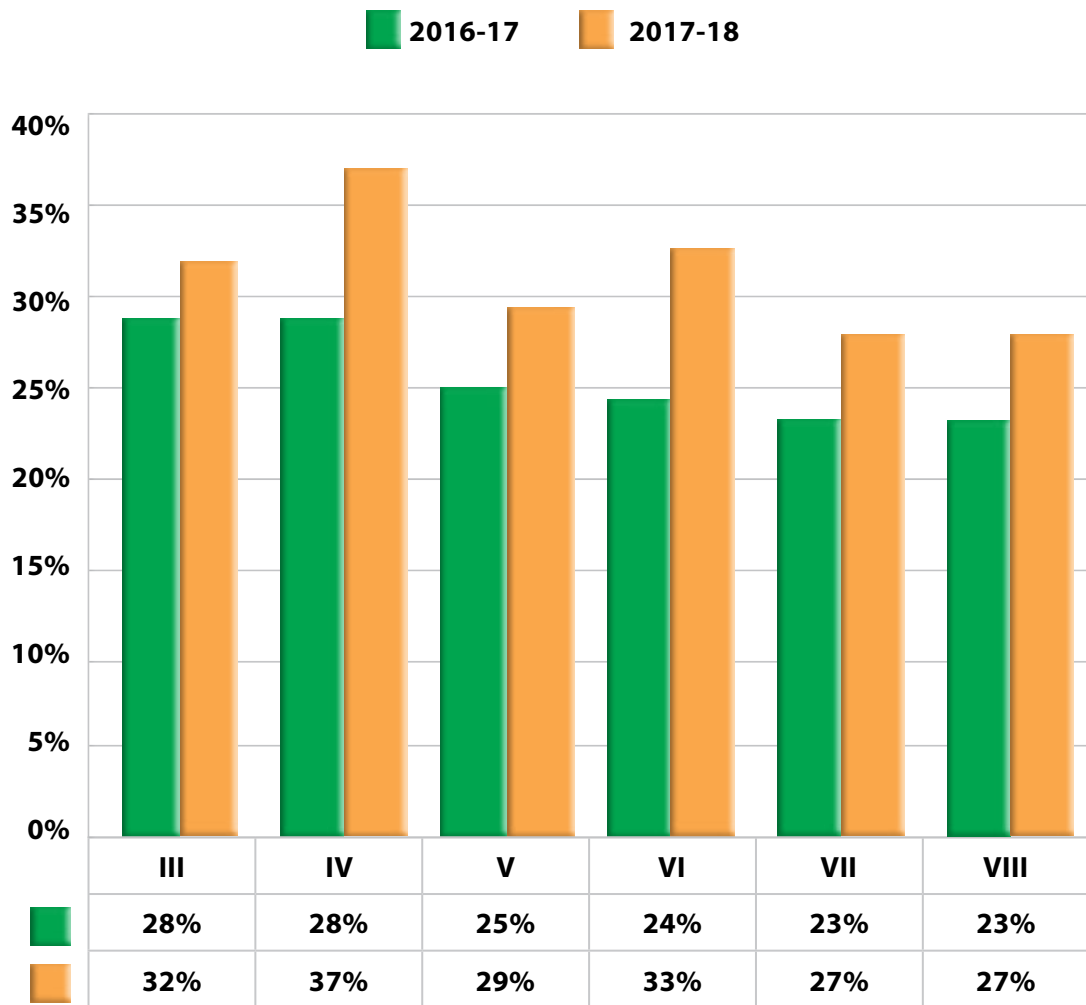
2017-18

Grade III-VIII



Average Science/GK Scores*

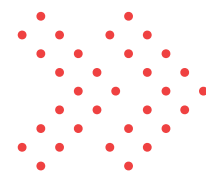
2016-17 vs. 2017-18



* General Knowledge is taught in Grade III while Science is taught in higher grades.

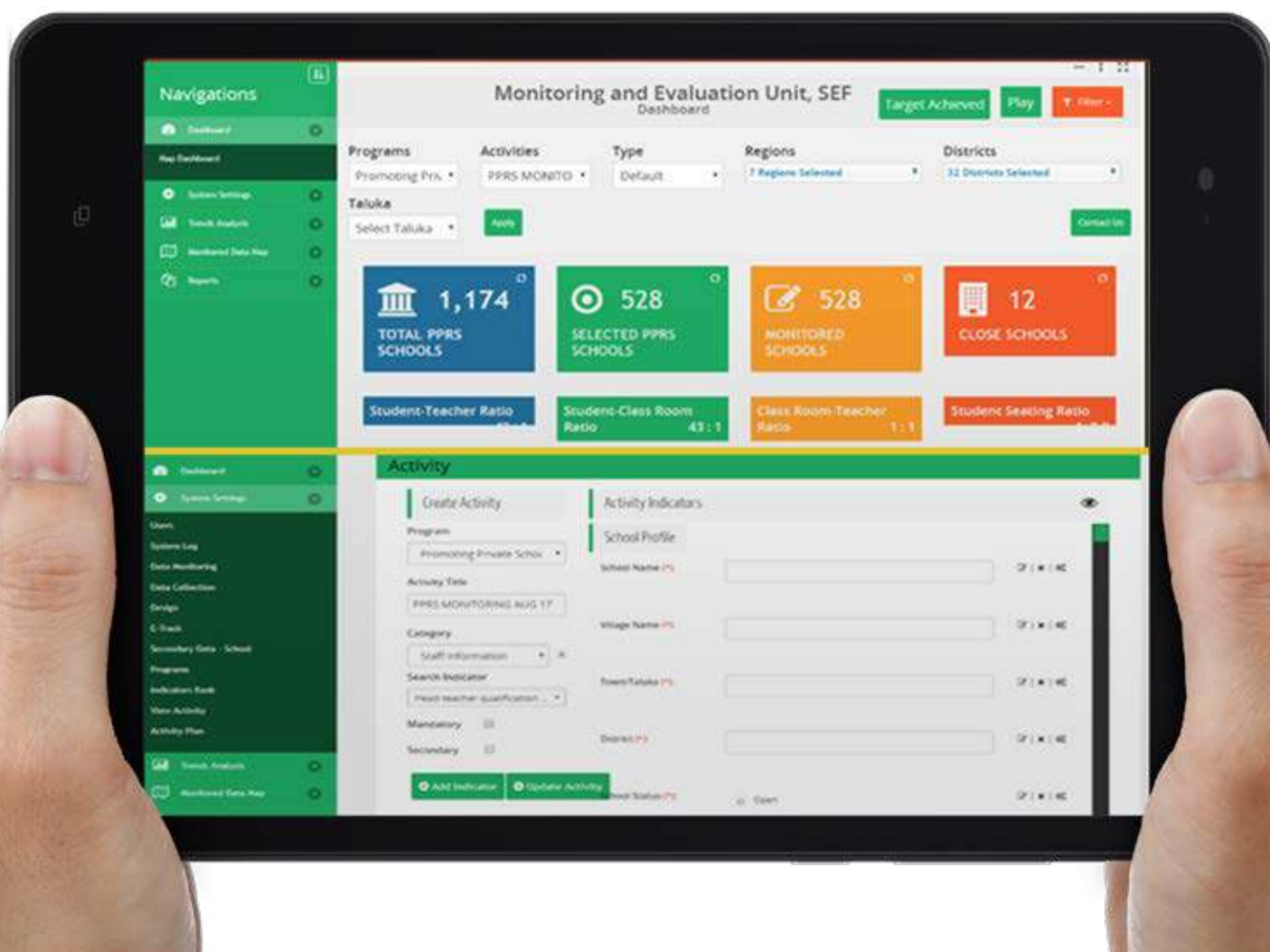


Monitoring and Evaluation Mechanism



The Foundation has a lean yet robust monitoring and evaluation framework and institutional unit for regular oversight. The M&E Cell mainly monitors progress, efficiency and effectiveness through systematic and impartial data collection on several key performance and compliance indicators. Employing diverse set of tools - upgraded periodically - the M&E framework envisages a systematic monitoring of the performance of the Foundation (SEF) Assisted Schools by collecting, analyzing, reviewing, and reporting performance data; and using that data to drive further improvement.

In the ongoing year, the Foundation has made a swift transition from a manual-based system of monitoring and evaluation to a customized android application and dashboard structure that facilitates availability of real-time data. The system has provision of tracking schools and monitoring officers through GPS coordinates. The system is also integrating existing EMIS for referring secondary data for cross verification. With technological support, the user-friendly system providing real-time data offers ease of access for advocating informed decisions.



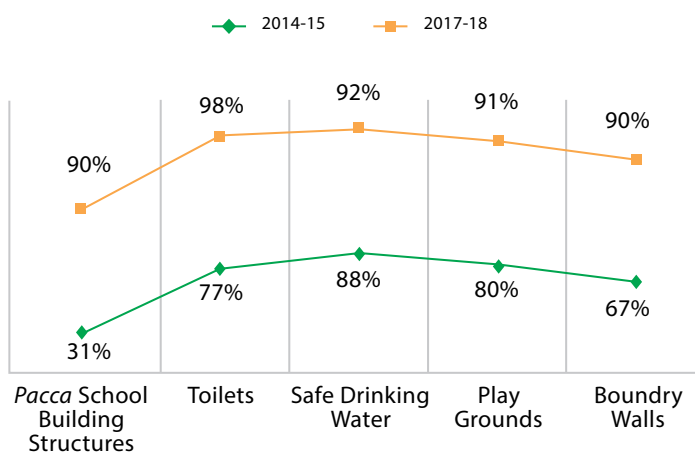
Tracking Performance

The M&E Cell undertakes regular visits to partner schools to assess their performance and standards. A comprehensive checklist of monitoring performance and compliance indicators is used to assess school infrastructure, students' enrollment, availability of academic plan and learning material, School-Teacher and Class-Student ratios, among others.

Key findings of M&E Cell, drawn from physical verification of schools, classrooms and assessment of available facilities, have highlighted the concerted efforts taken by partners to upgrade and maintain standards in line with the quality parameters outlined by SEF.

Availability of Facilities

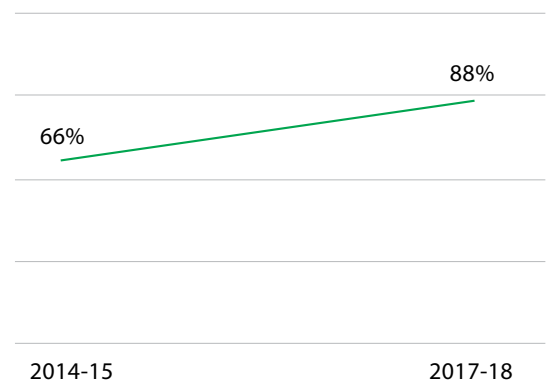
PPRS Schools



Over 90% schools have reported improvements in school infrastructure reflected in *pacca* building structures, toilets, playgrounds and provision of safe drinking water.

Teachers' Qualification

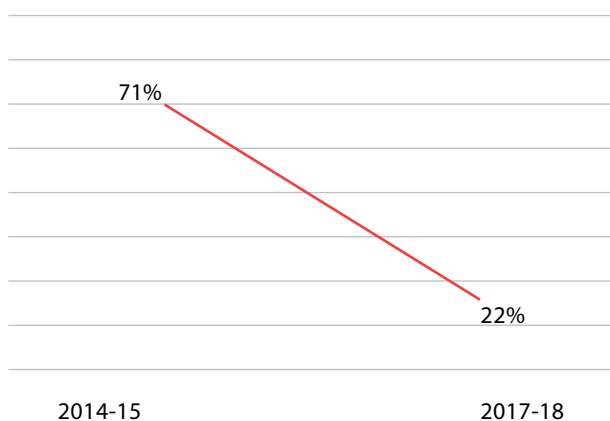
PPRS Schools



The percentage of PPRS schools hiring graduate teachers - instrumental in promoting quality learning outcomes - has risen to 88%, up by 20% within a short period of time.

Multi-Grade Teaching

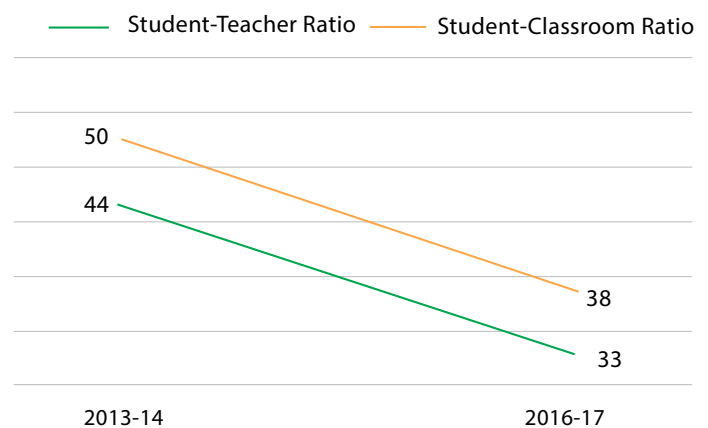
PPRS Schools



SEF has strong requirements for school partners to adopt best practices in teaching and learning. Multi-grading is therefore discouraged. PPRS schools have registered a sharp decline in multi-grading, indicating improvement in teaching quality and curriculum delivery.

Student-Teacher and Student-Classroom Ratios

SAS Schools



Student-Teacher and Student-Classroom ratios reflect partners' investment on teachers and school infrastructure. SAS schools have shown remarkable progress on this front, bringing down STR from 44 to 33 and SCR from 50 to 38.



The Quality Quotient



Professional
Development of
Teachers/Head Teachers



Quality Input
Framework



Learning
Resources



Professional Development of Teachers/Head Teachers

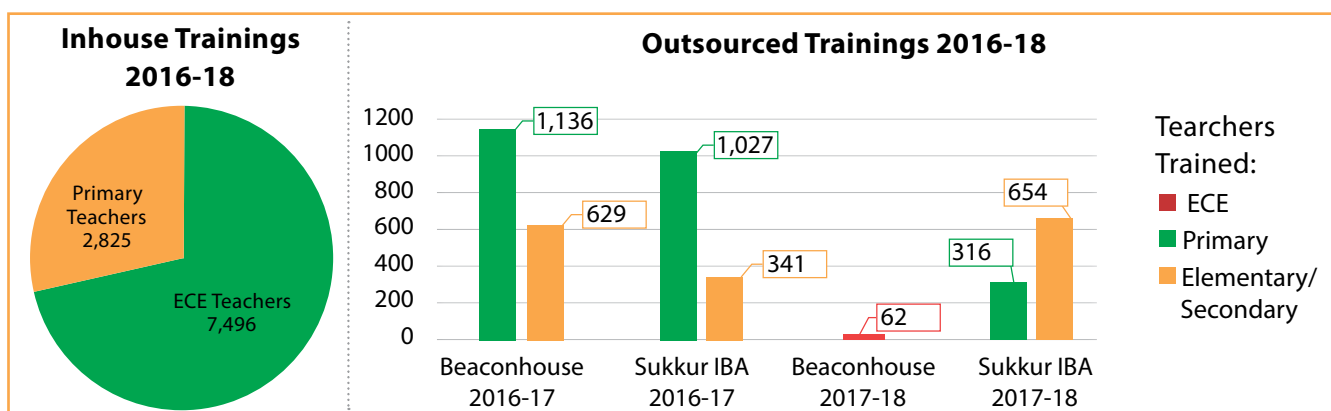


Quality is a fundamental element of SEF's education framework. The component is steered by SEF's Learning Support Unit employing diverse formats, with trainings forming the core of the quality plan. Up to 14,000 teachers attached to Foundation's programs have received structurally designed, user-centered courses and refreshers organized by LSU.

The Foundation's capacity development plan for teachers incorporates regular training sessions on content and pedagogy with focus on subject specialization. SEF develops a range of support resources in the form of teaching material, academic plans, manuals and workbooks to reinforce learning. Courses are also designed for school partners and managers to support comprehension of good practice on management and administration.

The capacity development round of 2016-17, covered over 3,800 teachers from a cross section of the Foundation's program portfolio. The following year, 900 teachers were trained through outhouse trainings designed by Sukkur IBA.

The training plan developed by the Sukkur Institute of Business Administration seeks to enhance content knowledge and refine teachers' skills in parallel sessions of English, Science, Mathematics and Social Studies. Lectures, group works, videos, book exercises, and demonstrations are employed as core teaching methodologies at the training sessions.



The Foundation also initiated a training blueprint under the partnership with the Pakistan Reading Project and the Sindh Reading Program, aimed at improving Early Grade Reading. Under PRP, 808 primary level teachers across 386 schools were trained in select districts. The training course was supported by Reading Learning Materials (RLMs) printed by the Foundation. As solid resource, RLMs are designed to strengthen children's reading skills with proper pronunciation of letters, syllables and words in Sindhi and Urdu languages. RLMs include workbooks, and reading and study books to facilitate comprehension and strengthen learning outcomes.

Trainings under the Sindh Reading Project were likewise rolled out covering SEF teachers of Grades I and II. The Training Unit of SEF trained a total of 1,507 teachers from around 500 schools.

The Foundation's capacity development plan for teachers incorporates regular training sessions on content and pedagogy with focus on subject specialization.



Sindh Reading Project and Pakistan Reading Project

The Sindh Reading Project is a part of the USAID funded Pakistan Reading Project - a seven-year initiative - which is supporting Pakistan's provincial and regional departments of education to improve reading skills of children across Pakistan. In Sindh, SRP runs as a sub-component of the Sindh Basic Education Program initiated by SE&LD, Government of Sindh in partnership with USAID and other international development agencies.

SEF collaborated with SRP to expand early grade reading in the Foundation (SEF) Assisted Schools through training and refresher courses for SEF's master trainers and field teams. Cluster formation has also been pursued for follow-up coaching and support. Trainings under the reading program focus on the core objectives of:

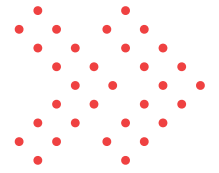
- ▣ Developing a reading culture in schools;
- ▣ Improving reading skills among students in early grades;
- ▣ Nurturing children's abilities to acquire language through reading in early grades;
- ▣ Learning and utilizing good practice in reading comprehension with relevant pedagogical skills.





Transforming Learning Environment

Teach for Change



The program facilitates professional engagement of fresh, qualified and motivated youth to work in the role of Teaching Support Associates (TSAs) at schools located in the remote areas of Sindh. TFC was launched in 2016 as a value addition to the Foundation's quality framework and support for schools. In 2017-18, the program rolled out through the induction of 77 TSAs across different SEF supported schools in the province.

TSAs extend support by assisting schools with regular academic activities including teaching, implementing lesson plans, classroom observations and mentoring of teachers, and motivating parents for greater involvement in children's academics as well as providing support to the school management. At the co-curricular level, their support in designing and organizing of activities and student development exercises has fostered participation and confidence among students.

The impact of TSAs in schools is reflected in their contribution to positive school environment through introducing innovation in school activities and teaching practices, bridging student-teacher communication gap, and cultivating creative learning. The quality impact of these contributions is invaluable. The TSAs have become an integral part of the overall quality assurance framework of SEF.

SEF has also revisited the policy for engaging TSAs under the program, in the light of the lessons learnt and observations made during the hiring of the first batch of Associates last year. In order to ensure minimum level for competence, the eligibility criteria for TSAs has been raised to university finalists/alumni. The youth engaged as TSAs are understanding the problems at grass roots and it is important that these TSAs will advocate the cause for education where they move in their careers.





Testimonials

Uroosa

Al Saif School, Khairpur



"I am a Teaching Support Associate at Foundation (SEF) Assisted School in Deparja, a remote village of Khairpur. The "Teach for Change" Program makes me feel like I am a part of an integrated education movement touching the lives of those for whom access to quality education has only been a dream.

"When I joined this school, I noticed low enrollment of girls and a strong resistance from parents against girls' education. It was surprising for me to see that there still exists a mindset that believes that girls are only supposed to stay at home and take care of the kitchen.

"Working as a TSA, I had the opportunity to contribute to addressing this issue. I joined hands with teachers of our school to reach out to parents and counsel them over gender discrimination. We held dialogue sessions with community members and elders who were all reluctant to send girls to school owing to cultural inhibitions. We persuaded them to look at educated and literate girls as a source of pride rather than somebody they should fear.

"You would be surprised to know that with a small effort, many parents who were not earlier sending their girls are now coming to us to enroll their daughters."

Shahzad Raza

Sachal Community Model School,
Naushahro Feroze



"I am a university graduate. When I joined the Sachal Community Model School, as a part of my duty of classroom observation, I noticed lack of interest on the part of the students in their studies. This was mostly because of non-creative teaching methods. A round of discussions with students helped me understand the root of the problem. I decided to communicate the needs of the students to the teaching staff and management. I became a bridge between the students and the teachers, working with the management to make teaching more accessible and responsive to students' requirements.

"We also worked together to promote greater students' involvement in the school and studies, using creative strategies. We initiated a process of job openings. There were ten major jobs that were opened for students to apply. These jobs included: Teacher's Assistant, Homework Collector, Homework Supporter, Supplies Manager, and Librarian among others. This made children feel like they are a part of a bigger picture and have a responsibility to advancing the school's education goals. Their excitement and participation has been most impressive."

Testimonials

Imdad Ali

Sahil Elementary Public School,
Larkana



"I work as a TSA at Sahil Elementary Public School. Recently, my school won first prize in Kamber Shahdadt Science Exhibition; an achievement I am proud of. However, there is an entire journey to where my school's students stand today. My school struggled with students and teachers' absenteeism, retention, lack of community involvement and a decline in students' interest in studies. Moreover, we also needed to upgrade our school infrastructure.

"With SEF's help, our school underwent an overhaul. Together with the support of the school staff and local community, we worked on improving our school's environment. There were frequent teachers' trainings. We expanded extra-curricular activities with summer and winter camps and sports events to keep students interested and motivated. Currently, we have quality teachers, an AV room, clean toilets, chairs, fans, and proper lighting in every classroom; yet there's always room for improvement.

"On my part, I realized that I should become more involved with students and understand their individual problems and needs. I started parents-teachers meetings and also reached out to the local community. The strategy worked. As the students' confidence increased, their response and their academic involvement also began to improve. They began to realize that a teacher could be a friend too."

Saddam Hussain

Ali Sunshine English Elementary School,
Dadu



"I have been working as a Teaching Support Associate at Ali Sunshine English Elementary School in district Dadu for the last two years. I am also currently enrolled in the University of Sindh as M. Phil scholar.

"My school is located in a small village of Bhai Khan Mallah which is 45kms away from Dadu city. The school has 14 rooms for classes from Kachi to Grade VIII. There are total 445 students in the school with the faculty of 15 teachers including head teachers.

"In the initial days, I identified a host of challenges in the school. These included: lack of proper implementation of lesson plan, irregular assessments, fewer indoor and outdoor activities, less participation of students in the classes, and fewer extracurricular activities. This affected the overall learning environment.

"I started working on these components counseling teachers for punctuality, learning with new methods and strategies, and weekly and monthly assessments. The school management also stepped up to support clean environment and sports activities. We noticed a marked improvement in students' interest and performance. To motivate and build confidence of non-participatory students, we organized essay and art competitions as a way of giving them a forum to express themselves and explore their creative and talented side. It was very surprising for us that students who normally stayed quiet in class, scored impressively in the competition."



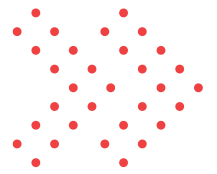
Milestones 2017-18







Instituting Recongnition



Appreciation Awards for High Achievers

Among a number of initiatives aimed at inspiring students' and teachers' participation and morale, a program of "Appreciation Awards" has been launched. The awards seek to recognize meritorious students and the contribution of dedicated teachers towards positive student learning outcomes.

Two rounds of ceremonies took place in the ongoing year, covering over 360 students and around 130 teachers. The first ceremony in Sukkur covering the North region in late April 2018 was followed by the second round in Hyderabad in mid-May 2018, targeting the South region. Top performing students were given computer tablets while teachers were awarded laptop sets. The Foundation organizes public ceremonies for the distribution of the awards to enhance the value of the recognition.

In coming months, the Foundation seeks to institutionalize the annual exercise of rewarding teachers, head teachers, partners and students who demonstrate excellence in their respective areas. This is expected to promote recognition, respect and appreciation for academic commitment and dedication on the part of both students and teachers.



Glimpses from Appreciation Awards ceremonies in Sukkur and Hyderabad. Minister for Education and Literacy Jam Mehtab Dahar graced the occasion as Chief Guest in Sukkur.



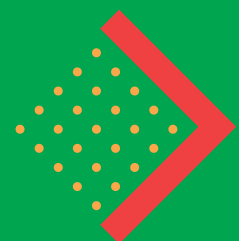


In Hyderabad, Senator Moula Bakhsh Chandio and Senator Sasui Palijo gave away awards to high achieving students and teachers. Students selected for the awards have displayed outstanding performance through the course of their academic journey. The Appreciation Awards are also SEF's way of honoring teachers that have demonstrated dedication and excellence in their jobs.





Glimpses from the Region



A pictorial journey of SEF in 2017-18 capturing team engagements, school activities, and students participation in various programs.







Hon'ble Chief Minister Sindh Syed Murad Ali Shah chairs SEF Board of Governors meeting at Chief Minister House, Karachi.



Dr Kaiser Bengali chairs Executive and Finance Committee meeting at SEF Head Office, Karachi.



Managing Director SEF undertook a series of visits to Foundation (SEF) Assisted Schools across various regions in the Province.



SEF directors at a Foundation (SEF) Assisted School in Hyderabad Region.



TV Show "Dunya Kamran Khan Kay Sath" team filming a program at a Foundation (SEF) Assisted School in Thatta.



Head of SEF Training and Assessment Unit visiting a classroom during an INSTAL session in Karachi.





Students performing at a function to mark the Sindhi Cultural Day at a Foundation (SEF) Assisted School.



Sports day activities are celebrated in all SEF Schools.



A teacher explaining curriculum on e-based learning program under the INSTAL Project in a smart classroom.



Literacy Walk organized by SEF's Larkana Region Office for raising awareness on digital education.



Project exhibitions are organized at SEF schools to encourage creative and collaborative skills among students.



Foundation (SEF) Assisted Schools participated in Kamber Shahdadkot Science Festival.



Science exhibition at SMHSP school in Kotri.



Orientation session for TSAs under Teach for Change in Hyderabad.



Arts library for students in a school under ESSP in Karachi.



Foundation (SEF) Assisted School at a science festival in Larkana.



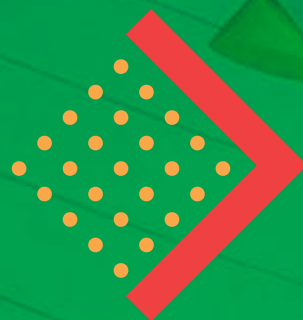
SEF Students participating in an arts competition.



Village life is being demonstrated through a model in a SAS School in Karachi.



Finance and Expenditures



Financial Highlights

The SEF budget for FY 2017-18 in the non-development category stood at Rs. 8,085.013mn. Earlier, the SEF Board of Governors had approved revised estimates of Rs. 6,25.768mn, in their meeting held on May 04, 2018. It is important to clarify that in the Budget Book of the Government of Sindh, the Finance Department had highlighted an approved estimate of Rs.7,785.013mn by the Provincial Assembly of Sindh. The total available funds for FY 2017-18 amounted to Rs. 6,063.762mn. Against this, the actual expenditure incurred by the Foundation, till June 30, 2018, stood at Rs. 5,135.169mn.

The non-development budget for FY 2017-18 was broadly classified into eleven budget heads. These include: Grant in Aid, program portfolio of PPRS, SAS, SMHSP, ESSP, AALTP, ELP, and quality components encompassing Teach for Change, Learning Support Unit, Assessment Unit and Monitoring & Evaluation Unit.

In terms of the classification of costs, there are three major cost components: Subsidy Cost/ Teacher Salary Cost, School Development Cost and Administration Cost. The Subsidy Cost component comprised 75%, School Development Cost covered 13%, and the Administration Cost composed 12% of the total actual expenditure for FY 2017-18.

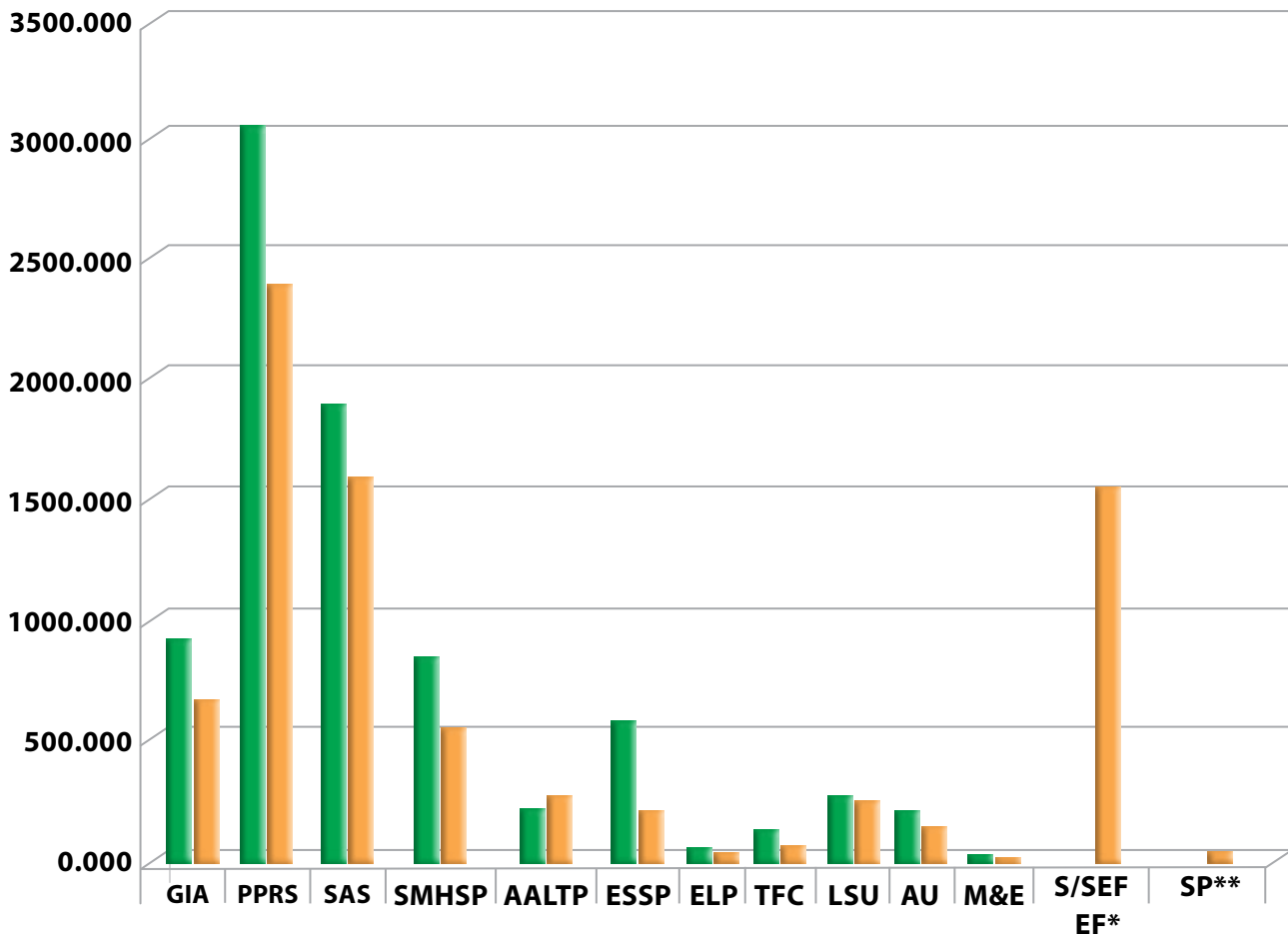
A detailed presentation of the budget statistics is given on the following pages.



Budget Estimates vs. Revised Budget FY 2017-18

■ Budget Estimates FY 2017-18 ■ Revised Budget FY 2017-18

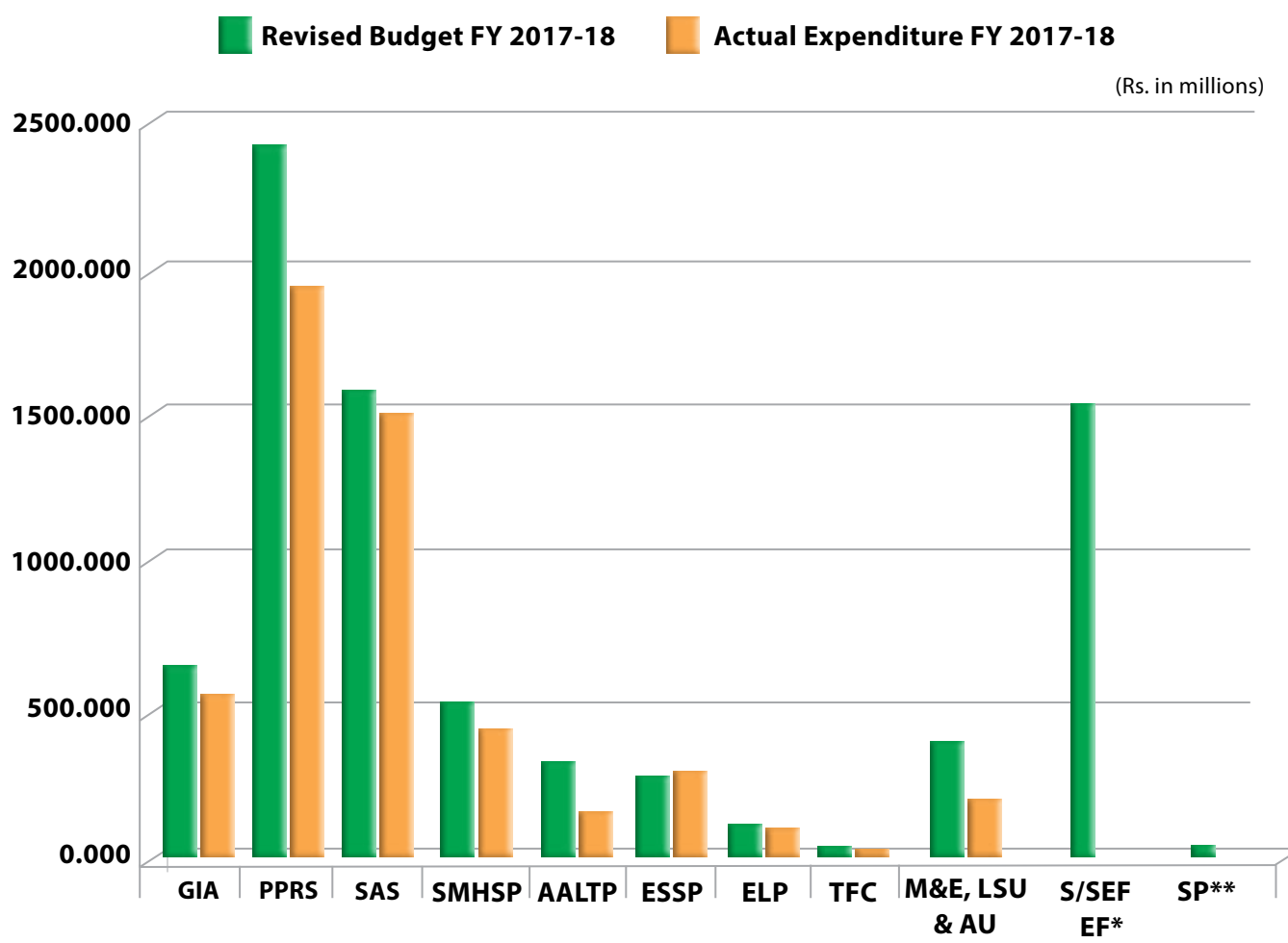
(Rs. in millions)



	Budget Estimates 2017-18	Revised Budget 2017-18
GIA	903.250	656.128
PPRS	3,004.996	2,390.869
SAS	1,830.407	1,557.223
SMHSP	779.700	519.451
AALTP	291.881	336.447
ESSP	565.730	242.549
ELP	71.949	68.955
TFC	137.100	54.650
LSU	301.320	285.297
AU	180.960	100.926
M&E	17.720	13.272
S/SEF EF*	0	1500.000
SP**	0	59.245
Total	8,085.013	7,785.013



Revised Budget vs. Actual Expenditure FY 2017-18



	Revised Budget 2017-18	Actual Expenditure 2017-18
GIA	656.128	558.360
PPRS	2,390.869	1,935.856
SAS	1,557.223	1,478.447
SMHSP	519.451	427.370
AALTP	336.447	137.916
ESSP	242.549	300.706
ELP	68.955	57.027
TFC	54.650	44.682
M&E, LSU & AU	399.495	194.805
S/SEF EF*	1500.000	0
SP**	59.245	0
Total	7,785.013	5,135.170

*School/SEF Endowment Fund

**Scholarship Program

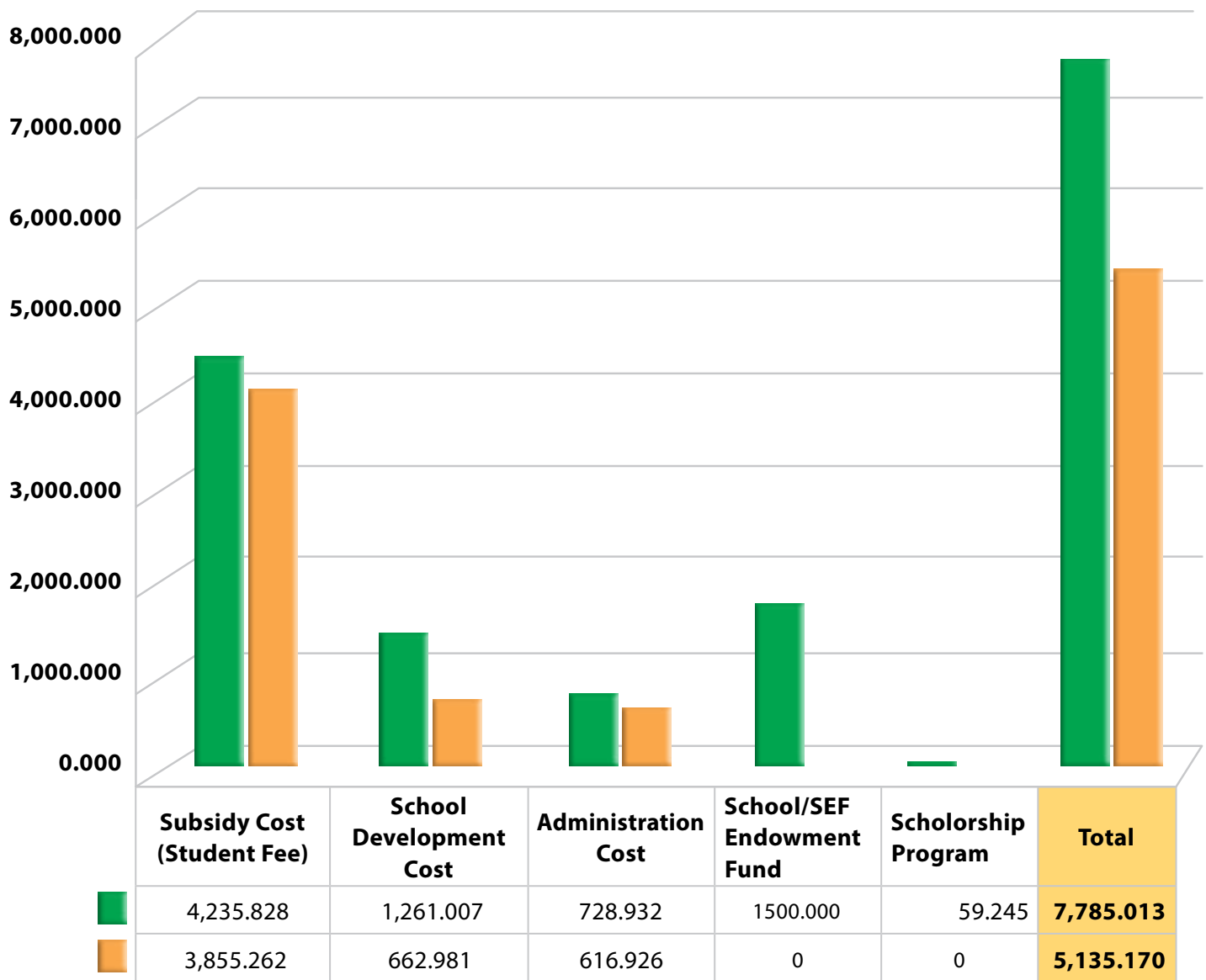


Component-wise Revised Budget vs. Actual Expenditure FY 2017-18

■ Revised Budget FY 2017-18

■ Actual Expenditure FY 2017-18

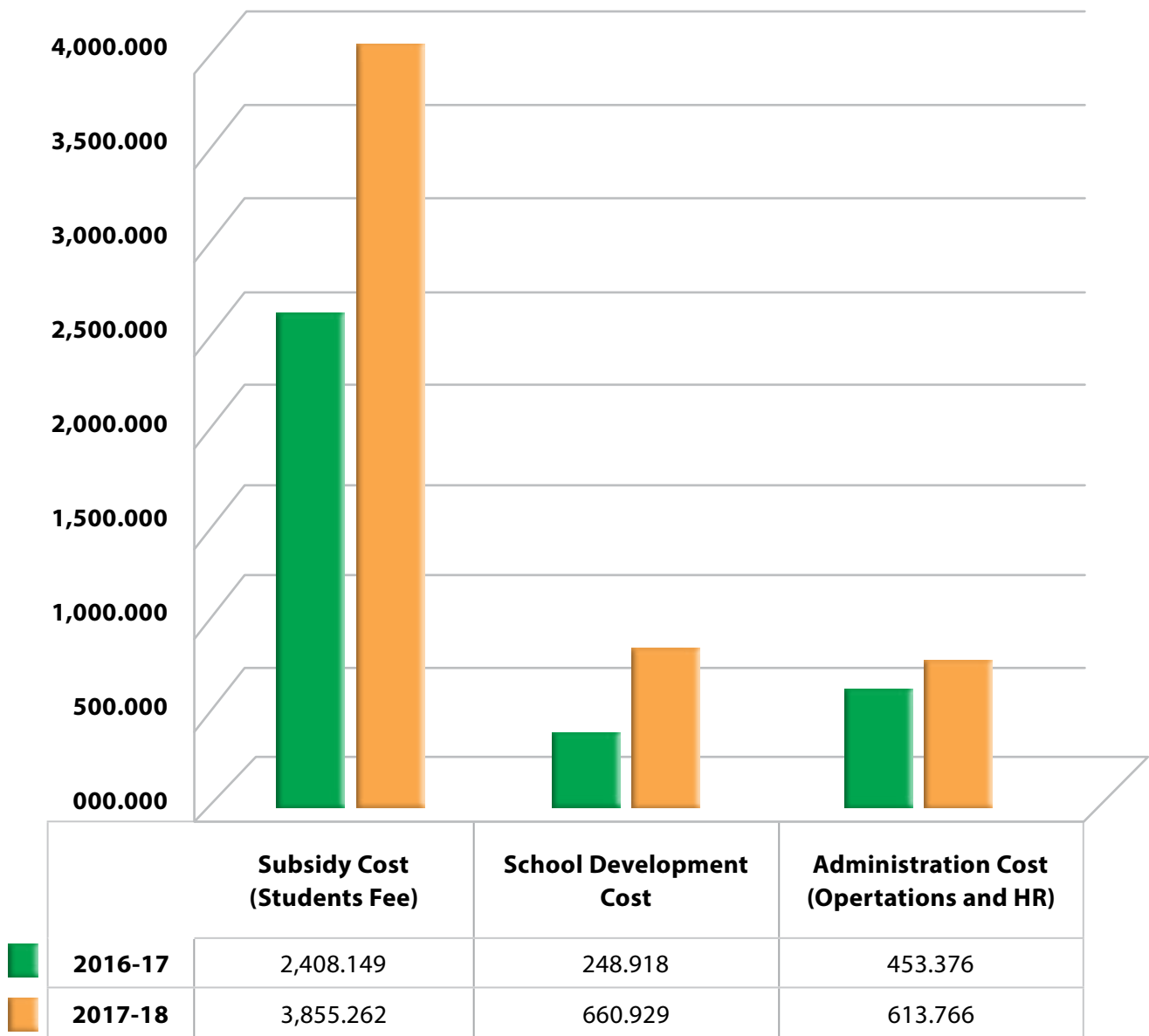
(Rs. in millions)



Component-wise Actual Expenditure FY 2016-17 vs. FY 2017-18

■ Actual Expenditure FY 2016-17 ■ Actual Expenditure FY 2017-18

(Rs. in millions)



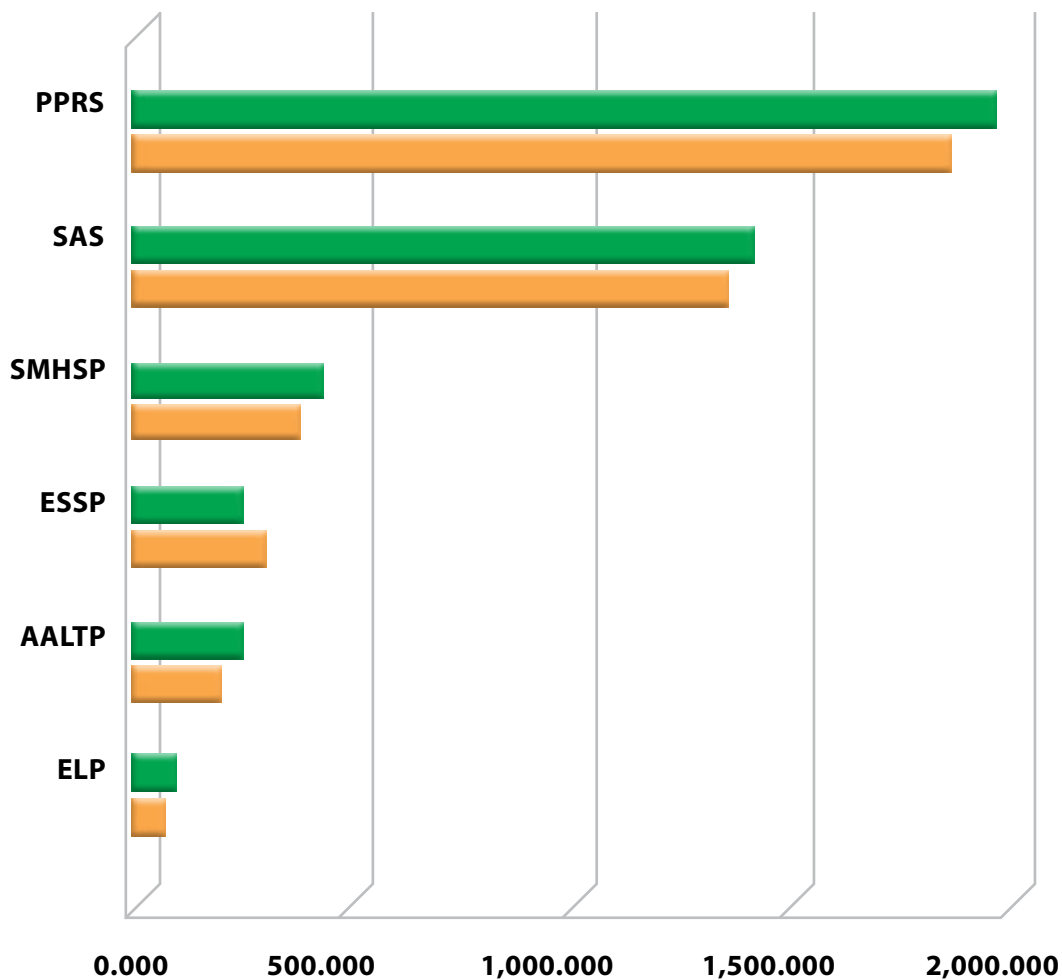


Program Subsidy/Teacher Salary Cost

Revised Budget vs. Actual Expenditure FY 2017-18

■ Revised Budget FY 2017-18
 ■ Actual Expenditure FY 2017-18

(Rs. in millions)



	PPRS	SAS	SMHSP	ESSP	AALTP	ELP	Total
■	1,962.724	1,421.596	393.168	197.605	202.056	58.680	4,235.828
■	1,742.257	1,347.741	333.459	274.093	107.628	50.085	3,855.262

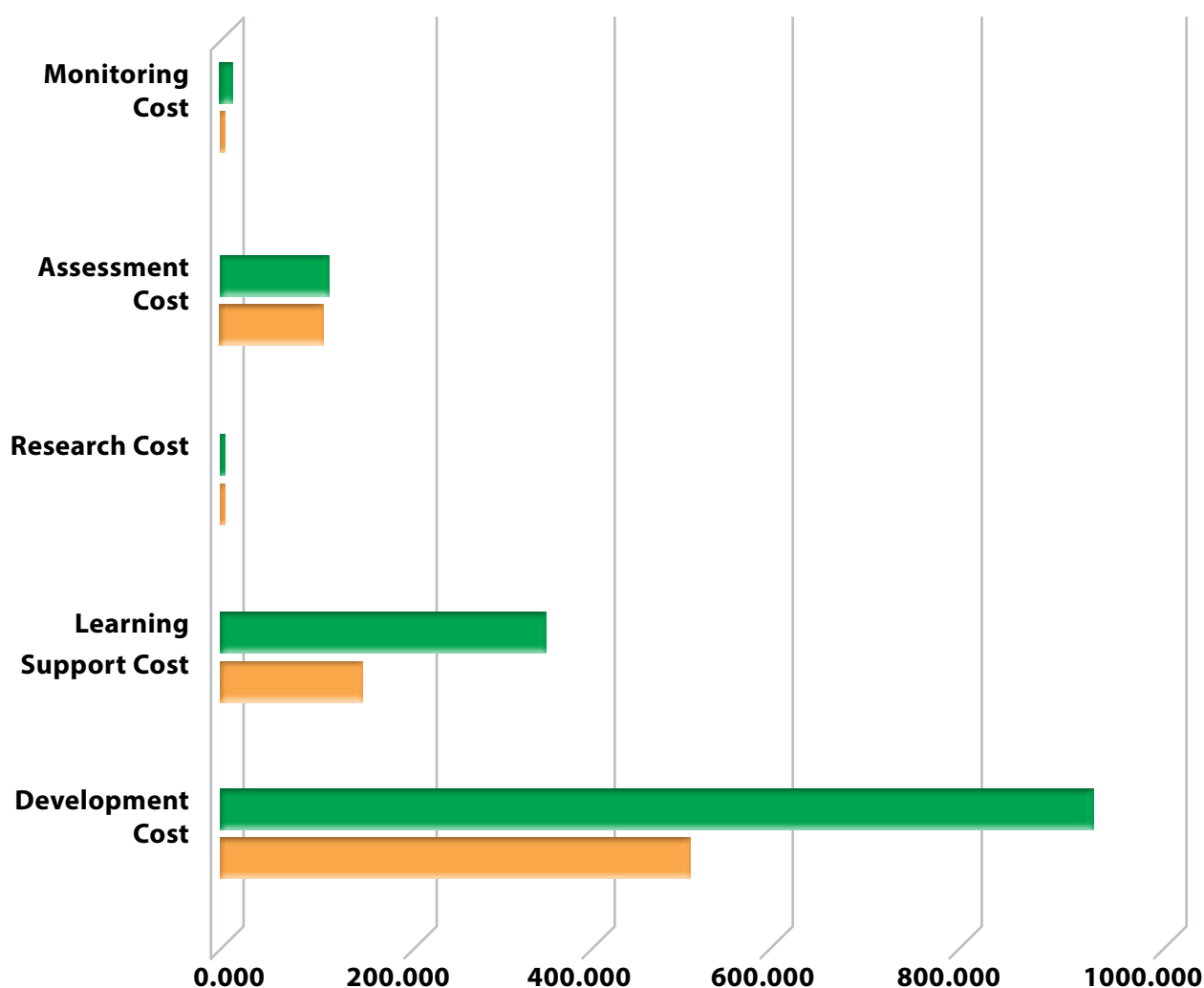
School Development Cost under all Budget Heads

Revised Budget vs. Actual Expenditure FY 2017-18

■ Revised Budget FY 2017-18

■ Actual Expenditure FY 2017-18

(Rs. in millions)



	Monitoring Cost	Assessment Cost	Research Cost	Learning Support Cost	Development Cost	Total
■	13.272	100.926	0.321	285.297	861.191	1,261.007
■	8.687	64.120	0.321	121.998	467.856	662.981



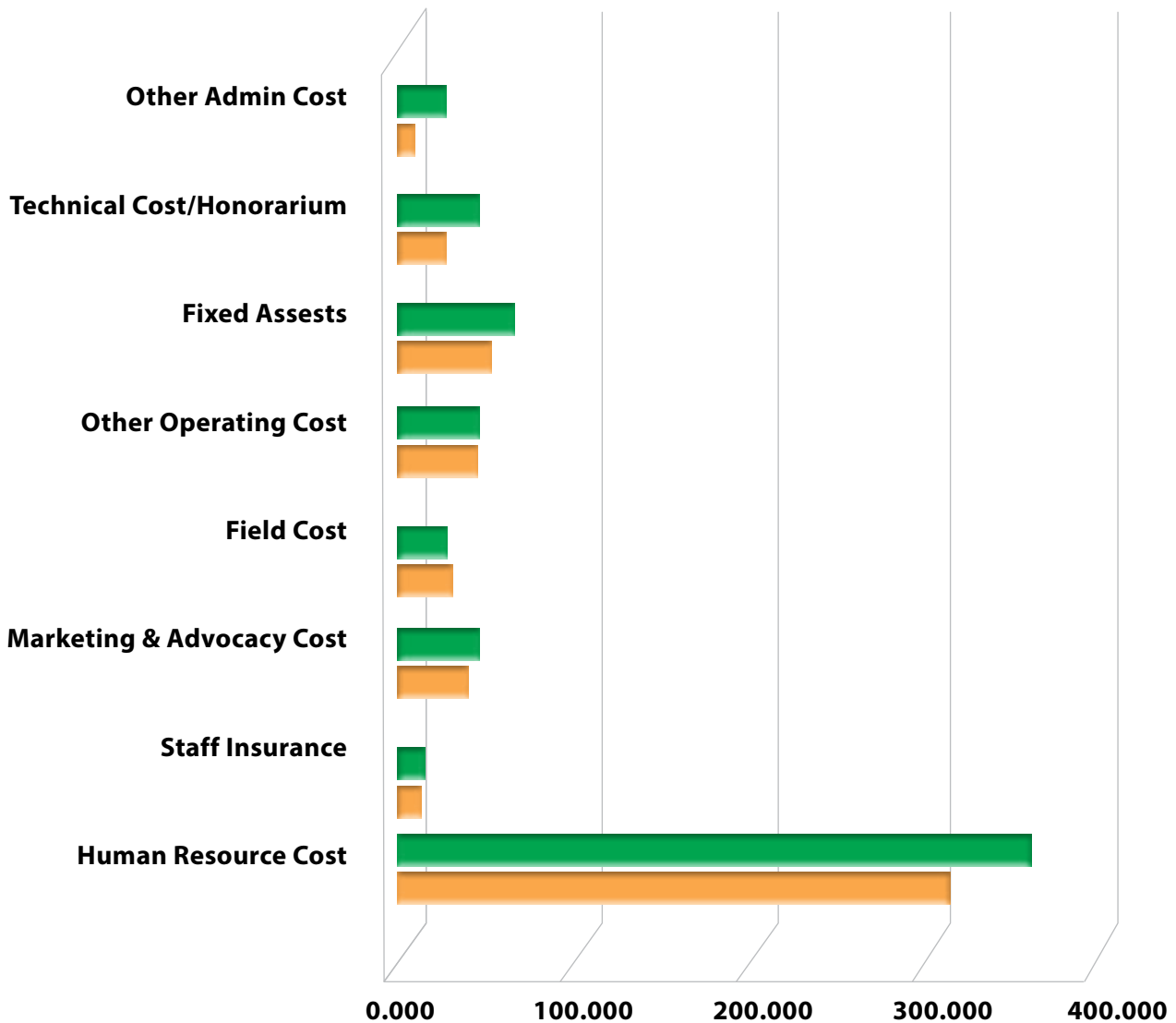
Major Budget Heads of Admin Cost

Revised Budget vs. Actual Expenditure FY 2017-18

■ Revised Budget FY 2017-18

■ Actual Expenditure FY 2017-18

(Rs. in millions)



	Other Admin. Cost	Tech.Cost/Honora-rium	Fixed Assets	Other Operating Cost	Field Cost	Marketing & Advocacy	Staff Insurance	HR Cost	Total
■	32.488	59.147	153.326	97.682	9.163	36.439	18.599	322.128	728.932
■	4.270	31.668	115.537	97.184	10.546	35.825	16.559	305.125	616.926









Government of Sindh
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