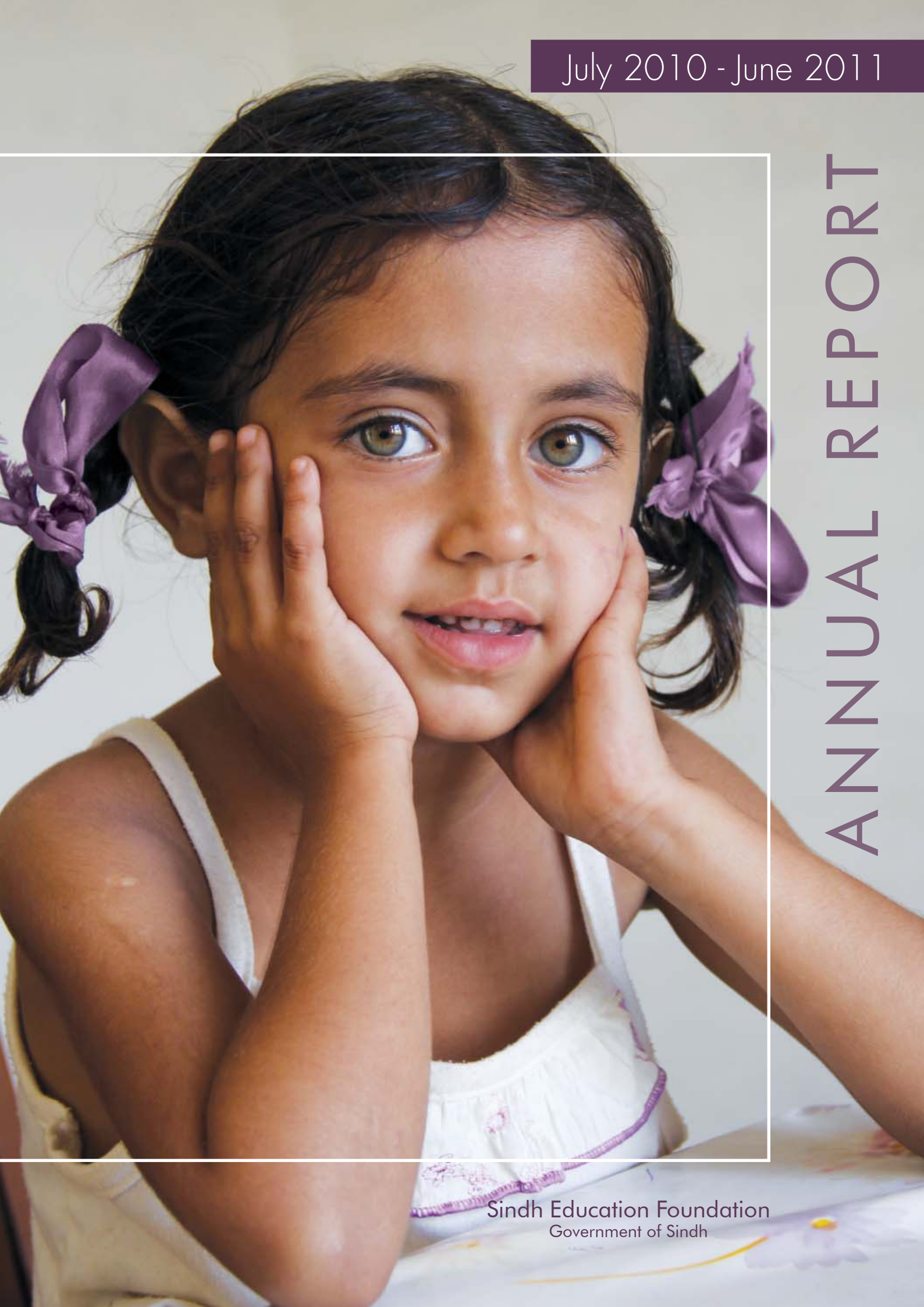


July 2010 - June 2011

ANNUAL REPORT



Sindh Education Foundation
Government of Sindh

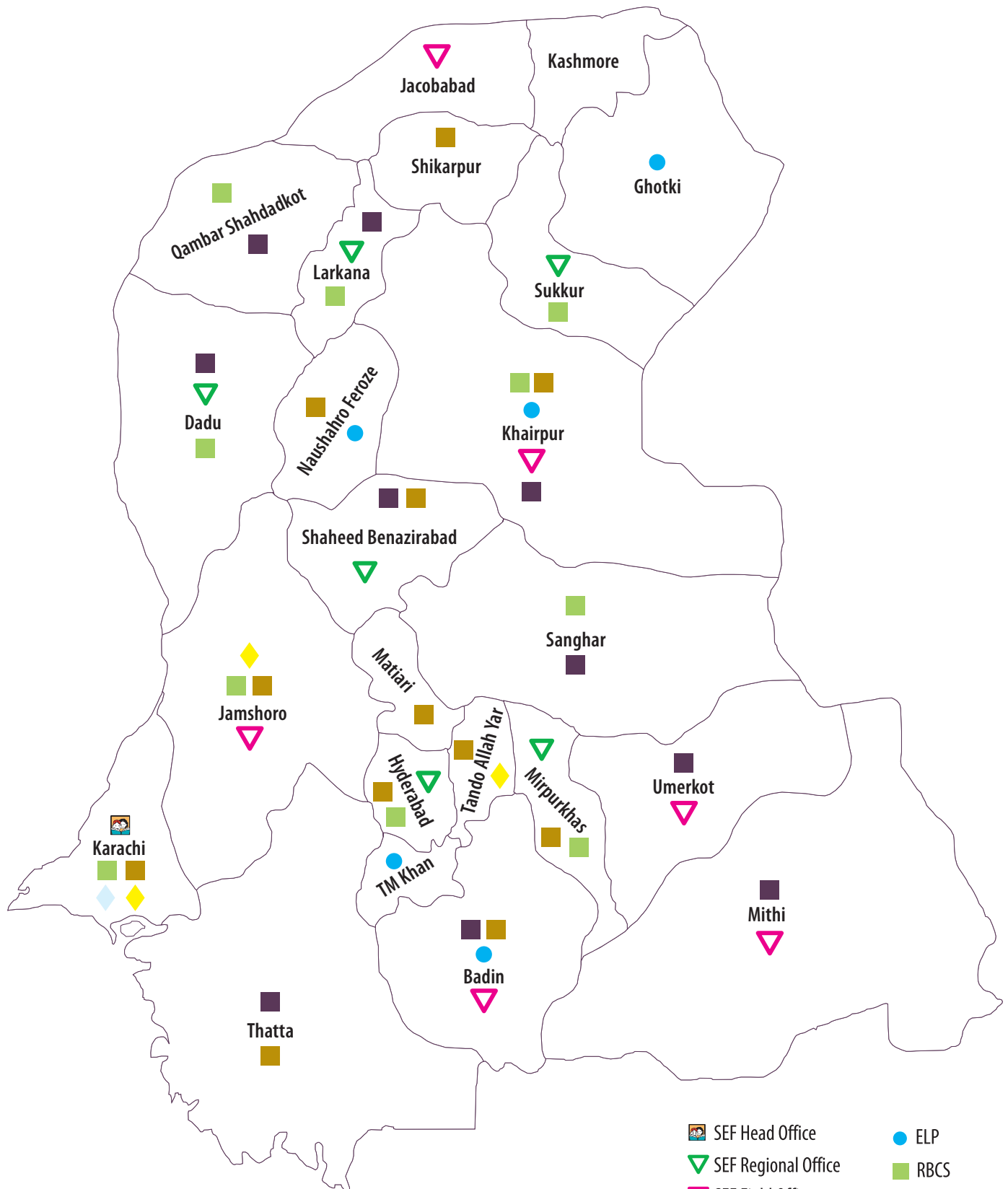
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Sindh Education Foundation
Government of Sindh

OUTREACH



- | | |
|-------------------------------------------------------|------|
| SEF Head Office | ELP |
| SEF Regional Office | RBCS |
| SEF Field Office | AASP |
| IELP: <i>Outreach across 23 districts of Sindh</i> | WLEP |
| PPRS | CLEP |

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ACRONYMS

| | | | |
|---------|-----------------------------------------------------------|-------|-----------------------------------------------|
| AASP | Adopt-a-School Program | IRC | Indus Resource Centre |
| AGNSCD | Alliance Goth Nari Sangat for Community Development | JPMC | Jinnah Postgraduate Medical Centre |
| AKES,P | Agha Khan Educational Services, Pakistan | LEAD | Leadership for Environment and Development |
| AKF | Agha Khan Foundation | LSU | Learning Support Unit |
| AKU-IED | Aga Khan University Institute for Educational Development | M&E | Monitoring and Evaluation |
| ASN | Additional Support Needs | MCGs | Millennium Development Goals |
| BEST | Bright Educational Society | MoU | Memorandum of Understanding |
| CAP | Citizens Archive of Pakistan | MSPRs | Monitoring School Performance Reviews |
| CBOs | Community-Based Organizations | NCHD | National Commission for Human Development |
| CDC | Child Development Center | NDS | NGOs Development Society |
| CDGK | City District Government Karachi | NGOs | Non-Governmental Organizations |
| CLC | Community Learning Centers | OUP | Oxford University Press |
| CLEP | Child Labor Education Program | PCP | Pakistan Center for Philanthropy |
| CN | Children's Newsletter | PICT | Pakistan International Container Terminal |
| CSS | Community Supporting School Program | PMB | Parent Management Bodies |
| DD | Demand Draft | PPP | Public Private Partnership |
| ECD | Early Childhood Development | PPRS | Promoting Private Schooling in Rural Sindh |
| ECDPAK | Early Childhood Development Pakistan | PSDU | Program Support & Development Unit |
| EDOs | Executive District Officer | RBCS | Rural Based Community Schools Project |
| ECE | Early Childhood Education | RCC | Releasing Confidence & Creativity |
| ELP | Early Learning Program | RSU | Reform Support Unit |
| ESMF | Environmental and Social Management Framework | SDS | Sindh Development Society |
| FFDO | Fisher Folk Development Organization | SDUY | Skill Development for Urban Youth |
| FOSI | Foundation Open Society Institute | SEF | Sindh Education Foundation |
| FSP | Fellowship School Program | SERPS | Sindh Education Reform Program |
| GBSS | Government Boys Secondary School | SMCs | School Management Committees |
| GoS | Government of Sindh | SPPRA | Sindh Public Procurement Regulatory Authority |
| GNACD | Goth Nari Alliance for Community Development | TRD | Total Rural Development |
| HANDS | Health and Nutrition Development Society | TNA | Training Needs Analysis |
| HSP | Home School Program | UPE | Universal Primary Education |
| IELP | Integrated Early Learning Program | VSO | Voluntary Services Overseas |
| IQEP | Improving Quality of Education Programme | WLECs | Women's Literacy & Empowerment Centers |
| | | WLEP | Women's Literacy and Empowerment Program |

ACKNOWLEDGEMENTS

SEF would like to acknowledge the contributions and efforts of its partners, stakeholders for establishing and managing schools in far flung areas of Sindh and for supporting the Foundation in its initiatives for the cause of education.

It would not have been possible to undertake educational endeavors without the teams and staff members that are spread out across the Province and who are working relentlessly for successful implementation of projects. SEF would like to acknowledge the contribution of each one. We are also very thankful to our Executive Committee and Board of Governors for their continuous support and guidance.

Special acknowledgement is due to the Government of Sindh and Ministry of Education for their support and commitment towards the promotion of education for the underprivileged children of Sindh and for making it possible for SEF to effectively implement its educational schemes at the grassroots.



MESSAGE

Professor Anita Ghulam Ali (S. I.)

Managing Director,
Sindh Education Foundation (SEF), Government of Sindh

The year under review has been both eventful and unfortunate; most of the country was hit by unprecedented flash floods which caused devastation to both life and property. Sindh was most affected and so was the education infrastructure. Not only were the school buildings razed to the ground, but with millions of communities displaced and rendered homeless, the education statistics so vital to decision making, were drastically changed impacting the entire demography of the province.

Many schools of SEF suffered severe damages; some became permanently inaccessible. Many of the SEF partner schools in districts Dadu, Jamshoro, Khairpur, Larkana, Hyderabad, Shaheed Benazirabad, Sehwan and Jacobabad were adversely affected. As per initial reports, more than 70 SEF partner schools were damaged. Each day we closely followed the trail of destruction, adding more numbers of schools gone awash to the heap. For the first time in almost 2 decades, we went to the edge of despair. But thankfully our team spirit, which has always bailed us out, came to the rescue and together we pledged to face all odds. With our teams mobilized across all districts of the province, we went out on foot, on motorbikes, in boats to our catchment areas to assess the extent of destruction caused to our schools, each one lovingly built with our community partners. Even the ones torn apart epitomized the promise of a better future for our children. We went out to reconnect and to reassure our teachers, students and parents, wherever we found them, whether in their own areas, residing as silent spectators to the vastness of natural calamity, or in relief camps, waiting for their destiny to unfold.

To show camaraderie and reassure our partners of our commitment to education, SEF set up its own relief camps at Sukkur and Khairpur serving many displaced people on a daily basis. Not only was subsistence provided but also an emergency education program was launched for the children and communities in order to keep them constructively engaged and to keep the learning avenues alive.

I am thankful to SEF's friends, the unsung heroes, who always make it possible to rekindle the candle of hope no matter how harsh the storm. With their generous donations, we were able to provide rations and medicine, the most critically needed survival gear, to the flood affectees in our camps. The employees of SEF also generously donated a part of their salaries for the assistance of flood affectees. A dedicated fund was setup for relief work and eventually school rehabilitation.

I am also indebted to my entire team who risked everything to go out in the most affected areas for school damage assessment as well as volunteered to relentlessly serve at the camps in the capacity of trainers, teachers, helpers and motivators. It is your spirit which binds SEF together. And I dedicate this year's annual report to each one of you.

We say good-bye to this year with a promise to rebuild and revitalize what we have lost. I am not sure how much difference we would be able to make but I am very sure that with continued support of our friends and well-wishers we would rebound.



FOREWORD

Aziz Kabani

Director, Programs, Operations and Research,
Sindh Education Foundation (SEF), Government of Sindh

Although SEF continued its efforts for achieving its targets set out for the year, the floods which hit the country during late July and August and especially impacted Sindh, left many a plans unmet. At the very onset of a new financial year, we were faced with the mammoth task of not only assessing the damages caused to our schools, most of which are located in far flung areas, but also providing relief on emergency basis wherever we could either directly or through the network of our partners. In this regard, SEF undertook two major initiatives, one of which was to establish relief camps in two of the most impacted districts i.e. Sukkur and Khairpur. The relief camps were tirelessly providing subsistence and medicine to atleast 700 displaced people on a daily basis with SEF's team and volunteers at task round the clock. These districts also cater to a large number of schools and partner organizations working under different schemes. The second was to design and launch an emergency education program as a step towards ensuring that the process of teaching-learning continued even in relief camps and also to keep affectees, especially children, constructively engaged.

At the institutional level, the senior management started a reflection exercise not only to review the current situation in the light of the data that was coming in from the field pertaining to school damage assessment, but also to strategize rehabilitation plans in sync with the resources available. It must be noted that the resource allocation and annual planning was already finalized before July 2010 and in the wake of the flash floods, serious measures were taken to move the resources around for relief and rehabilitation initiatives. With team effort, commitment and support of our partners, SEF was able to resume operations in the affected areas and slowly the rebuilding started. At present, most communities have gone back to their habitats although some areas still remain inaccessible.

A full school profiling survey was undertaken of all SEF schools. The comprehensive program wise school profiling exercise has helped us to understand the rehabilitation priorities, and plans were adjusted around these. Financial and technical support was initiated for the partner schools under our Integrated Early Learning Program (IELP). Although timelines for meeting critical targets like PPRS new phase initiation, teacher trainings, monitoring activities etc. have been pushed, we hope to accelerate the pace of our efforts in order to make up for lost time and be able to achieve all of this and much more for the benefit of our communities and children during the year ahead.

INTRODUCTION

The Sindh Education Foundation (SEF), Government of Sindh, has been working for the promotion of education in Sindh for almost two decades now. The overarching goal of all SEF driven initiatives has been provision of quality education to the most underserved communities and children of Sindh through innovative models of Public Private Partnership (PPP).

Under its mandate of PPP, the Foundation has been implementing two of its mega schemes with financial support of the Government of Sindh titled “Promoting Private Schooling in Rural Sindh” (PPRS) and “Integrated Education Learning Program” (IELP). Piloted to gauge impact of innovation, these projects are based on the per child subsidy model for institutionalizing high standards of education in far flung areas. Unprecedented in the history of educational schemes of Sindh particularly in the context of public private partnerships, the projects are envisaged to directly benefit at least 2,500 new and existing private schools and more than 500,000 children from pre-primary to secondary levels. Employment and professional development opportunities will also be created for more than 5,000 teachers and local entrepreneurs aspiring to serve their communities through educational services. 298 new private schools have already been established with financial and technical support of SEF across 10 districts of Sindh under PPRS Phase 1 and 2 in partnership with more than 150 local entrepreneurs. To assist in the establishment of schools, the entrepreneurs were trained by SEF through 3-day cluster based workshops carried out across the target districts focusing on school management, administration and academic planning. As part of Phase 1 and 2, SEF also extensively trained an estimated 600 newly appointed teachers at the district level in English proficiency and activity based pedagogical techniques. Additionally, free textbooks of Oxford University Press have been disseminated to the children.

During the period under review, SEF established more than 600 schools across the most underserved localities of Sindh in partnership with NGOs, CBOs and local entrepreneurs benefitting more than 100,000 children.

SEF believes that public private partnerships can catalyze sustainable reforms at the grassroots to ensure quality of education in addition to provision of access. For quality assurance, SEF undertakes a series of integrated and customized services for its partners which essentially include extensive capacity building of teachers and classroom level support, free textbooks of renowned publishers customized to suit the contexts of rural schools, regular school inspection and monitoring, training of school operators/heads for effective school management and school leadership and assessment of learning outcomes and teacher performance.

VISION:

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

MISSION & OBJECTIVES:

Our mission is to expand access to and improve quality of education through:

- ⊙ Taking steps which are necessary for the expansion of educational facilities.
- ⊙ Conceptualizing and spearheading projects for the establishment of educational institutions especially in less developed or less privileged areas.
- ⊙ Evolving programs for raising the standard of education (quality) and improvement in literacy rate (access).
- ⊙ Conducting research and surveys and holding workshops, conferences, and symposiums to study the educational system to identify shortcomings and making suggestions for its improvement.
- ⊙ Providing under soft terms and conditions, financial help or grants to various NGOs and other educational agencies.

SEF Beneficiaries at a Glance

| S.No | Program | Districts | Schools | Students | Teachers | Other Staff |
|------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------|----------------------------------------------------------------------------------|---------------------------|
| 1 | Rural Based Community Schools Project (RBCS) | 10 (Sukkur, Sanghar, Larkana, Khairpur, Karachi, Qambar Shahdadkot, Jamshoro, Hyderabad, Dadu & Mirpurkhas) | 250 (25 in each districts) | 11,362 | 500 (Trained) | 250 (Peons) |
| 2 | Early Learning Program (ELP) | 5 (Tando Mohammad Khan, Badin, Khairpur, Naushahro Feroze & Ghotki) | 150 (30 in each district) | 10,725 | 450 (Trained) | |
| 3 | Child Labor Education Program (CLEP) | Karachi | 1 Child Development Center (CDC) | 350 | 7 (Trained) | 3 (CSOs), 7 (Other staff) |
| 4 | Women's Literacy and Empowerment Program (WLEP) | 3 (Sehwan, Tando Allah Yar, Malir & Karachi) | 23 WLECs | 595 | 13 (Trained) | 2 (Attendants) |
| 5 | Community Learning Centers (CLC) Supported by UNESCO | 3 (Sukkur, Naushahro Feroze and Khairpur) | 30 (10 in each district) | 720 | 30 (Trained) | |
| 6 | Adopt-a-School Program (AASP) 50 Adopters | 10 (Karachi, Badin, Thatta, Khairpur, Matiari, Naushahro Feroze, Shaheed Benazirabad, Shikarpur, Mirpurkhas & Sanghar) | 127 Govt. Schools | 30,327 | 1181 (Govt Teachers) 237 (Hired by Adopters/ supported by SEF) Total: 1418 | 210 |
| 7 | Integrated Education Learning Program (IELP) | 13 (Karachi, Matiari, Khairpur, Dadu, Jamshoro Larkana, Qambar Shahdadkot, Tando Mohammad Khan, Mirpurkhas, Shaheed Benazirabad, Sanghar, Jacobabad & Thatta) | 306 | 30,545 | 798 | |
| 8 | Promoting Private Schooling in Rural Sindh (PPRS) | 10 (Badin, Shaheed Benazirabad, Dadu, Khairpur, Larkana, Mithi, Qambar Shahdadkot, Sanghar, Thatta & Umerkot) | 298 | 33,417 | 974 | |
| 9 | Improving Quality of Education Programme (IQEP) | 3 (Hyderabad, Tando Mohammad Khan & Matiari) | 30 government, community and private schools (10 each) | 6,235 | 116 (trained) 235 (Total) | |
| | | TOTAL | 1,215 | 124,276 | 4,425 | 472 |

SEF GOVERNANCE

The Sindh Education Foundation is governed by a Board of Governors (BoG).

The Chief Minister of the Province is the Chairperson of the Board.

An Executive Committee (EC), appointed by the BoG, provides decision making support to SEF's financial, operational and administrative matters.



Hon'ble
Syed Qaim Ali Shah

Chief Minister, Sindh

Chairman, Board of Governors,
Sindh Education Foundation



Hon'ble
Pir Mazhar-ul-Haq

Senior Minister (Education), Government of Sindh

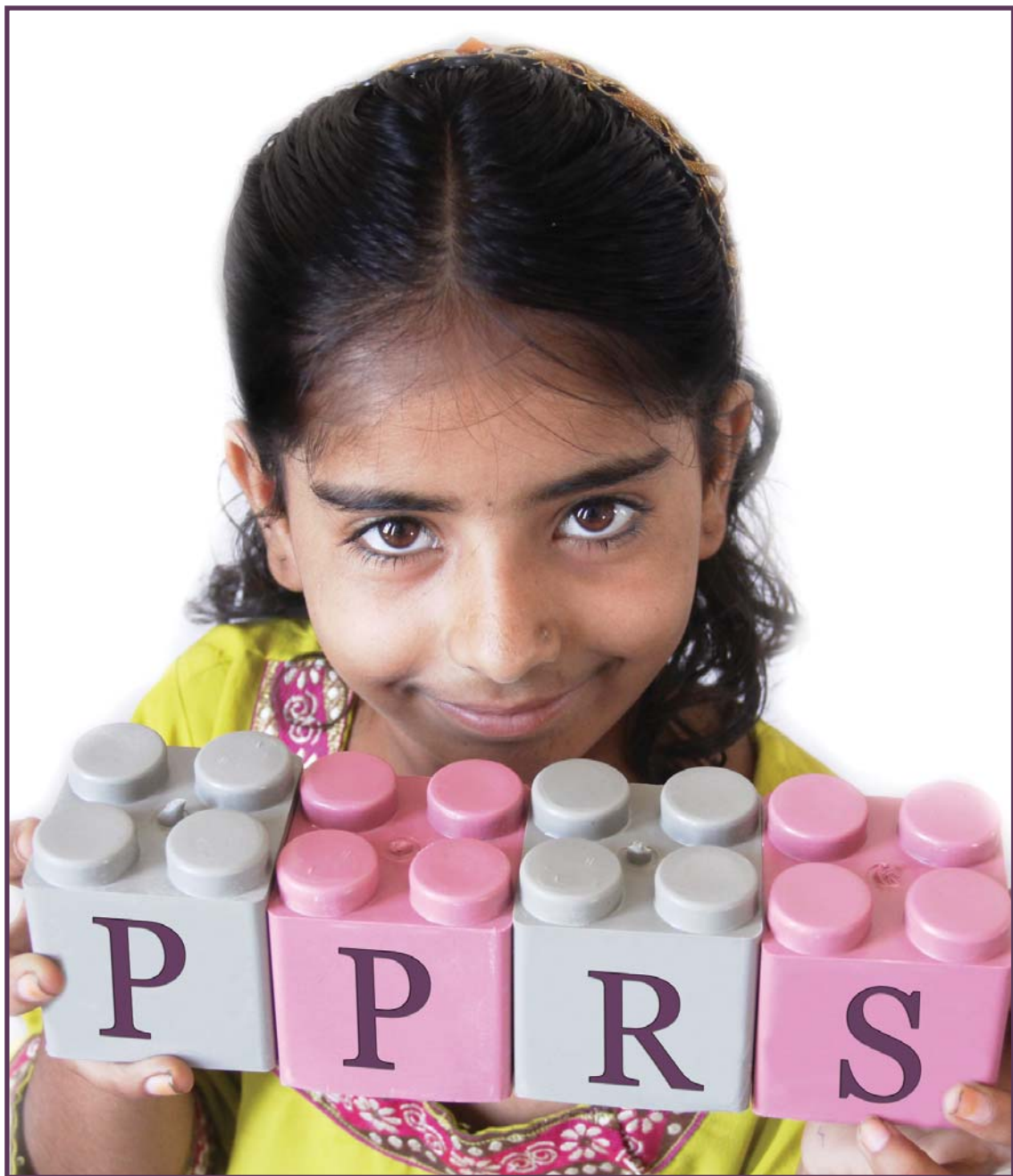
Vice Chairman, Board of Governors,
Sindh Education Foundation



Professor
Anita Ghulam Ali (S.I)

Managing Director, Sindh Education Foundation
General Secretary, Board of Governors,
Sindh Education Foundation

DEVELOPMENT SCHEMES



Promoting Private Schooling in Rural Sindh Project

PROMOTING PRIVATE SCHOOLING IN RURAL SINDH PROJECT (PPRS)

A Per Child Subsidy Model Through Public Private Partnership

| | |
|-------------------------|--------------------------------------------------------------------------------------------------------|
| Duration | 2 years |
| Funded by | Government of Sindh |
| Cost | PKR 2,997.613 million |
| Target schools | 1000 newly established private schools |
| Districts | Larkana, Qambar Shahdadt, Dadu, Sanghar, Mithi, Khairpur, Shaheed Benazirabad, Badin, Thatta & Umerkot |
| Estimated beneficiaries | 250,000 children |
| Focus | Access to quality education facilities in far flung areas of Sindh through local entrepreneurship |

Promoting Private Schooling in Rural Sindh (PPRS) is an initiative of the Sindh Education Foundation under the Public-Private Partnership Component of the Sindh Education Reform Program 2008-09. The Project has been designed by the SEF in collaboration with the Reform Support Unit and the World Bank.

During the 4-year pilot phase, which is underway, the project is aiming to support establishment and management of 1000 private schools in underserved localities in 10 districts of Sindh that rank poorly along three indicators: the size of the out-of-school children population (6-10 years), distance to the nearest primary school, and gender disparity in primary school participation. The implementation is spearheaded by the Sindh Education Foundation and entrepreneurs are invited to set up private schools in rural localities. All schools established as part of the project will be registered with the Private Schools Directorate and will follow Private Schools Ordinance/Act. The first stage of the pilot phase launched in 2008-09 extends support, both financial and technical, to 200 new private co-educational primary schools with the aim of increasing access as well as improving the schools' overall learning environment and students' academic achievements. Entrepreneurs are selected via a comprehensive and transparent selection process based on applicant-related and locality qualification criteria. Since the government is committed to provide free quality education for all, the entrepreneurs are not

allowed to charge any fees from the enrolled students.

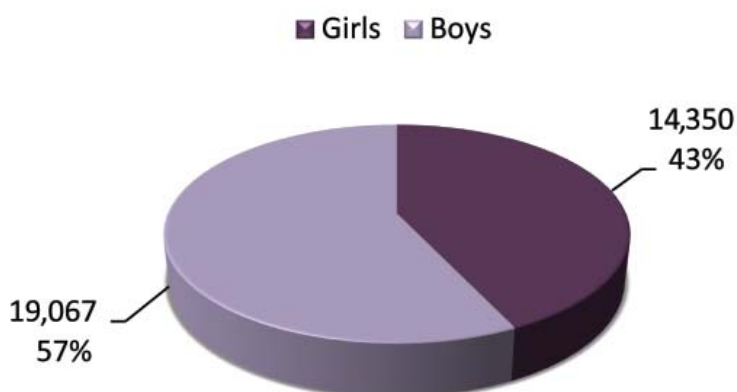
Objectives:

- ⊙ Promoting long-term public-private partnerships through providing per child fee subsidy to private schools in order to create greater access to education in marginalized areas of Sindh.
- ⊙ Enhancing quality of education and educational practices within classrooms thereby increasing student learning and achievement.
- ⊙ Reducing gender disparity in education.

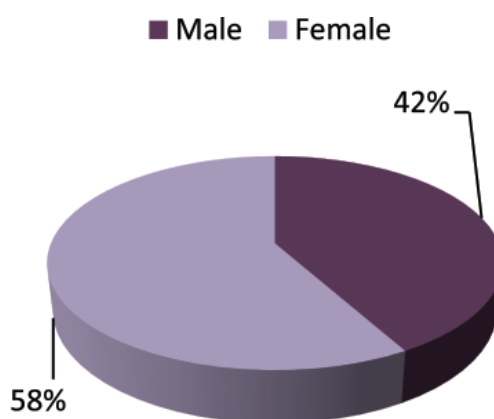
Key project outcomes

- ⊙ Establishment of 298 schools under Phase 1 and Phase 2
- ⊙ Enrollment of at least 33, 417 students
- ⊙ Disbursement of subsidy to 298 schools on recurrent basis.
- ⊙ 9 tranches have been released to Phase 1 schools
- ⊙ 5 tranches have been released to Phase 2 schools
- ⊙ District based trainings and refreshers car-

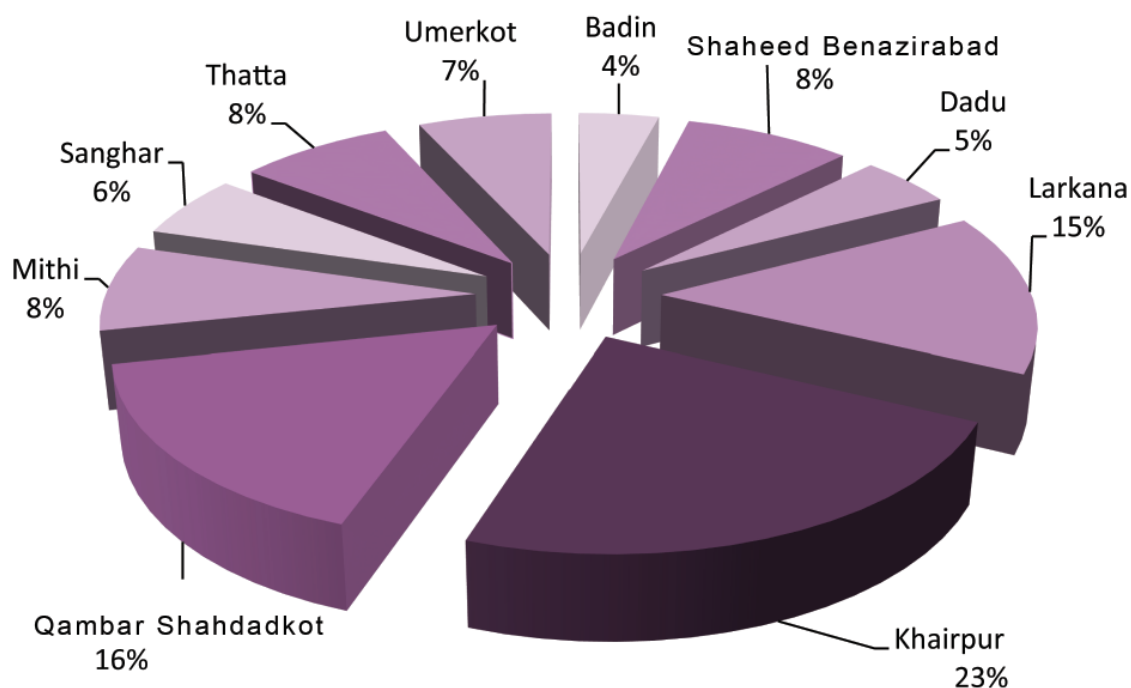
Gender wise enrollment (PPRS)



Gender wise teaching staff (PPRS)



District wise schools (PPRS)



ried out for at least 230 school operators

- ⊙ District based trainings and refreshers carried out for at least 592 teachers
- ⊙ Free Oxford University Press text-books provided to schools
- ⊙ School signboards provided to each school

Key Project Activities:

Release of Subsidy to Phase 1 and Phase 2 Schools

Based on school inspection data which was collected through comprehensive school visit exercises to all PPRS schools, the subsidy tranches were released to entrepreneurs. Subsidies of some schools were also withheld owing to reasons like dysfunctional school, poor performance, non compliance etc. During the year under review, atleast four tranches of student subsidy were released to Phase 1 and Phase 2 schools.

District Based Teacher Training, Refreshers and School Entrepreneurs' Training

Since capacity building of program stakeholders is a key thrust area, a series of trainings was organized for both teachers and entrepreneurs during the year with the overarching objective of improving quality of education for the marginalized children.

A one day district based training was organized for 152 school entrepreneurs of Phase 1. The training aimed to build capacity of school entrepreneurs for effective school leadership, administration and management. Protocols of partnership with SEF under the PPRS project were also discussed at length during the training.

As part of the comprehensive teacher training program, a 3-day Karachi based training of trainers was organized. This was followed by a 9-day district based training of at least 200 newly appointed teachers of Phase 2 schools. ECE curriculum, teaching in English language and orientation of OUP books and usage of supplementary material were some of the key areas covered during the training.

A 6-day district based training was also carried out for 200 Phase 2 teachers of grade 2 on usage of OUP course books which were provided by SEF.

Bi-annual Monitoring

As per the PC 1 requirement, bi-annual monitoring of Phase 1 and 2 schools was carried out.

Phase 3 Initiation

PPRS Phase 3 was initiated to establish 700 new private schools as per PC 1. Application forms for round 1, 2 and 3 were printed and disseminated across Sindh. The data collected was entered for verification.

Research firms were hired for field level verification of shortlisted applications of round 1.

Technical orientation was carried out for the research firms. Field level verification of shortlisted sites was carried out by the selected research firms.

Contract Signing with Entrepreneurs

Contracts with entrepreneurs under PPRS Phase I & II for the term April 2011-March 2012, were signed concurrently in 10 districts of Sindh.

Profiling of School Stakeholders

Databases pertaining to school entrepreneurs, students and teachers of PPRS schools were developed. This was a critical activity given that updated stakeholder information is the key to effective programmatic decision making.

Distribution of Books and Bags to Schools

Oxford University textbooks and student bags were distributed to Phase 1 and Phase 2 schools.

School Profiling Survey

Towards the mid of July 2010, Pakistan was hit by unprecedented floods which claimed thousands of lives and displaced a population in excess of 20 million. In Sindh alone, atleast six districts were adversely affected which were Jacobabad, Qambar Shahdadkot, Dadu, Larkana, Shikarpur, and Thatta.

To assess the post flood impacts on PPRS schools, a comprehensive school profiling activity was carried out across the target districts.

Assessment Item Writing Workshop

Student assessment is a key project deliverable which has to be eventually linked to the continuation of financial support to the partner schools. To initiate and streamline the process of assessment, an Assessment Unit has been established at SEF which is primarily responsible for designing and implementing viable assessment frameworks for PPRS as well as other projects and schemes of SEF. The Unit organized an item development workshop titled "Creative Item Writing" in October 2010. For initiating the process of quality paper development and for creating a pool of items, teachers from PPRS as well as other schools were invited to participate in the workshop.

DEVELOPMENT SCHEMES



Integrated Education Learning Program

INTEGRATED EDUCATION LEARNING PROGRAM (IELP)

Public Private Partnerships for Education Reforms

| | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Duration | 2 years |
| Funded by | Government of Sindh |
| Cost | PKR 2,085.109 million |
| Target schools | 1,500 existing and newly established private schools |
| Districts | 23 districts of Sindh |
| Estimated beneficiaries | 400,000 children |
| Focus | Access to quality education facilities in far flung areas of Sindh in partnership with local NGOs, CBOs, entrepreneurs, trusts etc. |

The Integrated Education Learning Program is the latest addition to the Foundation's schemes which aims to establish greater public private partnerships for increasing access to and improving the quality of educational (primary, elementary and secondary) services for children across the Sindh province.

During the first phase of implementation from 2009 to 2011, financial as well as technical support is being extended by SEF to new and existing private schools (private/community/trust owned, etc.), through the per child subsidy model, directly reaching out to 450,000 children of ages 5 to 18 years. While new schools are being supported in 13 districts including Jacobabad, Kashmore, Shikarpur, Ghotki, Sukkur, Naushahro Feroze, Jamshoro, Matiari, Hyderabad, Tando Allah Yar, Mirpurkhas, Tando Mohammad Khan and Karachi, existing school setups across all 23 districts of the province are eligible for support through the initiative. The quality inputs largely focus on grassroots capacity building in school management and administration, improving the learning environment in schools through professional development of teachers and provision of learning resources for supplementing child centered classroom activities for children.

Objectives:

- ⦿ To serve the most underserved areas of Sindh through providing educational opportunities

under Public Private Partnership.

- ⦿ To encourage private sector organizations to help Government in addressing quality based access (schooling) issue in the most undeserved areas of Sindh.
- ⦿ To promote long-term public-private partnerships through providing per child fee subsidy to private schools in order to create greater access to education in marginalized areas of Sindh.
- ⦿ To supplement government policies vis-à-vis UPE through enhancing educational facilities for out of school children and youth especially girls.
- ⦿ Supporting 1,500 schools in partnership with local entrepreneurs/NGOs/CBOs/trusts
 - 300 existing SEF community schools
 - 850 existing private/trust/NGO run primary schools struggling to continue to provide education to the poor
 - 300 existing private primary schools owned by individuals/NGOs/CBOs etc willing to upgrade their schools to elementary level

- 50 private/elementary/middle schools owned by individuals/NGOs/CBOs etc willing to upgrade their schools to secondary level

Key Project Activities

306 existing SEF schools, formerly under CSS, FSP and HSP schemes, have been programmatically merged into IELP. Following institutional support has been extended to these schools:

- ⊙ 3 tranches of student subsidy
- ⊙ Cost for textbooks
- ⊙ Cost for student assessment

911 new schools were selected for intervention in addition to the existing 306.

Following support has been provided to these schools:

- ⊙ 1 tranche of student subsidy
- ⊙ Cost for textbooks

Additionally, following activities were carried out during the period under review:

Delivery of IELP School Bags, Learning Material and Signboards

As part of technical support to partner schools, student bags, learning material and school signboards were dispatched to SEF regional offices for distribution to the IELP schools once the school selection was finalized through the re-verification survey and school profiling exercises.

IELP Randomization Event

Computerized randomization for the selection of primary and elementary schools was undertaken by Honorable Syed Qaim Ali Shah, Chief Minister Sindh and Chairman Board of Governors, SEF at a ceremony held at the CM House, Karachi.

Prof. Anita Ghulam Ali (MD, SEF) gave a detailed briefing on SEF's portfolio of educational initiatives and highlighted the Foundation's role in ensuring provision of quality education facilities for the under privileged children and communities.

Vice Chairperson SEF's BoG & Senior Minister for Education Honorable Pir Mazhar ul Haq, Education Secretary Mr. Alam Din Bullo, former Secretary Planning Ms. Naheed Durrani, Information Secretary Mr. Mumtaz Ali Shah and senior management of Sindh Education Foundation were also present at the meeting.

Re-verification Survey and School Profiling

Two major IELP field activities, a re-verification survey of 1,350 selected / shortlisted school sites and school profiling of 306 existing schools were undertaken during the period under review.

Initially 4,560 applications across 23 districts were validated through third party evaluation carried out by the research firms. The results of this exercise, which were supposed to determine the final selection of schools for partnership under IELP, were rendered irrelevant owing to the flash floods that hit the Province and caused adverse damages to many districts. In order to reassess the shortlisted sites for project eligibility after the floods, a re-verification survey was carried out across the 23 districts. During this survey, a total of 1,350 school sites were re-visited, out of which, 1,180 applications were for establishing new schools and remaining 170 were for existing (already functional) schools.

For the existing 306 schools, a similar school profiling activity was carried out. A baseline survey of these schools had been carried out through third party, but after the floods, the data collected became redundant. A large number of these schools were affected by the floods - either they were in flooded areas or were serving as relief camps in areas not directly affected by the floods.

An evaluation of applications based on the data collected through re-verification and school profiling surveys was conducted. The analysis showed that there were major discrepancies in the data collected through the pre-floods third party evaluation and the re-verification and profiling exercises. Since the floods affected both the geography and demography of the districts, the school locations as well as the teachers' data was found to be redundant. Therefore the selection of schools could not be carried out through computerized criteria. A comprehensive manual screening process was undertaken through which each shortlisted application was evaluated and compared vis-à-vis pre and post flood scenarios. A complex set of data emerged:

- ⊙ There were cases where school sites/buildings were changed, but villages were the same when compared with the data of the initial verification survey.
- ⊙ It was found that some schools located at K.N Shah, Sehwan and Mehar were severely affected by floods and school building / infrastructure was destroyed. However, the community, students and teachers were available and schools were functioning in tents. These schools

were being run by partner organizations and due to lack of funds and resources they were unable to reconstruct school buildings. For such schools, subsidy was released to the school operators in order to facilitate them for reconstructing and functionalizing schools.

Contract Signing Ceremonies

Contract signing ceremonies were held as part of the project initiation phase. The newly selected school operators from across Sindh attended the day long events at SEF Head Office and signed contracts. Detailed orientation on contracts as well as on the project's implementation plan were provided by the SEF team.

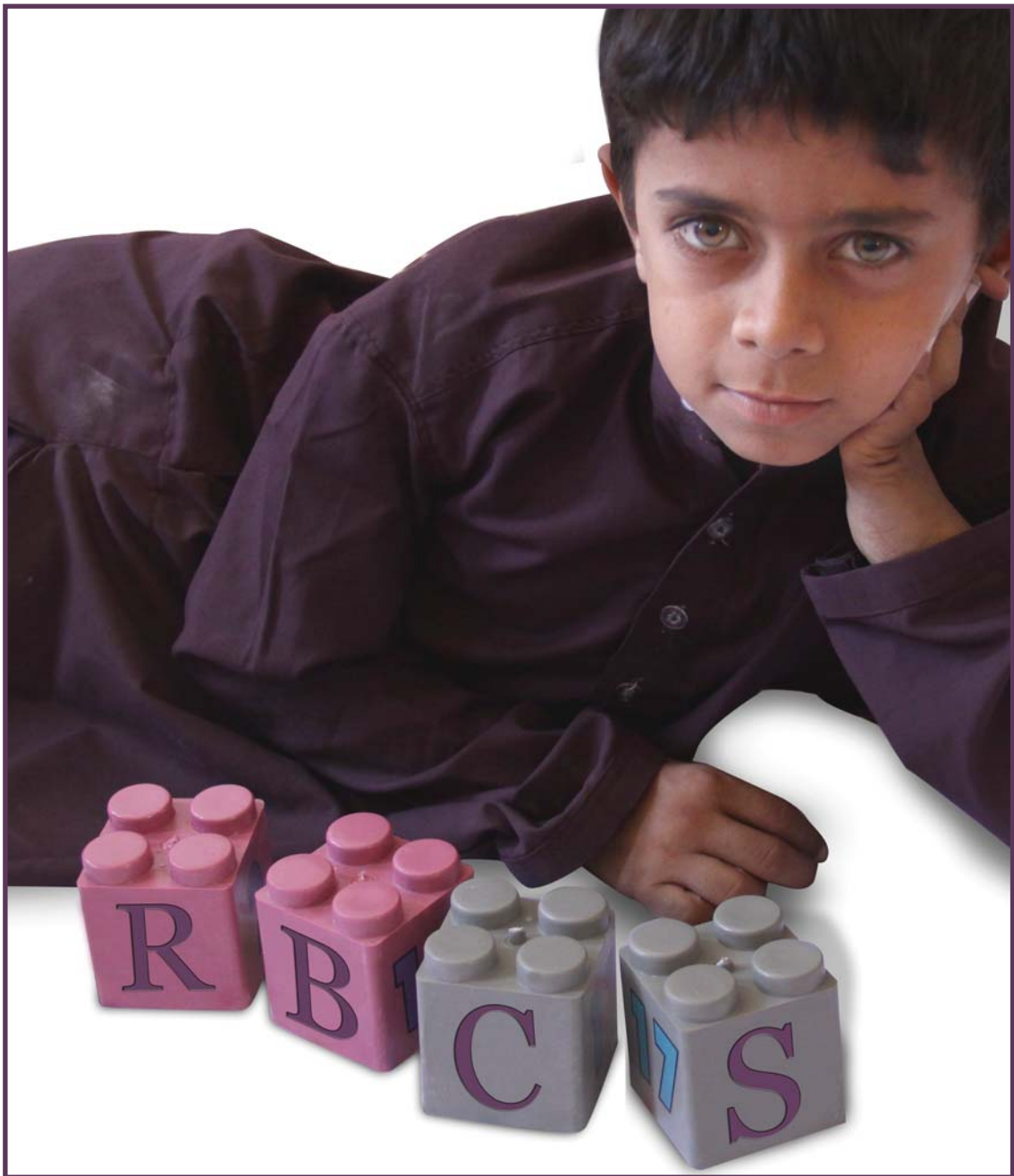
District Based Meetings With School Operators

A three-week long exercise was carried out across

target districts as a follow-up to the contract signing ceremony which was held in Karachi. The district level meetings with stakeholders were conducted at SEF regional offices in Sukkur, Larkana, Shaheed Benazirabad, Mirpurkhas, Hyderabad and Karachi. At least 50 members from various departments and programs of SEF including IELP staff were mobilized to participate in the district level meetings. The purpose of this exercise was to sign remaining contracts with school operators, review and verify school data and distribute learning material, school bags and sign boards for schools.

School operators were divided into clusters and invited to regional offices. Data was entered simultaneously during the activity since this information was required for calculating and releasing the next tranche of student subsidy to partner schools. During this exercise, training venues were also identified across districts for the upcoming IELP teachers' training.

DEVELOPMENT SCHEMES



Rural Based Community Schools Project

RURAL BASED COMMUNITY SCHOOLS PROJECT (RBCS)

Strengthening community schooling for access to quality education

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Duration | 4 years |
| Funded by | Government of Sindh |
| Cost | PKR 427.133 million |
| Target schools | 250 newly established community schools |
| Districts | Larkana, Qambar Shahdadkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur & Sukkur |
| Estimated beneficiaries | 15,000 children |
| Focus | Enrolled students should achieve competencies of grade 5 as per the National Curriculum in 3 years through accelerated multi-grade academic interventions |

The project aims to provide access to quality education through 250 non-formal schools in 10 districts of Sindh. The project is being implemented with the support of 10 district level NGO partners responsible for school establishment and operation at the grassroots level.

Objectives:

- ⦿ Increase access to quality primary education through establishment of 250 rural based community schools.
- ⦿ Reduce poverty by providing employment opportunities at grassroots level.
- ⦿ Facilitate at least 14,000 students to attain Class 5 competencies through non-formal/informal approaches.
- ⦿ Train at least 500 locally hired teachers for pedagogical and subject based excellence.
- ⦿ Establish and train 250 parent management bodies (PMB) for school management, administration, and supervision.

Key project outcomes:

- ⦿ Partnerships with 10 district level NGOs
- ⦿ Capacity building of 20 NGO representatives on an annual basis
- ⦿ Establishment of 250 schools across 10 districts
- ⦿ Formation of 250 Parent Management Bodies (PMBs)
- ⦿ Trainings of 750 members of PMB on yearly basis
- ⦿ Hiring of 500 local teachers
- ⦿ Training and refreshers of 500 local teachers on yearly basis
- ⦿ Provision of free text books to schools on yearly basis
- ⦿ Provision of signboard for each school

Support provided by SEF

| S.No | Resources provided to schools | Resources provided to partner NGOs |
|------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1 | School signboards | Financial: Management and school operational cost on recurring basis. Infrastructure uplift cost also provided. |
| 2 | Course books of Behtareen level 1 (each of English, Urdu, Sindhi and Mathematics) | Material: Computers, printer and UPS. |
| 3 | Course books of Taiztareen (each of English, Urdu, Sindhi, Mathematics, Social Studies, Science and Islamiat) | |
| 4 | Student bags | |
| 5 | Student stationery (pencils and notebooks) | |
| 6 | School furniture Student chairs Teacher chairs Office tables Wheel chairs Almirahs | |
| 7 | Electrical fittings Fans Tubelights | |

NGO Partners

| District | NGO Partner |
|-------------------|-----------------------------------------------------------|
| Karachi | Health And Nutrition Development Society (HANDS) |
| Jamshoro | Transformation and Reflection for Rural Development (TRD) |
| Sukkur | Indus Resource Center (IRC) |
| Khairpur | Leadership for Environment And Development (LEAD) |
| Larkana | Bright Educational Society (BEST) |
| Qambar Shahdadkot | NGO Development Society (NDS) |
| Dadu | Village Shadabad Organization (VSO) |
| Hyderabad | Sindh Development Society (SDS) |
| Mirpurkhas | Jaggarta Social Welfare Organization (JSWO) |
| Sanghar | DEVCON |

- ⦿ Provision of furniture, fixtures and electrical fittings for schools
- ⦿ Stationery and other learning material for schools.

Key Project Activities

5-day Training of RBCS Teachers on Behtareen

District based 5-day trainings were carried out for 250 teachers teaching the Behtareen module. The training was interactive and focused on coursework and pedagogy of the accelerated and integrated curriculum.

3-day Training of Partner NGOs

A 3-day training program was organized for 20 representatives of the partner NGOs. Programmatic finance and administrative requirements, reporting protocols, compliance policies and strategic planning for the next contractual year were some of the key areas of the training.

Provision of Free Books of Taiztareen

The RBCS schools were provided with sets of Taiztareen books for the enrolled students.

Training Refresher of Taiztareen Teachers

3-day district based training refresher for 250 Taiztareen teachers was conducted concurrently in 10 districts. It aimed to equip the teachers with modern techniques to understand and teach the accelerated multi-grade academic module being implemented in RBCS schools.

Training of Parent Management Bodies (PMBs)

To encourage ownership of community towards RBCS

schools, resolve school based conflicts through community intervention and for effective functioning of schools, 2-day district based trainings for Parent Management Bodies (PMBs) were organized across the target districts. 750 members of PMBs received the training which was co-organized by the implementing partners in the respective districts (3 members from each school participated).

School Profiling Activity

To gauge the post flood impacts on RBCS schools, a comprehensive school survey was carried out by SEF across the 10 target districts. The purpose of damage assessment was to devise appropriate school rehabilitation mechanisms required to ensure project continuity. The schools of Qambar Shahdadt were suffered maximum damage and were completely destroyed. Some of the schools of district Dadu were also damaged.

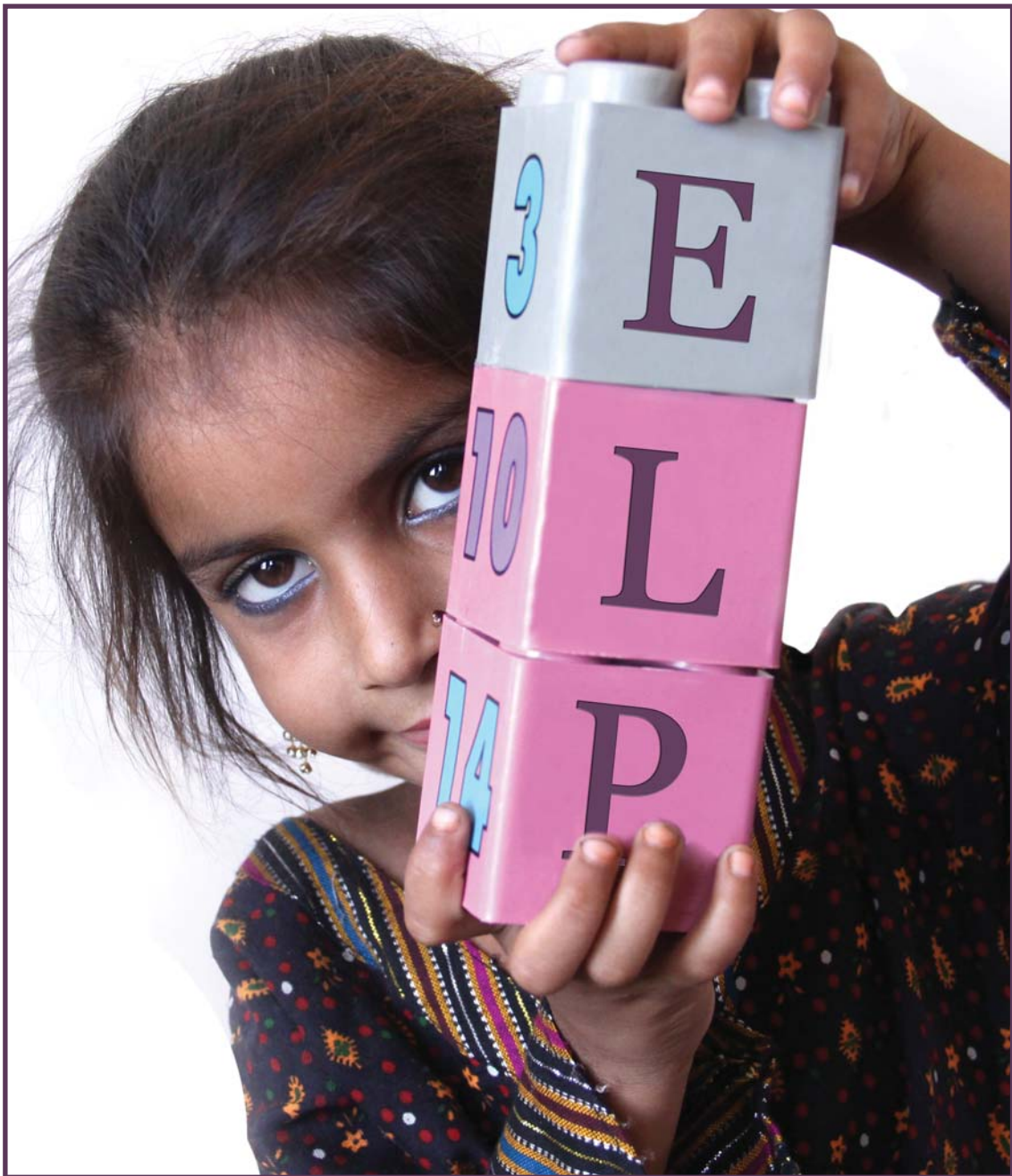
School Monitoring and Assessment

One round of school monitoring was carried out by partner NGOs with facilitation by SEF. Student assessment of Behtareen level 1 has also been conducted, results of which were shared with partner NGOs. Students are duly promoted to the next level as Behtareen is a progressive three phased module.

NGO Review Meetings

Review meetings were carried out with each of the 10 implementing partners at SEF Head Office. Extensive discussions were held regarding financial reporting, compliance issues and programmatic matters. Also school to school implementation challenges were discussed at length.

DEVELOPMENT SCHEMES



Early Learning Program

EARLY LEARNING PROGRAM (ELP)

Institutionalizing Quality Reforms in Pre-Primary Education in Government Schools

| | |
|-------------------------|-------------------------------------------------------------------|
| Duration | 4 years |
| Funded by | Government of Sindh |
| Cost | PKR 160.711 million |
| Target schools | 150 existing government schools |
| Districts | Tando Mohammad Khan, Badin, Khairpur, Naushahro Feroze and Ghotki |
| Estimated beneficiaries | 15,000 children |
| Focus | Quality reforms in pre-primary education |

The Early Learning Program (ELP) of SEF aims to institutionalize Early Childhood Education (ECE) classes in 150 government schools across 5 districts of Sindh namely Tando Mohammad Khan, Badin, Khairpur, Ghotki and Naushahro Feroze. Key intervention areas include improving the physical and learning environment within public schools targeting kachi (pre-primary) and grades one and two.

Objectives:

The overall objective of the program is to improve early education through qualitative reforms and increased participation in targeted geographical areas.

Support provided by SEF

SEF has provided the following resources to the 150 ELP schools:

- ⊙ Learning material for setting up Kachi classes
- ⊙ Learning material for grade 1
- ⊙ Salary for 300 teachers
- ⊙ Stipend for grade 1 government teachers teaching ELP classes
- ⊙ Teacher training manuals
- ⊙ School furniture
- ⊙ Student chairs

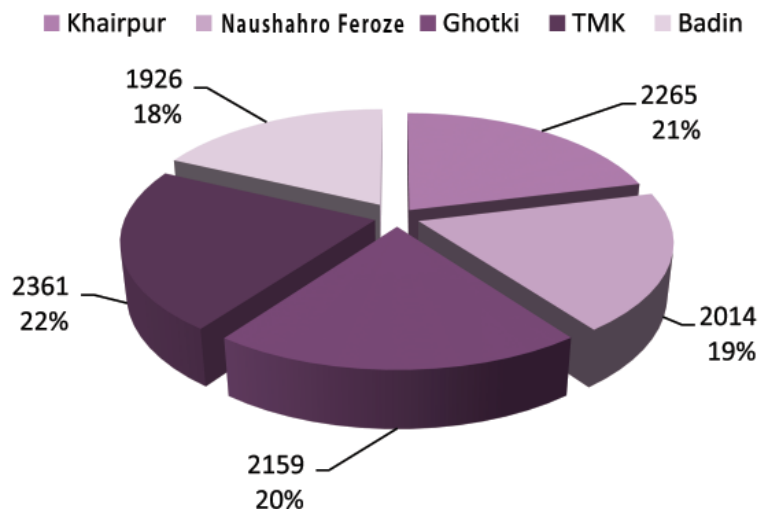
- ⊙ Customized square tables
- ⊙ Office tables
- ⊙ Almirahs/book shelves
- ⊙ Teacher chairs
- ⊙ Baby bancos
- ⊙ Wheel chairs
- ⊙ Electrical fittings
- ⊙ Ceiling fans
- ⊙ Energy savers

- ⊙ Exhaust fans
- ⊙ Student bags
- ⊙ Student stationery

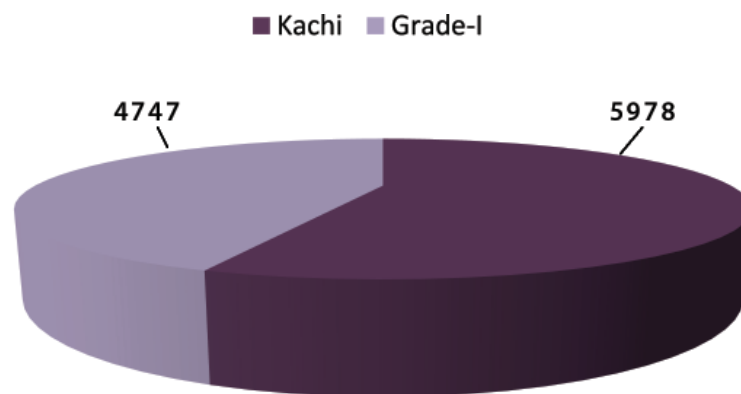
Key Project Outcomes:

- ⊙ Initiation of Kachi class in 150 government schools
- ⊙ Hiring of 300 local teachers (150 lead and 150 assistant)
- ⊙ District based trainings and refreshers of 150 lead teachers of Kachi

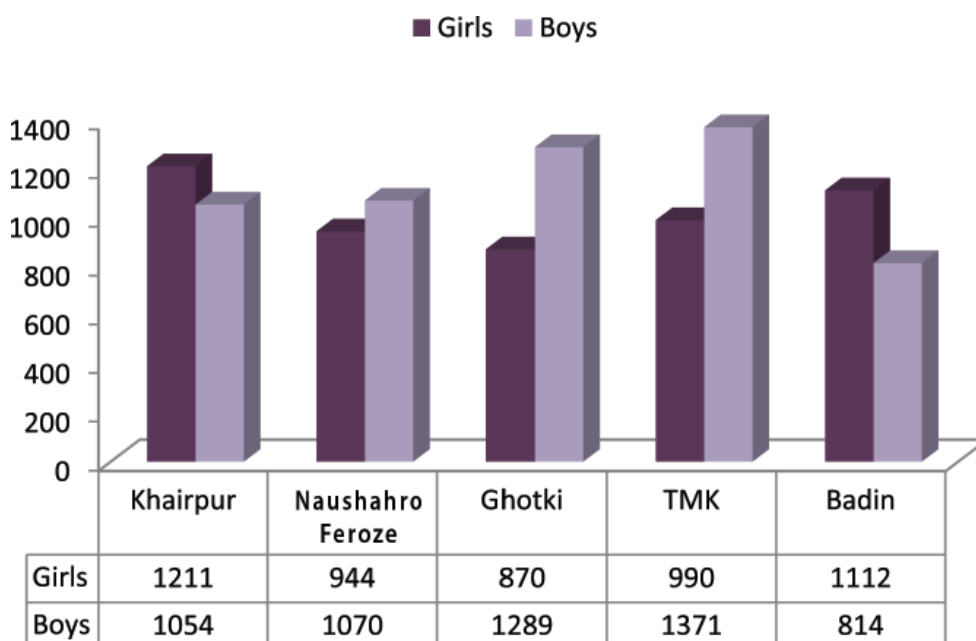
District wise enrollment of ELP schools



Class wise enrollment of ELP schools



District wise enrollment of ELP Students



- ⊙ District based trainings of 150 assistant teachers
- ⊙ District based trainings of 150 grade 1 teachers
- ⊙ Provision of free learning material for Kachi and grade 1
- ⊙ Initiation of grade 1 class in 150 government schools
- ⊙ Role of teacher
- ⊙ Classroom environment
- ⊙ High Scope Approach
- ⊙ Learning corners
- ⊙ Lesson planning
- ⊙ Child assessment & child tracking

Key Project Activities

Learning Material for Grade 1

As per PC 1, learning material was distributed to grade 1 of 150 ELP schools. The material comprised supplementary learning resources for enriching the classroom environment and the teaching-learning process.

Selection of Grade 1 Teachers

150 existing government teachers were selected for training, stipend and teaching under ELP for grade 1 intervention across the target schools.

Training of Grade 1 Teachers

A 5 day teachers' training was conducted across the five districts. The sessions aimed to enhance teachers' capacities to plan, teach and manage children's learning in various competency areas including literacy (Sindhi and English) and numeracy. Teachers received teaching aids including resource kits and interactive training manuals for implementing activity based pedagogies at the classroom level. Moreover, other educational themes including nutrition, health and hygiene were discussed to enable teachers to focus on holistic child development and prepare children for successful transition to the upper primary grades.

Training of Assistant Teachers

5-day district based trainings were conducted for 150 assistant teachers of Katchi across 5 districts on early childhood development including the High Scope Approach for ensuring quality reforms in pre-primary education in government schools. The training covered the following themes :

- ⊙ Usage of learning material
- ⊙ Factors affecting children's development
- ⊙ Learning
- ⊙ Nurturing

School Monitoring

As per PC 1, school monitoring was carried out across 150 ELP schools to gauge progress against targets set out.

Ongoing Learning Support to ELP Schools

To ensure that trainings are effectively applied in classroom settings in ELP schools and Kachi class environment is transformed as per the High Scope Approach or activity based teaching-learning, regular learning support visits were carried out to the schools. The purpose of these visits was to observe impacts of training, provide onsite support and feedback to teachers and resolve issues faced at the school level vis-à-vis implementation of ELP.

School Profiling Activity

To gauge the post flood impacts on ELP schools, a comprehensive school survey was carried out by SEF across the 5 target districts. The purpose of damage assessment was to devise appropriate rehabilitation mechanisms if required in order to ensure project continuity. Fortunately, minimal damages were incurred in ELP schools.

Child Tracking Database

A comprehensive database consisting of enrollment and teacher information of 150 ELP schools across 5 districts was developed. The data on child tracking format of Kachi students was collected from 150 schools and information from 6,000 forms was entered into the database. This format tracks the child's progress made throughout the year in accordance with the progress benchmarks set out in ELP.

Infrastructure Uplift Assessment

Field visits were carried out to assess infrastructural uplift needs of ELP schools across 5 districts by the designated vendors facilitated by the ELP team. The purpose was to ascertain cost estimations for renovation and repair work to be undertaken in schools.

GRANT IN AID SCHEMES



Adopt-a-School Program

ADOPT-A-SCHOOL PROGRAM (AASP)

SEF's flagship public private partnership initiative, the Adopt-a-School Program was launched in 1997 with a vision to revive the failing public sector schooling system through support and involvement of the private sector. Concerted efforts were made to mobilize resources and interest from the private sector and civil society to initiate a sustainable process of reforms in public schools. The program, now more than a decade into operation, has been able to generate models of successful public private partnership for bringing transformation in public schools of Sindh and has been replicated at the national level. The adopters have contributed significantly in terms of financial and material resources that have led to major improvements in school infrastructure and learning environment.

Key Activities:

School Monitoring

Although adopters play a central role in the school improvement process and keep a close tab on the routine matters, SEF being the facilitating agency carries out regular school visits not only to monitor progress but also to support adopters in resolving administrative and academic issues. In this regard, routine school visits were carried out to the adopted schools for collecting information on key indicators like student enrollment and attendance, teachers' attendance, academic and co-curricular activities, SMCs' involvement and adopters' role and contribution in the school. The data collected through these visits was used for evaluating progress of schools and adopters and for programmatic decision making.

New School Adoptions

SEF continually receives requests for school adoption throughout the year which is indicative of the private sector's sustained interest in the program. Since adoption involves mutual consent and willingness from all stakeholders, SEF makes concerted efforts to involve the government, adopters and school staff in the adoption process.

For new school adoptions, a series of meetings was carried out with the stakeholders including CDGK officials, school management, SMC members and adopters. The purpose was to provide an orientation on the program and discuss the adopters' scope of work

in the school. Discussions were also held regarding roles and responsibilities of other stakeholders in the school improvement process. Following schools were adopted during the period under review: (See Table on page 34).

Adopters' Appreciation Evening

An event was organized to acknowledge and appreciate adopters' efforts and contributions for education reforms in government schools at a local hotel in Karachi. The ceremony was presided by the Honorable Pir Mazhar-ul-Haq, Senior Minister (Education), Government of Sindh. The Minister presented tokens of appreciation to the adopters and also discussed possible solutions to the issues and challenges that the adopters face in the government schools.

3-day Capacity Building Workshop and Refresher by AKU-Examination Board

At least 7 teachers from different adopted schools participated in the 3-day teacher training workshop organized by the AKU-EB for grade 8 teachers of Urdu, Math and Science. The workshop focused on formative assessment methodology.

To link field based knowledge and learning from the capacity building workshop, two follow-up workshops were also carried out. 5 teachers from two adopted schools (GBSS MAO and GGSS Intelligence Sultanabad) attended the first refresher while 6 teachers from two adopted schools (GBSS MAO and GB Elementary School, Hatim Ali Alvi Campus) attended the second workshop.

Collaboration with Teach for Pakistan

Partner of the Global Education Network, Teach for Pakistan is an innovative initiative that has been brought to Pakistan by the Aman Foundation. The goal of TFP is to improve the state of education in Pakistan by recruiting and training young professionals and students from top universities to teach in under resourced schools.

TFP contacted SEF to explore avenues of possible collaboration and support. In this regard, a possible intervention in adopted schools was discussed. A visit was also arranged to identify schools which were in dire need of qualified and trained teachers. A total

of 20 “high-need” schools were identified and details were shared with TFP. As the next step, it was mutually agreed by TFP and SEF to hold an orientation session for the adopters to take them into confidence for the intervention.

Adopters’ Orientation by TFP

With facilitation from SEF, a half day seminar was organized for the adopters by Teach for Pakistan at a local hotel in Karachi. During the event, adopters were introduced to the philosophy and the pilot program of TFP which largely aims to transform the quality of teaching-learning in government schools by placing trained fellows for a two year duration. The event was well received by the participating adopters who willingly offered their support for placement of fellows in the adopted schools.

Intel National Science Fair 2010-2011

The Intel Education held an orientation session regarding Intel science fair which is held every year in collaboration with the Ministry of Education. The purpose of the fair is to promote interest amongst students in Science and Math from class 9 to 12. The orientation which provided guidelines of participation in the fair was attended by 16 students and 8 teachers from different adopted schools.

School Outreach Tour by Citizens Archive of Pakistan (CAP)

The Citizens Archive of Pakistan is a non-profit organization which is dedicated to cultural and historic preservation. The School Outreach Tour (SOT) is a unique initiative launched by CAP. The program works

with students in low-income schools to develop a culture of tolerance, critical thinking and an understanding of the country’s history and heritage.

For the School Outreach Tour, the CAP team approached SEF and expressed interest in carrying out the SOT activities in government adopted schools. In this regard, following schools were visited:

- ⦿ Government Girls Primary School Intelligence
- ⦿ Government Girls Secondary School Intelligence
- ⦿ M.A.O Government Boys Primary School
- ⦿ M.A.O Government Boys Secondary School
- ⦿ Government Girls Primary School Ack Ack
- ⦿ Government Boys Elementary School Ack Ack
- ⦿ Government Boys Primary Shirin Jinnah Colony
- ⦿ Government Boys Primary School Shah Rasool Colony

During the school visits, the school management and teaching staff were briefed about the initiative and details of intervention were shared. As per the plan, each school was to be visited at least once on a weekly basis. SEF also sought permission from EDO (E), Karachi to facilitate CAP for their outreach program in the identified schools.

| Schools adopted | District | Name of adopter |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------|
| Government Boys Primary School, Goth Jumma (Sanghar, Shahdadpur) Government Boys Middle School, Goth Kumma (Sanghar, Shahdadpur) | Sanghar | Brig. (R) Allah Bux Rang |
| Government Boys Primary School, Abdul Rehman Hawksbay | Karachi | Pakistan Navy (SEAL GROUP), Commanding Officer Mr. Farhat Abbas |
| Government Boys Primary School, Haji Pir Mohammad Bhit | Karachi | Pakistan Navy Maritime Security Ship Indus, Commanding Officer Mr. Muhammad Khaliq |
| Government Girls Primary School, P.E.C.H.S # 1 Government Girls Primary School, Rahat-e-Islamia Government Girls Primary School, Urban Health Centre Government Girls Primary School, Dabistan Government Girls Primary School, P.E.C.H.S # 3 | Karachi | Ms. Sabrina Dawood |
| Government Girls Primary School, Akhter Colony Government Girls Secondary School, Akhter Colony | Karachi | Ms. Wajiha Sajid, Faith Foundation |
| Government Boys Secondary School, Evershine | Karachi | Mr. Samsaam Rizvi, Global Helpline Welfare Organization |
| Government Boys Secondary School, Happy Dale Government Girls Secondary School, Happy Dale Government Boys Primary School, Happy Dale Government Boys Primary School, Children Academy Government Boys Secondary School, Green Land Government Boys Primary School, Orient Pak Government Boys Primary School, Children Academy Government Boys Secondary School, New Method Government Boys Primary School, New Happy Garden | Karachi | Mr. Minhaj-ur-Rab |

GRANT IN AID PROJECTS



Child Labor Education Program

CHILD LABOR EDUCATION PROGRAM (CLEP)

Child Development Centre (CDC) in Sher Shah, Karachi was set up in 2000 under the initiative of the Child Labor Education Program (CLEP). Sher Shah Colony is located close to the SITE industrial area. It has several localities and sub-colonies. Main vocations are managing small shops, restaurants, auto-workshops and vending. Formal sector industry in SITE offers employment to many people in Sher Shah. A number of people own businesses in the scrap market, repairing and reconditioning old vehicle parts. Lathe machines and small mechanical works are established in the scrap market where a number of children (8-15 years) are employed. Children are employed in restaurants, vending, power looms and other vocations. Child vendors selling various eatables and drinking water are found during day time on the main road.

CDC is the primary unit of CLEP located in the center of Sher Shah and is housed in a five storey building. It operates from 9: 00 a.m. to 8: 00 pm, providing flexible scheduling of classes for the working children. Starting in 2006, the classroom timings of CDC were extended from 1-1/2 hours to 3 hours following vehement requests from community members to further engage their children in center level activities.

Number of children enrolled: 350

The program works under the following objectives:

- ⊙ To support working and non-working children through provision of open, challenging and free learning opportunities.
- ⊙ To introduce health interventions for children of CDC and promote awareness regarding critical health issues amongst employers, parents and community.
- ⊙ To introduce opportunities for vocational skills for children as part of learning and income generation.
- ⊙ To strengthen relationships with parents, employers and other stakeholders for their participation in children's self-development process and in improving the efficacy of CDC.

- ⊙ To establish linkages with other organizations in order to share resources, services and experiences.
- ⊙ To continue to enrich the program design based on monitoring, evaluation and research findings.

Key Activities:

Life Skills Education

Life skills education is equally important for both academic and social development since it helps growing children adapt behavior and practices to meet challenges of everyday life. At CDC, value and life skills education is provided to impart a sense of humanity and a deep concern for the wellbeing of others. During the year, the following themes have been covered under the value education component through a range of interactive activities in the classroom:

- | | |
|------------------|-------------|
| ⊙ Freedom | ⊙ Truth |
| ⊙ Helping others | ⊙ Tolerance |
| ⊙ Happiness | ⊙ Unity |

Raising Awareness

Health education is an essential part of the CDC's learning scheme. This component is aimed at raising awareness amongst the children and community about the prevalent health issues, preventive measures and healthy practices for better living. Since CDC caters to vulnerable groups like the working children, integrating health education with the curriculum is integral in order to inform as well as influence behavior with the larger goal of transmitting influence to the community including both the households and workplaces.

Awareness raising on health issues is carried out at two levels in CDC; at the classroom level where themes pertaining to health and hygiene are integrated as part of the lessons, and secondly at the community level through regular sessions for mothers and employers.

Following were some of the key themes that were discussed as part of the classroom and co-curricular activities at CDC:

- ⊙ Diarrhea
- ⊙ Eye ailments
- ⊙ Cough & cold
- ⊙ Dengue fever
- ⊙ Lice (cleanliness of hair)
- ⊙ Clean water
- ⊙ Hand washing

Different educational videos were also shown to students focusing on health and hygiene, importance of education and literacy and living values. The teachers also facilitated interactive discussions around the videos.

Following sessions were conducted for the community at CDC:

- ⊙ An awareness session on cleanliness and personal hygiene was conducted for mothers of CDC students to improve their understanding of healthy living and positive behaviors.
- ⊙ A session on “female health” was arranged by the CDC female staff for girls aged between 9 to 16 years of age. Adolescence and puberty issues, balanced diet, personal hygiene were some of the topics covered during the session.
- ⊙ A guest speaker, Dr. Alia from Rural Health Centre, Sher Shah, was invited to speak to the mothers. The topics that were highlighted during the talk included pre and post natal health and care, child’s health and vaccinations, general health and hygiene etc.
- ⊙ Professor Rehana Mughni, Program Advisor, SEF conducted a session for employers regarding the importance of children’s education and role of employers in working children’s education. In addition to this, child rights and impact of unhygienic working conditions on physical and mental health were also highlighted. 16 employers and CDC staff attended the session.

Creative Activities

With an aim to improve children’s linguistic and critical thinking skills, concerted efforts are made by the teachers to engage students in creative activities like essay writing, discussions and activity based lessons. A range of topics were provided to children to express their views - most of them pertained to activities undertaken at the CDC e.g. videos viewed, places visited, books read in the library etc. For improving confidence and communication skills, students also developed and gave presentations on topics of their own interest with facilitation from teachers. Some of the

topics selected by students for their presentation for this year included import-export of Pakistan, pollution, animals, fruits, health & hygiene, living values etc.

Likewise, the art and craft is also a regular feature of the learning program at CDC; children are provided opportunities to engage with material creatively for developing greeting cards, maps, thematic posters for classrooms etc. To instill reading habits amongst children of CDC, library and storytelling sessions were also regularly held.

Outdoor Visits

Since children’s holistic development is the main focus at CDC, outdoor learning through exposure visits and recreational outings is encouraged to help students gain a practical understanding of the world around them and build self-confidence. Outdoor learning can also help students understand subjects, like Math or Science, through real world examples and firsthand experiences. Whilst academic achievement is important, outdoor education can play a significant role helping pupils develop soft skills like good communication, team work and leadership that are essential to well-rounded education that is vital for life beyond the classroom. Following outdoor visits were carried out during the year under review:

- ⊙ Samzoo Water and Zoological Park: 2 visits were carried out to the Samzoo Water and Zoological Park where children not only enjoyed water sports, but also learnt about different plants, animals and birds that they came across during the visit.
- ⊙ Mazar-e-Quaid: Visit was carried out to Quaid-e-Azam’s mausoleum and museum which provided opportunity for the children to take a glimpse at the country’s history and learn about the life of its founder Mohammad Ali Jinnah.
- ⊙ PAF Museum: The visit gave children a chance to look at the history of Pakistan Airforce modeled through a spectacular display of old and modern aircrafts some of which were also used in the wars. The children also attended a concert organized by the Family Educational Services.
- ⊙ Post Office, Sher Shah: Students of class VI visited Sher Shah post office. The visit served to complement their English lesson also. The Post Master told the students about different services offered by the post office including the procedure of making money orders, letter registrations and distribution etc.

Event Celebrations

Special days of the year and those holding significance in the context of CDC are celebrated each year and provide a platform for children, CDC staff and community members to come together in spirit of celebration and camaraderie. Following are the events which were celebrated during the course of the year:

- ⊙ Universal Children's Day & Art Exhibition by CDC Students
- ⊙ Pakistan Day
- ⊙ Independence Day
- ⊙ Eid Milan
- ⊙ International Literacy Day
- ⊙ Iqbal Day

Professional Development of CDC Teachers

A 9-day training program was organized for the teachers of CDC. The training was designed and conducted by the Learning Support Unit (LSU). Child psychology, multi grade education and fun active learning methodologies were some of the key areas covered. The specific objectives were to:

- ⊙ Develop an understanding regarding children's overall mental health.
- ⊙ Discuss multi grade teaching concepts.
- ⊙ Enable teachers to respond appropriately to children's mental health needs by identifying signs and managing them in school/classroom settings.
- ⊙ Develop sensitivity for referral of child mental health disorders to appropriate professionals.
- ⊙ Enable teachers to share mental health related information with parents.
- ⊙ Facilitate teachers for initiating fun active teaching and lesson planning methodologies based on puppets, role plays, poems and storytelling in order to create conducive learning environment at CDC.

At the end of the program, the MD SEF handed out certificates to the participating teachers.

Participation in Training Workshops

During the course of the year, CDC teachers participated in a number of workshops organized by external organizations. The trainings attended were:

- ⊙ Subject based training organized by AKU-IED

- ⊙ Training and refresher on formative assessment by AKU-EB

Additionally, CDC teachers also attended a seminar on green economies arranged by Shirkat Gah.

Session on Life Skills

Mr. Sirajuddin Sheikh, a local employer running his own garment business, was invited at CDC to share his experiences with the children. Mr. Sheikh narrated his story to the children and told them that he had also been a child laborer and was pushed into the labor market at the age of 10. He shared details of his life and told them how he managed studies along with his work and highlighted the significance of education. He emphasized on the importance of girls' education. The session was interactive and proved inspiring for the children who witnessed how hard work truly pays off in the end.

Eye Camp

A 2-day eye camp was organized at CDC with the support of Mother and Child Clinic. Dr. Amjad Hussain carried out the eye screening for at least 250 children. The children were diagnosed with eye sight problems, provided medicine for common eye ailments and some were also referred to the Civil Hospital for further treatment.

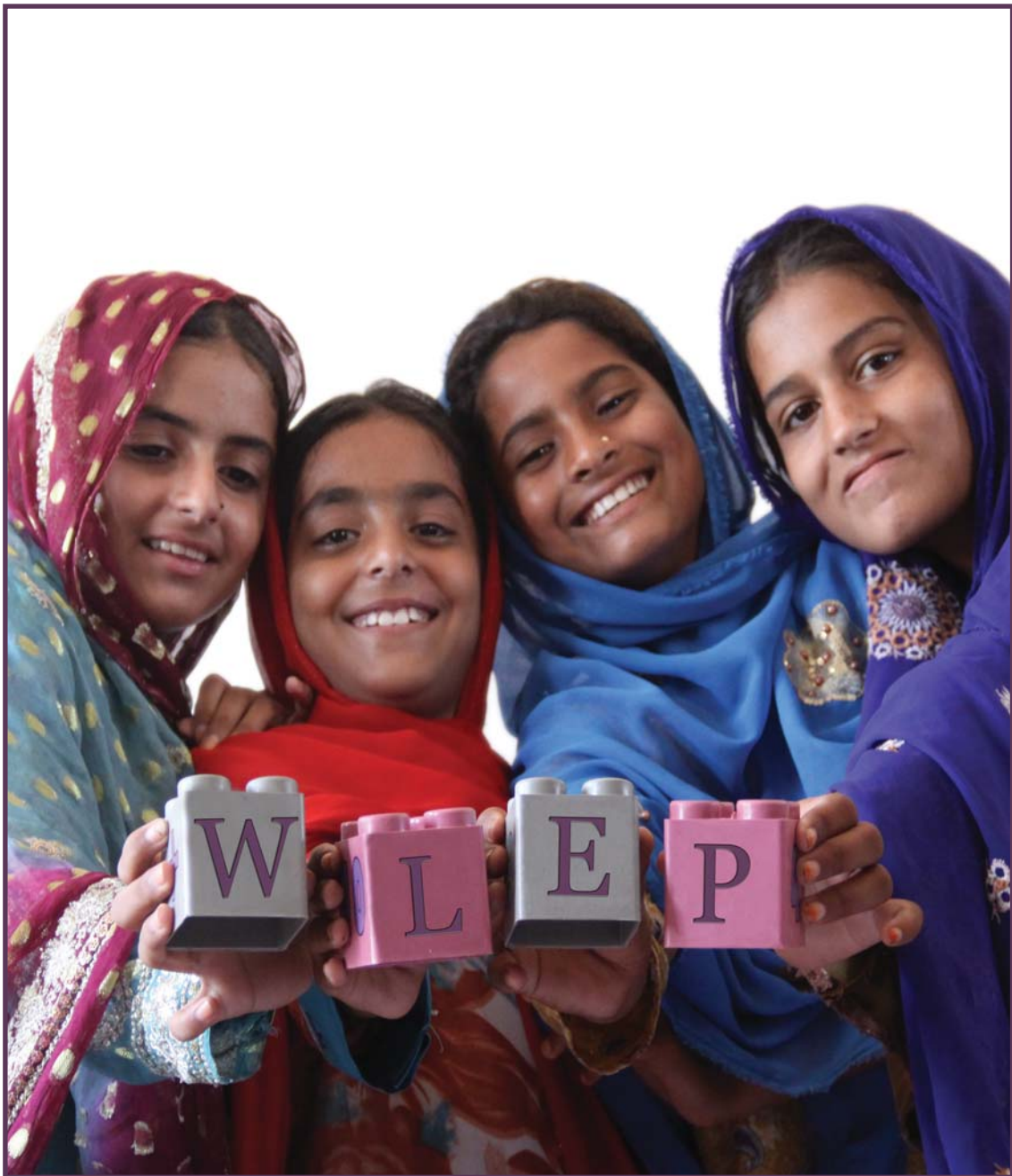
As a follow-up to the eye camp, the children referred were taken to the Civil Hospital by the CDC staff and the Karachi Children's Hospital provided glasses to those in need.

Community Mobilization Activities

Reaching out to the community and keeping them involved in the CDC is vital to the success of CLEP interventions. Parents are the most important people in children's development and therefore need to be informed and involved in children's learning. In this regard, regular parent teacher meetings were held and awareness sessions were organized for mothers on a quarterly basis.

In the context of CDC, maintaining rapport with and sensitizing employers are necessary to ensure educational provisions for the working children and less exploitative working conditions. Therefore, employers were mobilized through visits, meetings and awareness sessions throughout the year.

GRANT IN AID SCHEMES



Women's Literacy and Empowerment Program

WOMEN'S LITERACY AND EMPOWERMENT PROGRAM (WLEP)

In 2000, SEF initiated a program envisioning literacy leading to the empowerment of adult women. The Women's Literacy & Empowerment Program (WLEP) was initiated in the areas of Malir and Manchar Lake with an aim to provide learners with opportunities for basic literacy and skills, awareness of women's rights and open spaces to collectively identify and address communal and individual issues.

Number of Centers: 23

Number of adult learners (women): 595

Districts: Malir, Karachi, Sehwan and Tando Allah Yar

Center Monitoring

Regular visits were carried out throughout the year to the centers to observe learner and teacher progress, ensure updated record keeping and discuss issues and challenges with teachers, learners and community members. Classroom and academic support was also provided to the teachers during these visits.

Learner Assessment

A comprehensive learner assessment was conducted across the 23 centers of Karachi, Tando Allah Yar and Sehwan. The objective was to gauge learners'

performance on key reading, writing and comprehension indicators as specified in the curriculum. Approximately 405 learners took the assessment tests out of 582 registered women learners. Following is a graphical synopsis of the assessment results.

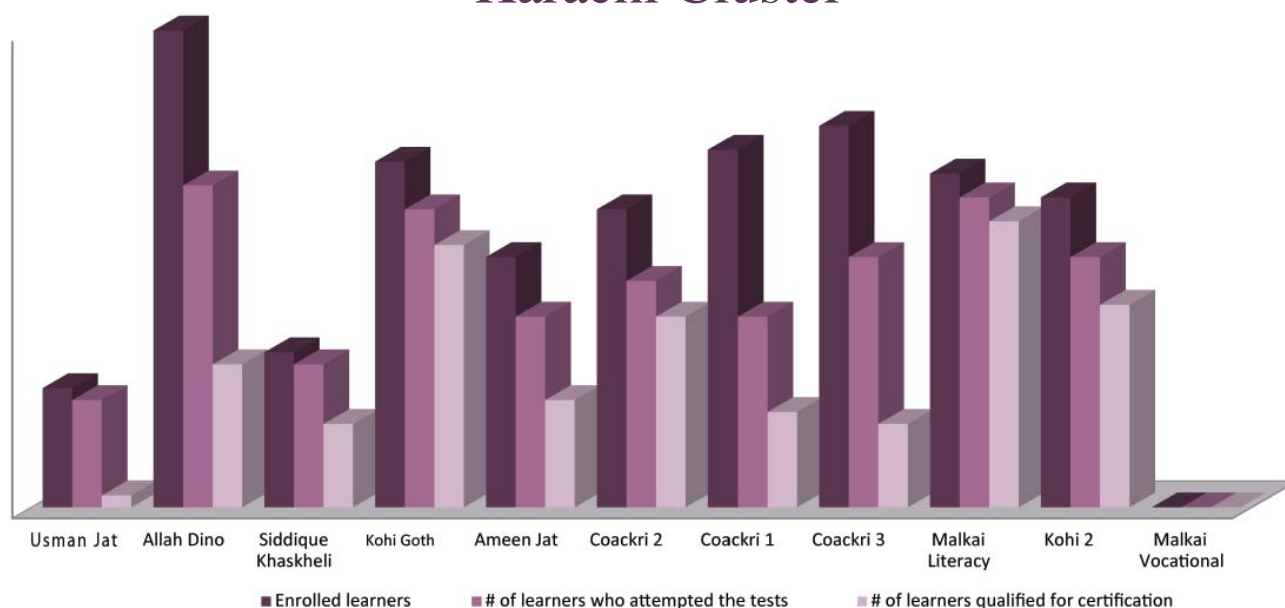
Rationalization Exercise

Post learner assessment, a reflective exercise was undertaken to rationalize the number of centers running under the program. Based on the progress made and the dynamics and contexts within which the centers operated, which most significantly included the interest and willingness of the community for continuation of the WLECs in their areas, some centers were identified for closure. Therefore, 9 WLECs were closed (4 in Karachi, 4 in Sehwan and 1 in Tando Allah Yar). As part of this exercise, new communities were also identified for opening more centers.

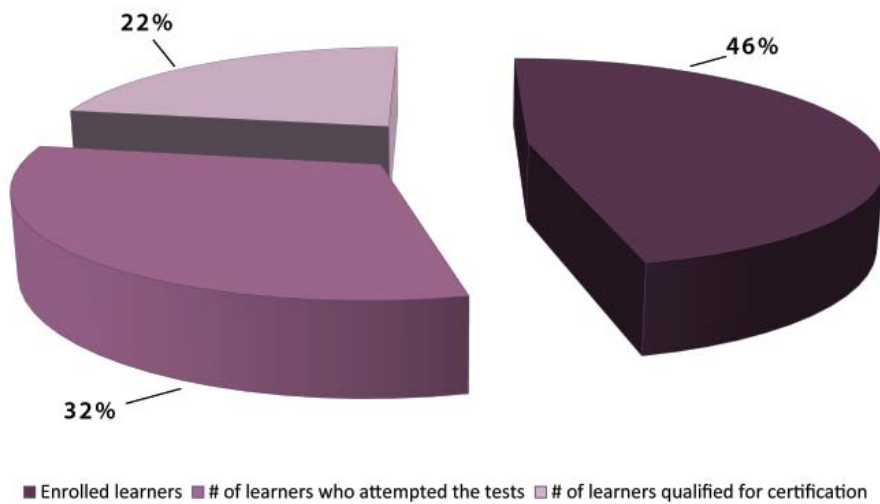
Post Flood Survey of WLECs

The floods and rains adversely impacted the Jamshoro district owing to which the WLECs of Sehwan cluster were damaged. A survey was conducted to gauge the post flood situation and it was found that 8 WLECs were fully damaged due to floods. For temporary basis, the centers were shifted to alternative spaces provided by the communities.

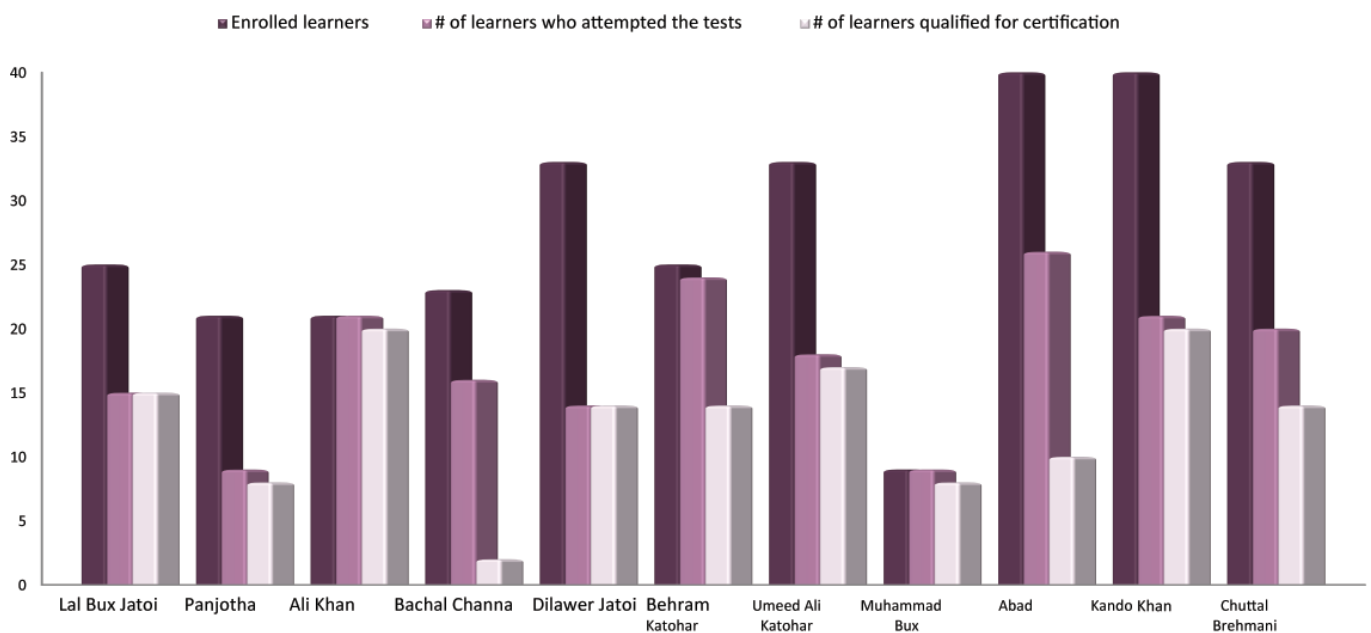
Karachi Cluster



Tando Allah Yar Cluster



Sehwan Cluster



Provision of Learning Material and Stationery

A regular supply of learning resources and stationery was continued to the WLECs throughout the year to ensure that the adult learning classes functioned smoothly.

Participation in the Shirkat Gah Seminar

At least 29 women learners studying in WLECs and 11 teachers participated in a seminar organized by Shirkat Gah on green economies.

Participation in Multan Based Training of Trainers

A 6-day Multan based training program titled “Chalo Parrho Barrho” was organized by Idara-e-Taleem O’ Agahi. Two representatives of the WLEP team participated on behalf of SEF. The workshop focused on language and mathematics teaching skills and entailed a field based component as well.

Awareness Raising Sessions

Creating awareness on health and early childhood development issues is an integral part of the WLEP outreach strategy. During the course of the year, a number of center based sessions were organized by the team for both the learners and community members. Some of the themes covered during the year included:

- ⊙ Use of clean water
- ⊙ Hepatitis B and C
- ⊙ Health is wealth
- ⊙ Women’s sexual diseases
- ⊙ Adulthood
- ⊙ Nutrition
- ⊙ Use of iodine in our daily diet
- ⊙ Antenatal and postnatal care
- ⊙ HIV/AIDs
- ⊙ Vaccinations
- ⊙ Drugs
- ⊙ Common diseases

- ⊙ Life cycle

- ⊙ Diarrhea

Annual Consortium Meeting and Elections

To discuss annual progress and reflect on issues faced by the WLECs of Malir cluster, an annual meeting of the Goth Nari Alliance for Community Development was organized. The one-day meeting was followed by elections for the vacant posts within the consortium. As a result, candidates were elected for the posts of President, Vice President, Treasurer and General Secretary.

Celebration of Events

To mark days of special significance during a year, events are held at the center level on a regular basis. These events not only provide a platform for an exchange of views and information sharing, but also provide an opportunity for the wider community to participate, bringing stakeholders together. The events are usually interactive and boost confidence of both the learners and teachers. The events celebrated during the reporting period are:

- ⊙ Global Hand Washing Day
- ⊙ Special Children’s Day
- ⊙ Eid-ul-Azha (Eid Milan Party)
- ⊙ Iqbal Day
- ⊙ Universal Children’s Day
- ⊙ World AIDS Day
- ⊙ Quaid-e-Azam Day
- ⊙ Women’s Day

Of all events organized, the International Women’s Day was celebrated with most aplomb and fervor to mark the significance the day holds for women enrolled in the centers. The active women body organized celebrations in Malir and interactive sessions were held to highlight the struggle of women for self-empowerment and its relevance to the development of society.

DONOR SUPPORTED PROJECTS



Establishment of Community Learning Centers

ESTABLISHMENT OF COMMUNITY LEARNING CENTERS

A Project Supported by UNESCO

The Sindh Education Foundation (SEF) entered into a one-year implementation partnership agreement in May 2010 with UNESCO, Islamabad for establishment of 10 Community Learning Centers in Sukkur district of Sindh. The project aimed at improving participation rate of women in social, economic, cultural and political spheres through provision of self-development and empowerment avenues. CLCs were envisaged as dynamic learning spaces where the adult women play the role of equal partners in their learning and development process, benefiting not only the women and their households but also the wider community around.

Following key activities were carried out by SEF against project deliverables planned for the period May 2010 to April 2011.

Hiring of Partner NGO

Given its performance, experience and institutional capacity vis-à-vis establishment and management of adult literacy centers, SEF, with UNESCO's approval, collaborated with the Sindh Development Society (SDS) for project implementation.

Baseline Survey

Prior to initiation of CLCs, a baseline survey was carried out across villages of Sukkur to assess potential for the intervention, 10 localities were identified during the baseline survey for establishing the Centers; potential learners and teachers were also identified.

Hiring Teachers

During the baseline survey, concerted efforts were made to identify potential and willing teachers for the CLCs. Interviews were carried out at the village level for selecting the most suitable candidates for the job and resultantly 10 teachers were selected through the process. For teacher recruitment, preference was given to the local teachers belonging to the same village which was selected for CLC establishment to ensure regular attendance, ownership and a sense of contribution to the community development process. The criteria for teacher hiring was that:

- ⦿ The teacher should be the resident of the same community
- ⦿ The teacher should be female
- ⦿ The teacher should at least be grade 5 pass or matriculate

Learner Enrollment

As per the project design, each CLC was supposed to target at least 25 adult women learners (preferably aged between 15-25 years). Therefore, during baseline survey, enrollment drives were carried out across the target localities for mobilizing communities to allow women to enroll in the CLCs. Potential learners were identified during the survey and enrolled.

Teacher Trainings and Refreshers

Perhaps the most critical link to ensure success of CLCs was the selection and training of teachers/facilitators who were responsible for academic as well as administrative management of the CLCs. The role of CLC teachers was as follows:

- ⦿ Facilitating learners to acquire functional literacy skills through participatory approaches
- ⦿ Motivating learners to attend CLCs on a regular basis
- ⦿ Ensuring community participation and engagement
- ⦿ Conducting awareness raising sessions
- ⦿ Maintaining records and information pertaining to the center as well as the learners
- ⦿ Tracking learner progress and providing need based support

The newly hired teachers were trained before commencement of CLCs. A comprehensive 6-day capacity building program was designed and carried

out by SEF in Sukkur for the 10 teachers. The training was also attended by partner NGO staff members for ensuring effective and need based provision of learning support and on-site follow-ups. Following key concepts were covered during the training:

- ⊙ Concept of CLCs and establishment process
- ⊙ Philosophy of andragogy and andragogical skills
- ⊙ Gender issues and empowerment
- ⊙ Concepts of literacy and lifelong learning
- ⊙ Integrated lesson planning
- ⊙ Introduction to literacy coursework (Teztareen) and post literacy materials
- ⊙ Awareness raising and community engagement
- ⊙ Center management and record keeping
- ⊙ Learner assessment

A 3-day refresher was organized at Sukkur as a follow-up to the training exercise, during the period under review. While designing the content of the refresher, results of the assessment activity carried out were used as critical input to determine where the learning gaps are and how effectively these can be addressed through capacity building of facilitators. The refresher essentially covered primary Math, Urdu Level II-III, lesson planning and assessment and Ujlee Rahein. All teachers of CLCs and NGO supervisors participated in the refresher. The training refresher covered the following topics during the three days:

- ⊙ Introduction of and recap of the 6-day training
- ⊙ Importance of mathematics in daily life
- ⊙ Teaching Language: Urdu (levels 2,3) and Primary Math
- ⊙ How CLCs work in community
- ⊙ Importance of income generating skills
- ⊙ Importance and structure of lesson planning
- ⊙ Arrangement of vocational center
- ⊙ Assessment

At the end of the three days, certificates were distributed among the participants.

Center Support Visits

Visits were carried out to the CLCs for multiple purposes:

- ⊙ Center support visits by SDS
- ⊙ Monitoring and supervision visits by SEF Sukkur based team
- ⊙ Third party evaluation visits by UNESCO and Educere facilitated by SEF's Sukkur based team

Teacher and Learner Assessment

The assessment exercise was planned keeping in view the first round of teacher training that was carried out for the 10 CLC teachers in the first quarter. Broadly, the assessment aimed to gauge teacher performance post training as well as understand progress made by learners in the light of the curriculum benchmarks set out in the training. Teacher assessments were administered on 100% basis and learners were assessed through random sampling; at least 5 learners from each CLC were put through the assessment test. Specifically, the assessment tool covered the following areas:

- ⊙ Teacher Competencies of delivering curriculum as per training provided (understanding and knowledge of course material, teaching methodology and use of Ujlee Rahein for awareness raising)
- ⊙ Learner Competencies including knowledge of Sindhi Level 1, Basic Math, Newspaper and Ujlee Rahein as per the training provided

The final learner assessment was carried out towards the project end for all 250 learners.

Project Completion Ceremony and Meena Bazaar

Upon completion of the project, a Meena Bazar was organized at Hotel Interpak in Sukkur where each CLC put up its stall displaying outputs produced by the women learners during the course of the project. The learners were awarded certificates for successful completion of the 10 month course. SDS being the implementing partner of the project made arrangements for the event and participant certificates and advocacy material was arranged by SEF. The event marked the culmination of the project and was celebrated in true spirit by learners and their families. At the venue, each center was provided with space to display the crafts developed by the learners during their vocational classes. SDS had arranged for a local orchestra and the learners participated enthusiastically in various musical and drama performances. Appreciation shields were also presented to the 10 CLC teachers and SDS.

The Sindh Education Foundation (SEF) entered into a 10 month implementation partnership agreement in April 2011 with UNESCO, Islamabad for establishment of 20 Community Learning Centers in Khairpur & Naushahro Feroze districts of Sindh. The project is an expansion of the earlier intervention under which 10 CLCs were established in Sukkur. The initiative also aims to establish CLCs in areas with marginal opportunities and avenues for female education and development. Based on previous partnership experience and success of the Sukkur project, SEF partnered with the Sindh Development Society for project implementation.

Baseline Survey, Learner Enrollment and Center Establishment

Prior to establishment of CLCs, a baseline survey was administered to achieve the following objectives:

- ⊙ Identification of suitable localities for CLC establishment along with premises which will be rented for the purpose
- ⊙ Uplift/renovation needs
- ⊙ Provisions for conducting interactive sessions as well as vocational trainings
- ⊙ Identification of potential willing learners (aged between 15-35) for enrollment in the CLCs
- ⊙ Identification of potential and willing female teachers from the same community/village
- ⊙ Identification of common health and social issues of the community
- ⊙ Identification of local skill sets as well as artisans/resource persons

The baseline survey was carried out by the partner NGO under supervision from SEF. A baseline of 51 sites was conducted in both districts out of which 20 sites per district were selected for center establishment. For functionalizing CLCs, furniture and fixtures were also provided which included almirahs, tables, chairs, blackboards, dari/mats and coolers.

Teacher Recruitment

During the baseline survey SDS formed four-member selection committee and short listed potential teachers for both districts. Once short listed, the candidates were interviewed and selected based on their academic qualifications; experience in adult education and vocational training; interpersonal skills for community mobilization and command over local language.

Teacher Training

6 day cluster based teacher trainings were carried out by SEF in Khairpur and Naushahro Feroze. The objectives of the training were:

- ⊙ To introduce the concept of a CLC and its establishment process
- ⊙ To understand the philosophy of andragogy and andragogical skills
- ⊙ To understand gender issues and empowerment
- ⊙ To understand the concepts of literacy and lifelong learning
- ⊙ To introduce integrated lesson planning
- ⊙ To introduce literacy coursework (Taiztareen) and post literacy materials
- ⊙ To understand:
 - Awareness raising and community engagement
 - Center management and record keeping
 - Learner assessment
- ⊙ To understand the role and responsibilities of teachers in the adult literacy classroom
- ⊙ To define community mobilization strategies
- ⊙ To impart skills for developing low cost learning material

The content was designed to cater to the learning needs of the newly inducted teachers and the context within which the CLCs will operate. The training was activity based and participatory providing engaging opportunities to the trainee teachers to learn, question and adopt new concepts and methodologies of adult education and CLC management.

ESTABLISHMENT OF 20 CLCS IN KHAIRPUR AND NAUSHAHRO FEROZE – A PROJECT SUPPORTED BY UNESCO

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Teacher Training

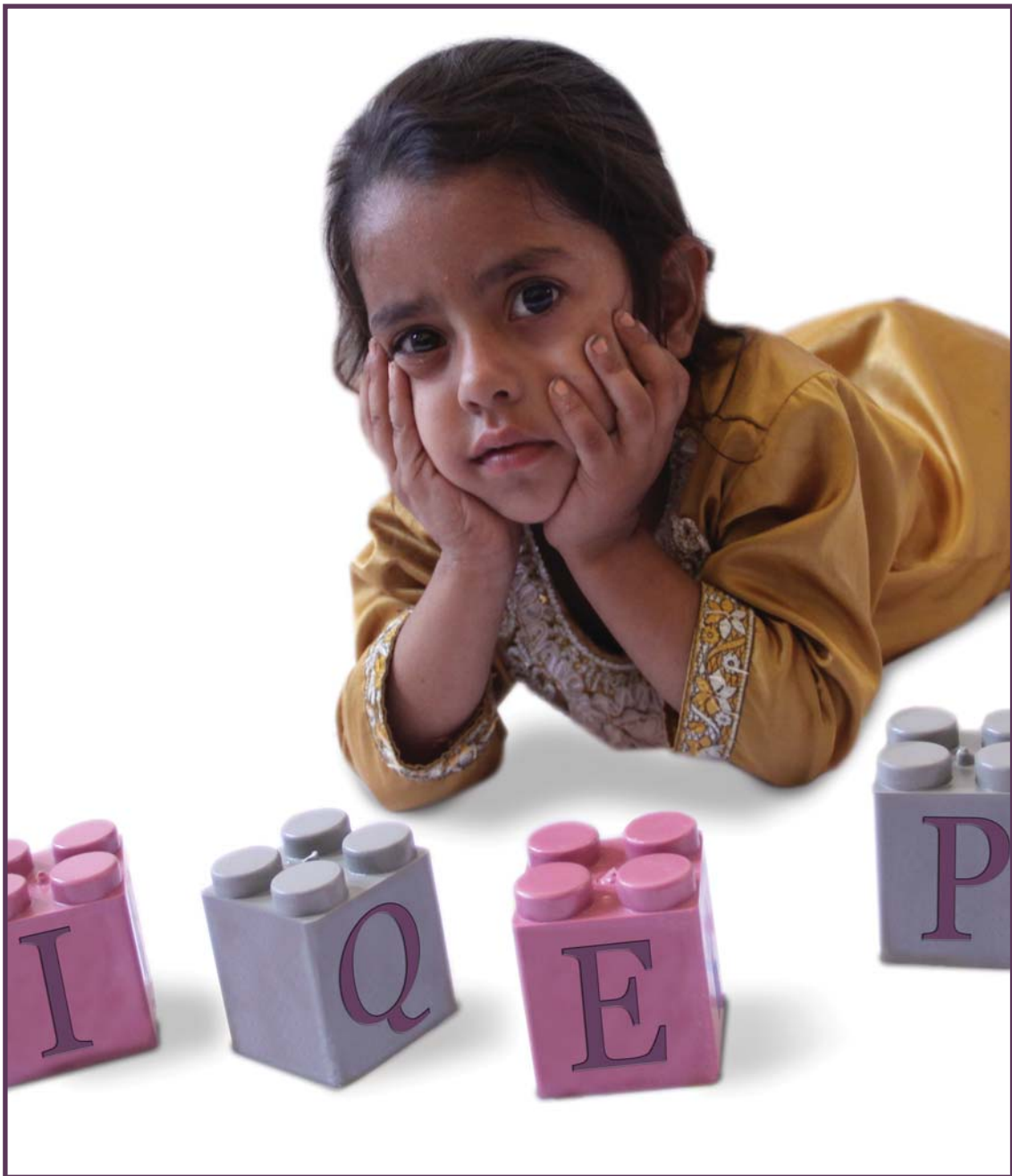
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DONOR SUPPORTED PROJECTS



Improving Quality of Education Programme

IMPROVING QUALITY OF EDUCATION PROGRAMME (IQEP)

A project supported by FOSI & PCP

The 'Improving Quality of Education Programme' has been undertaken in selected primary schools within the Hyderabad district of Sindh. The pilot program aimed to introduce quality education measures across 30 government, community-based and low-cost private schools, 10 from each category.

After the successful implementation of the 1st phase, PCP and SEF principally agreed to extend the programme for another year. The extension phase of the program will also focus on service delivery for improving quality education within the same 30 schools.

Funded by: Foundation for Open Society Institute (FOSI), UK based NGO in collaboration with Pakistan Center for Philanthropy (PCP)

Schools: 30 (10 Government Schools, 10 Community Schools and 10 Low-fee charging Private Schools)

District: Hyderabad

Interventions: Teacher training from kachi to grade 5, development and dissemination of learning kits for activity based teaching-learning, school incentives, school monitoring, learning support and research.

Key Activities:

Orientation to Partner Schools

In order to galvanize support for the extension phase, meetings were carried out with each school. An orientation regarding key project activities to be implemented at the school level was also provided by the SEF team. Information regarding teacher training schedules, data collection for research study, school support visits and learning material dissemination

was also shared with partner schools. Besides this, MOUs for the extended period were also signed with all partner schools.

Baseline Survey

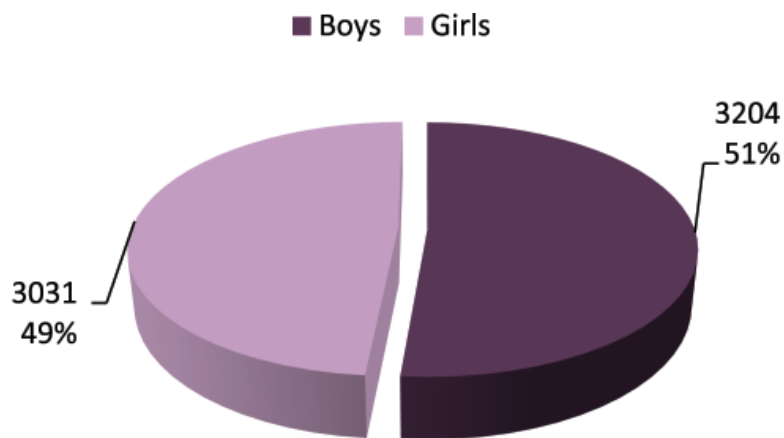
To know the current situation of the schools, a small scale baseline survey was carried out in all partner schools with the following objectives:

- ⦿ To collect quantitative and qualitative data
- ⦿ To ascertain ratio of retention of trained teachers
- ⦿ To identify issues and challenges that teachers and school management are facing in the institutional setting

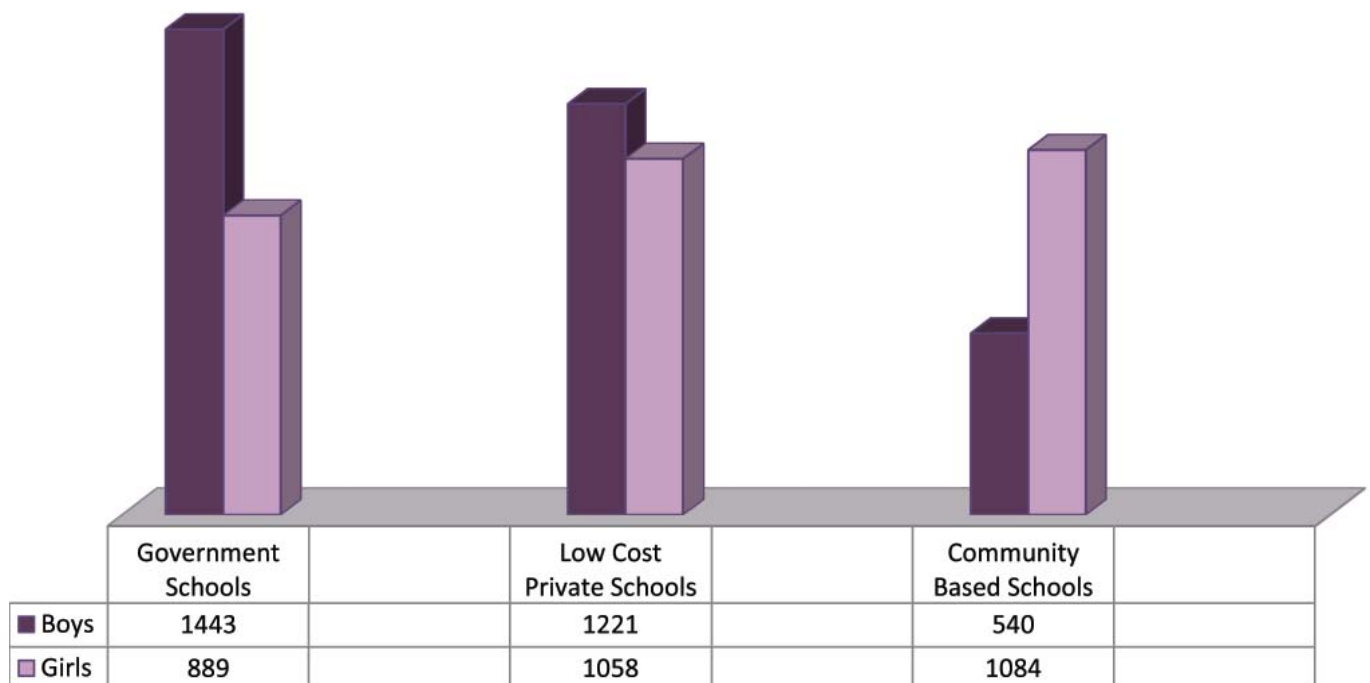
Following is a brief analysis of the baseline exercise:

- ⦿ The enrollment in all 30 partner schools is more than 6,000 with a balanced ratio of girls and boys.
- ⦿ The total number of teaching staff in 30 schools is 235 with 50 male and 185 female teachers respectively.
- ⦿ 06 out of 10 government schools retained all teachers trained under IQEP while 01 school retained only one teacher.
- ⦿ In 10 low cost private schools, 03 schools retained all teachers trained under IQEP, 06 schools retained 1-2 trained teachers, while 01 school retained none.
- ⦿ In community based schools 05 schools retained all trained teachers, 03 schools

IQEP-Gender wise enrollment



IQEP-School type and gender wise breakup of enrollment



retained 03 teachers and 02 schools had only one trained teacher.

- ⊙ In community schools majority of teachers carried out multi-grade teaching without proper training, thus faced difficulties in classroom.
- ⊙ Majority of government schools were upgraded as English Medium Schools (model school) but the teachers did not have any training or expertise in teaching English.
- ⊙ In low cost private schools, lack of parental cooperation and retention of trained teachers emerged as the most common issue.
- ⊙ In almost all schools, teachers faced difficulties in Mathematics and English.
- ⊙ It was also observed that almost all teachers did not prepare documented lesson plan.

Teacher Training

Since the programmatic focus is to transform the teaching-learning environment in schools through qualitative reforms, teacher development interventions are at the very core of program design. In this regard 5-day teacher training workshop was organized for the teachers of grade Kachi to grade II. The objectives of the training workshop were:

- ⊙ To highlight the importance of hands on activities in the teaching-learning process.
- ⊙ To discuss and demonstrate child centric pedagogical techniques which promote students' learning.

- ⊙ To learn about different aspects of a conducive learning environment for children.

The training was carried out at the Sindh Sports Board Hostel, Niaz Stadium, Hyderabad. Two teachers from each partner school were invited and the participation rate was 100%.

Student Assessment

During the main project phase extensive initiatives were undertaken for the capacity building of teaching and school management bodies. In order to know the impact of the capacity building program on students learning, a comprehensive student assessment exercise was carried out across all partner schools. Grades 2 and 4 were selected for administering the tests which were designed in accordance with the National Curriculum.

The assessment was conducted on approximately 50 % of total candidature, ensuring a minimum of 10 students per grade. The total enrollment of students in grade 2 and 4 were 1,661 out of which the number of students tested was 716. The gender wise division of sample is as under:

| | Grade 2 | Grade 4 |
|-------|---------|---------|
| GIRLS | 241 | 193 |
| BOYS | 154 | 128 |

Prior knowledge of grades 1 and 3, was the basis on which the assessment tests were conducted.

DONOR SUPPORTED PROJECTS



Releasing Confidence and Creativity

RELEASING CONFIDENCE AND CREATIVITY (RCC)

Early Childhood Development Programme in Pakistan

The Releasing Confidence & Creativity (RCC): Early Childhood Development (ECD) Programme is a growing endeavor by a number of educationists, professionals, teachers, children and parents towards a single goal – to provide children with a good start in life – in terms of affection and appreciation, opportunities to communicate, play and learn, good nutrition and healthcare. As a technical partner in the RCC: ECD Programme, SEF has been providing technical assistance in publications and advocacy vis-à-vis Early Childhood Development. With the objective of improving the information base and influencing the ECD policy at the national level, SEF also undertakes research on critical issues relating to ECD theory and practices. The RCC Programme is sponsored and supported by the Embassy of the Kingdom of The Netherlands, and Aga Khan Foundation, Pakistan.

Goal

“To incorporate and institutionalize a range of replicable supports for children’s overall development as confident, capable, creative and caring people as an integral part of the education system and of the way communities operate”

Objectives

- ⊙ Expand the access and improve the quality of teaching/ learning in Katchi classes and classes 1 and 2 (with an emphasis on reaching girls and poor communities).
- ⊙ Assist families and communities to increase their knowledge and skills, and their confidence in their abilities to support their children’s development, within existing RCC activities, and developing new approaches.
- ⊙ Influence ECD policy and practice and strengthen ECD learning networks.

Key Project Activities

Children’s Newsletter

The publication is conceptualized and developed by SEF to reinforce positive educational messages for children of pre-primary and primary classes to improve the quality of teaching learning. The Newsletter is a widely disseminated resource for RCC schools as well as other schools supported by SEF. Safety, responsibility, environment, epidemic diseases and substance abuse are some of the themes that are manifested in the publication through colorful, illustrative content.

During the period under review, following issues were published and disseminated:

- ⊙ Issue 11: The Children’s Newsletter Issue 11 titled “Staying Safe” revolved around the concept of safety in and around the house, on the road and danger from strangers. Precautions and actions as well as practices that may harm children were highlighted through illustrations and bulleted points for ease of understanding of the young audience.
- ⊙ Issue 12: Nothing could be as important as teaching children good mannerisms and an exemplary sense of responsibility in various scenarios such as social commitments, school assignments, household chores, etc. Children’s Newsletter Issue 12 titled “Being Responsible” endeavored to portray a message of being disciplined and organized and reinforced the message that being a responsible person makes us feel good about ourselves and also earns us respect and appreciation from our elders and friends.

- ⊙ Issue 13: Children's Newsletter Issue 13 titled "Our Earth, Our Friend" introduced climate change related issues in an endeavor to teach children to be more environmentally responsible. The story and related activities were aimed to encourage children to love and respect nature and help make the environment better for everyone.
- ⊙ Issue 14: The Children's Newsletter Issue 14 titled "Fighting Dengue Fever" revolved around the awareness about the symptoms, safety measures and treatment of this specific kind of fever. Illustrations and bulleted points were used to highlight the concept so that the children could easily understand the subject matter.
- ⊙ Issue 15: Nothing could be as important as teaching children to stay away from addictive habits like chewing chalia (betel-nut) or ingesting chalk or mud, smelling markers or gases etc. Children's Newsletter Issue 15 titled "Winners don't do substance abuse" advised children to stay away from substance abuse. The issue reinforced the message that avoiding such addictive habits makes us feel good about ourselves and also earns us respect and appreciation from our elders and friends.

Dissemination of Children's Newsletter Issue 10 to 13
2,000 copies in Sindhi while 4,000 copies in Urdu were circulated of each issue to RCC Programme schools.

Reprinting and Dissemination of Urdu CN

1,000 copies each of issues 1 to 12 (Urdu versions) of the CN were sent for re-prints and were disseminated to the RCC partner schools managed by new partner organizations who recently joined the RCC Programme.

Development and Dissemination of Posters for RCC Classrooms

2 sets of posters were developed in Urdu and Sindhi languages to be disseminated across the RCC classrooms. Posters carried useful information explained specifically through illustrations to allow better understanding by children. These were produced with non-tear material to ensure durability. Themes for the posters were:

- ⊙ Safety Measures in Disasters: The poster depicted emergency protocols to be followed during various natural disasters including thunderstorm, earthquake, floods and fire and precautionary measures which children and families ought to be aware of in order to be better prepared for emergency situations.

- ⊙ Health & Hygiene Game: An interactive game for children to educate them about basics of personal hygiene and healthy lifestyle. A set of player-pieces and dice were also provided to each classroom.

Nurture and Parwarish

Nurture is a pioneering attempt by the Foundation to disseminate ECD information to parents, families, students, teachers, practitioners and anyone with interest in early learning. Parwarish is the Urdu version of Nurture, and is also published bi-annually. Both publications are widely read by diverse audience.

Development and Dissemination of Issue 9

Nurture 9 was developed and designed around the theme Children & Global Issues which highlighted the negative impacts of global problems particularly on children - one of the most vulnerable groups that tend to bear the brunt of disasters. Articles looked more closely at how an array of issues such as poverty, terrorism, unemployment, child labour, media violence, global warming and emergency situations exacerbate people's vulnerability with negative impacts on public health, food security, water availability and livelihoods. Role of parents, caregivers, teachers and ECD practitioners in understanding and responding on a timely basis to the needs of children was particularly highlighted. Various coping mechanisms and suggestions by experts were also included to accentuate the fact that children's needs are mainstreamed into every step of strategies to prepare, adapt and manage the risk of global concerns.

To reinforce the content, 3 issues of Children's Newsletters were also circulated to magazine readers. The themes of these issues were:

- ⊙ Caring for Our Environment
- ⊙ Children & Global Issues
- ⊙ Our Earth, Our Responsibility

CN was envisaged to be a handy resource which parents, teachers and caregivers could share with children to teach them to be better prepared for natural and man-made calamities as well as play a more responsible role in taking care of our environment. A set of following 5 posters was also developed to supplement the magazine:

- ⊙ Emergency Toolkit
- ⊙ Ensuring a Safer World for Children
- ⊙ How I can help my Earth

- ⊙ A World Fit for Children

- ⊙ Safety Measures in Disasters

The translation for Parwarish Issue IX was initiated and completed. The content was then edited and proofread and finalized to go into the designing stage and pictures and illustrations were added to the layout. After a final round of proofreading, the magazine was sent into print. A set of five posters and 3 issues of the Children's Newsletter also supplemented the magazine.

Development of Issue 10

The theme Nurturing before Birth was the focus of Issue 10 and comprised content dealing with women's health during pregnancy, elements affecting a woman's health, importance of balanced diet and working out, role of partner during delivery and labour, nutritional and economic benefits of breastfeeding, and much more.

The content outline for the issue was developed and shared with the Advisory Board and prospective writers were invited for contributions. After receiving the articles, research was carried out before editing the articles to avoid incorrect changes at the editing stage. After editing the articles, the sequence of articles as they are to go in the magazine was decided. At the design stage, pictorial layout was finalized in accordance with the content. The magazine was sent to the Advisory Board for comments and finalization before printing.

The following supplements were also developed as part of the magazine's latest issue:

- ⊙ Poster on Child Development Assessment Indicators
- ⊙ Flyer on Fistula
- ⊙ Leaflet on Guide to Prenatal Examination
- ⊙ Booklet on Vaccination Record

The issue's content was translated for Parwarish which is the Urdu version of Nurture.

Research Studies:

Piloting the research study on 'Understanding the ECE

Transition into Higher Grades'

The pilot of the research study on 'Understanding the ECE Transition into Higher Grades' was planned before undertaking the actual study. Following were the fundamental aims for piloting the research study:

- ⊙ Test the appropriateness of research design
- ⊙ Check the reliability of research tools
- ⊙ Develop synergy between two researchers

Two schools, one each from HANDS and AKESP-South were selected for the pilot where data collection tools were administered. For access and identification of schools, the partners were requested to facilitate. These two schools were located in Hyderabad and Tando Mohammad Khan districts. During this phase three types of tools were piloted:

- ⊙ Classroom Observation
- ⊙ Semi-Structured Interview
- ⊙ Focus Group Discussion (FGD)

After the completion of field work, the research teams collectively developed the review framework. In the second step, based on the review framework the whole piloting process was analyzed and documented. Preliminary findings of piloting were shared with RCC partners and AKF and the research tools were improved and modified.

For the actual study, a total of 11 schools were selected. Following table depicts the number of schools along with districts and name of implementers where data was collected.

Documenting the case studies of Teacher Educators of RCC

All partner organizations working under the RCC Programme were contacted and requested to share success stories of teacher educators for documentation and consolidation. The partners were contacted through emails and telephone and discussions were also carried out while the team was in field to collect data for the other research study.

| Name of implementing partner | School | District |
|------------------------------|-----------------------------------|------------|
| HANDS | ⦿ GGPS Main School Matiari | Matiari |
| | ⦿ GGPS Sahib Khan Mirani | Hyderabad |
| | ⦿ GGPS Memon Muhalla Luqman | Khairpur |
| SCSPEB | ⦿ GGC School | Pishin |
| | ⦿ GGC School | Ziarat |
| | ⦿ GGPM School | Q.Abdullah |
| AKESP (Sindh) | ⦿ CBS Tando Bago | Hyderabad |
| | ⦿ CBS Talhar | Hyderabad |
| AKESP (North) | ⦿ GGFG HS | Skardu |
| | ⦿ DJ Community High School, Nomal | Gilgit |
| | ⦿ DJ HS Nasirabad | Hunza |

EMERGENCY EDUCATION PROGRAM

For Displaced Children and Communities

Education plays a crucial role in aid responses following a natural disaster or complex emergency. Understanding its social responsibility during the recent floods across Pakistan, the Sindh Education Foundation launched an Emergency Education Program (EEP) as part of its Foundation Relief Initiative (FRI).

The Foundation recognizes that education during emergencies is a lifesaving strategy as well as a right that displaced adults and children are entitled to. It helps to bring some structure into their daily routines and helps them in dealing with traumatizing memories. The program aims at providing 'friendly spaces' for recreational activities as well as non-formal education for displaced children and adults across the province. Resource manuals were developed in Sindhi language for teachers of young children as well as adult educators. The educational content covered areas of crises management, health and hygiene education, environmental awareness, life skills, human values and rights modules and structured recreation activities like art and drama for active learning. These manuals can serve as supplementary education materials in early emergency, and can also be used for enriching the curriculum. Teachers training and conducting lessons were also carried out to meet some of the psycho-social and learning/recreational needs of emergency-affected children and adults.

Initial relief camps were setup at Jamshed Bandh (area bordering Sukkur and Khairpur); Government Primary School, Obri (District Khairpur) and along the main National Highway, Khairpur. The camps were extending assistance to 700 affectees through provision of temporary shelter, meals, drinking water and basic health services. A group of doctors voluntarily

provided first aid for treating snake bites, skin diseases, diarrhea, viral infections, etc. Local partnerships were encouraged to reinforce reform efforts. Also, Sindh Rural Support Organization (SRSO) joined hands with the SEF to extend further facilities such as provision of mosquito nettings and water hand pump for supply of clean water and food. A data collection bank was established as well for registration of flood victims. Data was being collected on family profile, area of residence, age, occupation, etc.

In order to maximize the usage of the emergency education content, SEF initiated the process of information dissemination to facilitators/educators. Training sessions designed for teachers demonstrated various teaching methodologies such as activity based learning, discussions and role-plays, etc. to be used during the educational/recreational interventions in various IDP camps. Trainings were conducted for 700 teachers in Shaheed Benazirabad, Sukkur, Khairpur, Ghotki, Dadu, Qambar Shadadkot, Larkana and Shikarpur districts of Sindh province.

Many of the SEF partner schools in districts Dadu, Jamshoro, Khairpur, Larkana, Hyderabad, Shaheed Benazirabad, Sehwan and Jacobabad have been adversely affected by floods. As per initial reports, more than 70 SEF partner schools have been affected.

A dedicated fund was setup to undertake relief work and rebuild schools. SEF employees generously donated part of their salary and many staff members worked as volunteer aid workers at relief camps setup by SEF in Sindh. Planning for school rehabilitation after comprehensive damage assessments was also initiated.

PUBLICATIONS & RESOURCES

Children's Newsletter: An ECD Resource for Children



The SEF regularly develops a Children's Newsletter titled 'Khel Hee Khel mein' and its Sindhi version 'Raand Roond'. The publication serves as a channel for promoting children's creativity and confidence and is also geared towards enhancing the quality of learning by providing children with information that is both meaningful and entertaining.

| Year | # of Issues Published | Language | Frequency of Publication |
|---------|-----------------------|----------------|--------------------------|
| 2010-11 | 5 | Sindhi Urdu | Quarterly |

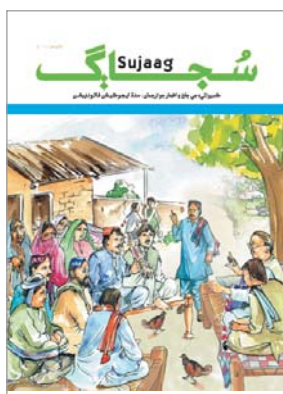
Nurture and Parwarish: Magazines on ECD



'Nurture' and its Urdu version 'Parwarish' were published by the SEF under the Releasing Confidence & Creativity: ECD Programme.

| Year | # of Issues Published | Language | Frequency of Publication |
|---------|-----------------------|-----------------|--------------------------|
| 2010-11 | 2 | English Urdu | Bi-annual |

Sujaag: Community Magazine



Sujaag is a Sindhi publication that brings together and disseminates experiences and learnings from the communities which SEF works with through its diverse educational initiatives. The aim is to provide communities with information and ideas about the emerging trends in education and also showcase unique communal practices and initiatives. The third issue features a range of information on SEF's initiatives and work with communities as well as contributions from children and communities themselves.

| Year | # of Issues Published | Language | Frequency of Publication |
|---------|-----------------------|----------|--------------------------|
| 2010-11 | 1 | Sindhi | Annual |

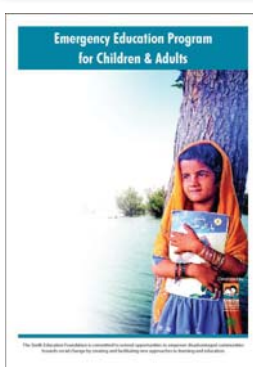
Collective: SEF Newsletter



In order to raise awareness about SEF's portfolio of educational services and programs and disseminate latest updates about the Foundation's progress, a bi-annual newsletter is published in English and Sindhi languages. The newsletter features current events, progress made under various projects and programs, trainings conducted, events organized as well as important happenings at the Foundation.

| Year | # of Issues Published | Language | Frequency of Publication |
|---------|-----------------------|-------------------|--------------------------|
| 2010-11 | 2 | English Sindhi | Bi-annual |

Emergency Education Manuals for Children and Adults



As part of SEF's disaster relief efforts, two resource manuals were developed for teachers of adults and young children to facilitate implementation of emergency education across refugee camp sites. The resource manuals are in Sindhi language and comprise educational content on crises management, health and hygiene, environmental awareness, life skills, human values and rights modules and structured recreation activities like art and drama for active learning. These manuals can serve as supplementary education materials in early emergency and can also be used for enriching the curriculum, teachers training or conducting lessons to meet some of the psycho-social and learning/recreational needs of emergency-affected children and adults.



| Year | # of Issues Published | Language | Frequency of Publication |
|---------|-----------------------|-------------------|--------------------------|
| 2010-11 | 2 | English Sindhi | Bi-annual |

CAPACITY BUILDING INITIATIVES

Critical Discourse Sessions

Since the Foundation remains a strong proponent of creating an environment of continuous learning for the growth and development of its employees and stakeholders, during the year under review, several discourse sessions were organized for the staff members. These sessions, led by reputable experts from diverse backgrounds, offered a unique opportunity for staff to learn from the wide range of perspectives and experiences. The sessions featured dynamic presentations and keynotes by renowned personalities from academia, media, government and the development sector including Ms. Fehmida Riaz, Mr. Tasneem Siddiqui, Prof. Dr. Ata-ur-Rehman, Dr. Kaiser Bengali and Mr. Khurram Ali Shafique. The session details are provided below:

The Intricacies of Urdu Literature by Ms. Fehmida Riaz



Born in Meerut, India, and educated in Hyderabad and London, Ms. Fahmida Riaz is counted among the front rank of writers and poets of Urdu. She has been writing poetry and stories since the age of 15 and has been involved in social and political activism since her college days. A published poet and writer, her books have been translated into English, Hindi, Russian, German and French languages. She has received the Himmet-Helman award for resistance literature as well as the Al-Muftah award for poetry. The Government of Pakistan in recognition of her services to literature has presented her with the Presidential Pride of Performance for 2010 and the Sindh Government's Sheikh Ayaz Award for Literature.

At present she is Director, Urdu Dictionary Board, Karachi that has launched the 22 volume Urdu dictionary based on the philological principles (historical principles) that encompass 1,000 years of civilization of the subcontinent.

During the critical discourse session, Fahmida Riaz discussed her contribution to Urdu literature, her feminist struggle in Pakistan and more importantly aspects of her work as Director of the Urdu Dictionary Project. She explained different facets of writing a dictionary including organization of terms, criteria for selection of entries for written and unwritten languages with or without established grammatical traditions, lexicographers involved in the development process and more. She also recited some of her beautiful poetry which was thoroughly appreciated by the audience.

The Spirit of Self-Reliance by Mr. Tasneem Siddiqui



Mr. Tasneem Siddiqui, an icon of low cost housing for urban poor, was born in Meerut and brought up in Sukkur. He has served under various Government positions including Chief Secretary, Government of Sindh and Director General, Hyderabad Development Authority amongst others. His involvement with Urban Development Institutions and close rapport with urban poor led him to establish the first Citizen Organization (CO), Saiban (shelter) in 1991. Through Saiban he introduced a model popularly known as 'Khuda ki Basti' which provides urban squatters and low-income groups in Pakistan with access to affordable home ownership and essential amenities. In recognition of his ground breaking performance in the field he has received many national and International awards.

Mr. Siddiqui shared his invaluable experience of envisioning, developing and managing self-reliance schemes and creating innovative solutions to deliver extraordinary results for improving the lives of millions of people through housing, land reforms and urban development. He also discussed the various aspects of community led development towards identification of solutions and services particularly in the areas of health, education and general awareness.

The “Mainstream” Model of Self-Development: Shakespeare, Bhattai and Iqbal by Mr. Khurram Ali Shafique



Mr. Khurram Ali Shafique is a historian, educationist and playwright. He is currently working as a research consultant for Iqbal Academy Pakistan (Federal Ministry of Culture) on projects related to the life and works of Dr. Sir Mohammad Iqbal, including a five-volume comprehensive biography, the first volume of which was *Damadam Ravan Hai Yam-i-Zindagi* while the second is in completion phase. He has also contributed over 200 articles to the national press on history, feminism, literature, cinema and other related issues.

As an educationist, Shafique has worked as a visiting lecturer, teacher-trainer and consultant for curriculum development with various institutions including Teachers' Resource Centre, Beaconhouse Schools System, Aga Khan Education Service-Pakistan and Hamdard Institute of Management Sciences.

Mr. Khurram shared his understanding of Iqbal, Shakespeare and Bhattai in the light of their real message that he feels has been obscured under the fog of intelligentsia and academics. His talk focused on the thoughts behind the works of these three renowned poets, taking a coherent and holistic view that is rarely used and which served as a refreshing take on the subject of poetry.

Impact of Economic Crisis on Social Development by Dr. Kaiser Bengali



Dr. Bengali is an economist by training and a seasoned professional serving as an Advisor on Planning to the Chief Minister, Government of Sindh. He is well-acknowledged for his dedication and commitment towards improving the economic conditions in the province in order to lessen the burden of the population who face daunting living conditions.

His talk at the SEF forum highlighted the influence of economics on social development especially education and health; the causes why different segments of society compromise on quality; and how economics and policy determine the standards of social services. He elaborated how economic development means not only changes in a nation's physical environment (new transportation and communications facilities, new schools, new housing, new plants and equipment) but also changes in the way people think, behave, and associate with one another.

Science and Innovation: Transitioning to a Knowledge Economy by Professor Dr. Ata-ur-Rehman



Professor Dr. Ata ur Rehman was invited to conduct a discourse session for SEF staff. Professor Rehman has made tremendous contribution to the field of science and education and its use for the good of humanity. His scientific contributions are internationally recognized, and widely appreciated. He holds a Ph.D. degree in organic chemistry from Cambridge University (1968). He is one of the most prominent natural product chemists of the 20th century. Dr. Ata has to his credit over 654 publications in the fields of organic chemistry in various national and international journals. He is the first scientist from the Muslim world to have won the prestigious UNESCO Science Prize (1999). Dr. Atta has been the Federal Minister for Science and Technology and Federal Minister of Education and Chairman of the Higher Education Commission. His civil awards include Tamgha-i-Imtiaz, Hilal-i-Imtiaz, Nishan-i-Imtiaz and Grosse Goldene Ehrenzeischenam Bande - the highest Austrian civil award.

The talk highlighted that knowledge has become the key factor in the process of socio-economic development, and in the efforts of countries to develop strong knowledge economies. He explained that to accomplish this goal, each country must have a clear road map, which is best prepared through carrying out a "Foresight" exercise. The efforts undertaken in Pakistan during 2002-2008 to develop such a road map for development, to strengthen the knowledge highways by improving internet infrastructure, and strengthen the higher education system were discussed. These efforts have led to a 600% increase in international research publications, 1000% increase in citations, tripling of university enrollment, and several Pakistani universities being ranked in the top 300 and top 400 of the world.

ADVOCACY EVENTS

IQEP Concluding Seminar



The Improving Quality of Education Programme (IQEP), a pilot project geared towards improving quality of education across diverse models of schooling for underprivileged children, was recently concluded. To mark project closure and share lessons learnt and success stories, a concluding seminar was organized at a local hotel in Hyderabad. The event was attended by 150 participants including the Foundation Open Society Institute Pakistan (FOSI) and Pakistan Center for Philanthropy (PCP) who sponsored and supported the program as well as school heads and teachers from the 30 partner schools, government officials, civil society members and representatives from media. The IQEP pilot has shown that focused quality interventions can raise the standards of education across all models of schooling and that the model can be scaled up and replicated for improving student achievements in schools. Presence of stakeholders from policy to school levels at the concluding event reaffirmed that public, private and community sector partnerships are key for improving low-performing and failing schools in order to ensure access to high quality education for all.

Partnerships for Educational Reform



SEF celebrated its partnerships over the past two decades showcasing specifically two of its flagship initiatives namely the Promoting Private Schooling in Rural Sindh Project and the Adopt a School Program. The Seminar was organized in order to promote long-term public private partnerships for achieving the Education for All goals. The forum served to launch the third phase of the SEF's PPRS Project which is extending financial and technical support to 300 private schools. The third phase would add 700 new schools to the project catering to a total of 250,000 direct beneficiaries across Sindh. Starting out in 2008-9, entrepreneurs for 300 schools under PPRS received offer letters for establishing new private schools in 10 districts of Sindh. The event was also a timely opportunity to highlight the efforts of the Adopt-A-School Program and its partners for public school reform. The event was attended by 175 participants representing the public, private sectors and civil society as well as distinguished personalities from academics and media.

Adopters' Appreciation Meeting

Adopt-a-School Program was first conceived in 1990 by Professor Anita Ghulam Ali, a renowned educationist and Managing Director, Sindh Education Foundation. AASP, a pioneering initiative to encourage private sector patronage of public schools, organized Adopters Appreciation Meeting to appreciate and acknowledge the efforts of adopters and government school heads. Fifteen adopters, accompanied by respective school heads from 42 schools visited the SEF Head Office. MD, SEF presented shields as a token of appreciation to teachers, school heads and adopters. School improvement plans for individual schools and challenges faced by adopters were also discussed during the meeting.

Contract Signing Ceremony of IELP



The establishment of effective and replicable quality education models through public private partnership is a testament to the Foundation and its partners' efforts in advancing educational excellence and equity in the province. SEF's latest initiative, the Integrated Education Learning Program announced support to 1,500 private schools across the Sindh province. 9,600 applications for school management/establishment were received from all over the province. Out of these, 4,500 applicants that matched the selection criteria were short listed and field verification for the same was conducted. After re-verification, Hon'ble Chief Minister Syed Qaim Ali Shah selected the schools to be supported through IELP, through a computer generated randomization process. The contract signing ceremony for the selected applicants was organized during April 2011 at the SEF Head Office in Karachi. Spanning over 4 days, entrepreneurs who will be managing/establishing 1,500 private schools across the 23 districts of Sindh, were invited to sign partnership contracts with SEF.

The event details are as under:

| Date | School operators | Schools selected | School category | Chief Guest |
|----------------|------------------|------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| April 21, 2011 | 154 | 331 | New Primary | |
| April 22, 2011 | 138 | 242 | New Primary & Existing Primary | Minister Information & Technology, Mr. Raza Haroon |
| April 23, 2011 | 184 | 237 | New Elementary, Existing Elementary, Up Gradation to Elementary & Up Gradation to Secondary | Deputy Speaker, Sindh Assembly, Ms. Shehla Raza |
| April 25, 2011 | 120 | 302 | Existing IELP Schools (formerly running under HSP, CSSP, FSP) | Senior Minister (Education), Pir Mazhar-ul-Haq, Opposition Leader, Jam Madad Ali & Adviser to CM, Khwaja Izhar-ul-Hasan |

AUDITOR'S REPORT



JALIS AHMAD & CO.

CHARTERED ACCOUNTANTS

PHONE: 5873934, 537 41 25-26

Fax: (92-21) 5873891

Grams: "JALISCO"

E-mail: jalisco121@hotmail.com121-CLIFTON CENTRE,
BLOCK-5, MAIN CLIFTON ROAD,
KARACHI-75600 (PAKISTAN)**Auditor's Report to the Executive Committee**

We have audited the annexed balance sheet of the Sindh Education Foundation Government of Sindh as at June 30, 2011 and the related income and expenditure account, receipts and payments account and cash flow statement together with the notes forming part thereof (here-in-after referred to as the financial statements for the year then ended).

It is the responsibility of the management committee to establish and maintain a system of internal control, and prepare and present the financial statements in conformity with the approved accounting standards as applicable in Pakistan. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting policies used and significant estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion the financial statements present fairly in all material respects the financial position of the Sindh Education Foundation Government of Sindh as at June 30, 2011 and of its deficit and cash flows for the year then ended in accordance with the approved accounting standards as applicable in Pakistan.

Dated: **18 JUN 2012**
Place: Karachi



[Signature]
Jalis Ahmad & Co.
Chartered Accountant
Engagement Person: Mr. Iqbal Yousuf FCA

SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

BALANCE SHEET
AS AT JUNE 30, 2011

| | Note | 2011 Rupees | 2010 Rupees |
|-----------------------------------------------|------|----------------------|--------------------|
| ASSETS | | | |
| NON CURRENT ASSETS | | | |
| Property plant and equipment | 5 | 48,285,521 | 48,481,620 |
| Long term loans | 6 | 16,440,125 | 16,440,125 |
| | | 64,725,646 | 64,921,745 |
| CURRENT ASSETS | | | |
| Short term advances, deposits and prepayments | 7 | 6,241,878 | 7,470,058 |
| Other receivable | 8 | 411,190 | 954,568 |
| Cash and bank balances | 9 | 1,333,568,777 | 894,305,118 |
| | | 1,340,221,845 | 902,729,744 |
| CURRENT LIABILITIES | | | |
| Short term accruals and other liabilities | 10 | 318,494,417 | 70,565,103 |
| | | 1,021,727,428 | 832,164,641 |
| NET CURRENT ASSETS/(LIABILITIES) | | | |
| NON CURRENT LIABILITIES | | | |
| Long term borrowings - secured | 11 | 23,549,501 | 23,549,501 |
| | | <u>1,062,903,573</u> | <u>873,536,885</u> |
| FUNDS BALANCES | | | |
| GENERAL FUND | | | |
| | 12 | 20,949,345 | (15,371,776) |
| SPECIFIC FUNDS / PROGRAMS | | | |
| Government (Non Development- Regular Grant) | 13 | - | 1,684,384 |
| Government (Development Schemes/Grant) | 14 | 1,035,742,429 | 878,461,102 |
| Development Partner's Funded Projects/Schemes | 15 | 6,211,799 | 8,763,176 |
| | | 1,041,954,228 | 888,908,662 |
| CONTINGENCIES AND COMMITMENTS | | | |
| | 16 | <u>1,062,903,573</u> | <u>873,536,885</u> |

The annexed notes form an integral part of these financial statements.

Anita Shukla Ali

Managing Director / Secretary to Board



[Signature]

Associate Director Finance & Planning

SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

RECEIPT AND PAYMENT ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2011

| | 2011 Rupees | 2010 Rupees | | 2011 Rupees | 2010 Rupees |
|------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------------------------------------------------------|----------------|----------------|
| RECEIPTS | | | PAYMENTS | | |
| Opening balances of: | | | Accrued operating expenses - opening balance | 56,448,212 | 20,387,841 |
| Cash at banks | 891,941,911 | 213,962,777 | Operating expenses | 91,134,085 | 92,545,352 |
| Cash in hand | 2,363,207 | 1,628,015 | Depreciation | (2,638,137) | (2,075,381) |
| | 894,305,118 | 215,588,792 | | 88,495,948 | 90,469,972 |
| Advances, deposits and prepayments | 7,470,058 | 5,972,480 | Closing balance | 144,944,160 | 110,857,813 |
| | 901,775,176 | 221,561,272 | Payment of operating expenses during the year | (39,912,258) | (56,448,212) |
| | | | | 105,031,902 | 54,409,600 |
| | | | Assets purchased during the year | 17,527,818 | 31,275,423 |
| | | | | 17,527,818 | 31,275,423 |
| Fund Received From Government Of Sindh Through Regular Budget | | | Expenses incurred through Regular Funds | | |
| Grant in Aid | 110,000,000 | 50,000,000 | Child Labour Educational Program (CLEP)(GIA) | 2,913,152 | 2,512,732 |
| 100 Fellowship School Program (100 FSP) | - | - | 100 Fellowship School Program (100 FSP) | - | 3,817,089 |
| 100 Community Supported (100 CSSP) | - | - | Women Literacy Empowerment Program (WLEP)(GIA) | 2,303,715 | 4,287,958 |
| | 110,000,000 | 50,000,000 | Home School Program(HSP)(GIA) | - | 822,123 |
| | | | 100 Community Supported (100 CSSP) | - | 7,139,248 |
| | | | | 5,216,867 | 18,579,150 |
| Fund Received From Government Of Sindh Through Development Funds | | | Expenses incurred through Development Funds | | |
| Early Learning School Program (ELP-Scheme#1252) | 47,793,000 | 37,500,000 | Early Learning School Program (ELP-Scheme#1252) | 26,817,690 | 26,904,288 |
| Promotion of private schools in rural areas of sindh/urban Slums (PPRS-Scheme # 1253) | 400,000,000 | 399,907,175 | Promotion of private schools in rural areas of sindh/urban (PPRS-Scheme # 1253) | 197,943,121 | 49,876,135 |
| Setting up of Rural Based Community School Program through public Private Partnership (RBCS-Scheme # 1254) | 100,000,000 | 50,000,000 | Setting up of Rural Base Community School Program through public Private Partnership(RBCS-Scheme # 1254) | 96,790,321 | 137,662,000 |
| Integrated Education Learning Program (IELP-Scheme#1255) | 350,000,000 | 700,000,000 | Grant from govt -ADP (IELP-Scheme#1255) | 411,943,059 | 214,765,871 |
| | 897,793,000 | 1,187,407,175 | | 733,494,191 | 429,208,294 |



SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

RECEIPT AND PAYMENT ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2011

| | 2011 Rupees | 2010 Rupees | | 2011 Rupees | 2010 Rupees |
|--------------------------------------------------------------------------------------------|----------------|----------------|--------------------------------------------------------------|----------------|----------------|
| Fund Received From Development Partners | | | Expenses incurred through Development Partner's Funds | | |
| Grant from AKF Islamabad for RCC III | 16,975,386 | 16,714,242 | OSI(IQEP) | 1,936,040 | 3,856,013 |
| Gender Equality Program (GEP) | 1,492,585 | 1,000,000 | Gender Equality Program (GEP) | 1,935,589 | 556,996 |
| Gender Equality Program (GEP 1) | 2,500,000 | - | Gender Equality Program (GEP 1) | 1,539,766 | - |
| Received from OSI(IQEP) | 2,470,385 | 3,156,467 | Learning home school education (LHSE) | - | 280 |
| | 23,438,356 | 20,870,709 | Releasing Creativity and Confidence (RCC III) | 18,856,564 | 13,292,916 |
| | | | | 24,267,959 | 17,706,205 |
| Refund of A.D.B loan from Alam Educational Society | - | 248,618 | Advance to staff | (543,378) | 905,322 |
| Miscellaneous donation | 1,768,349 | - | Other liabilities | (264,465,280) | 36,493,716 |
| Miscellaneous receipts (FSP) | - | - | | | |
| | 1,768,349 | 248,618 | Advances, deposits and prepayments | 6,241,878 | 7,470,058 |
| Profit On Bank Deposits | | | Closing balances of: | | |
| RCC III | 632,328 | 397,779 | Cash in hand | 990,403 | 2,363,207 |
| LHSE | - | 275 | Cash at banks | 1,332,578,374 | 891,941,911 |
| ACCESS | - | - | | 1,333,568,777 | 894,305,118 |
| General fund | 2,203,390 | 2,787,346 | | | |
| CSSP | - | 86,107 | | | |
| FSP | - | 115,121 | | | |
| IELP | 4,496,799 | - | | | |
| PPRS | 11,718,750 | 1,999,736 | | | |
| | 19,051,268 | 5,386,364 | | | |
| Other Income | | | | | |
| 100 Fellowship School Program (100 FSP) | - | 8,914 | | | |
| 100 Community Supported (100 CSSP) | - | 49,933 | | | |
| Early Learning School Program (ELP) | 19.1 | 51,650 | | | |
| Integrated Early Learning Program(IELP) | 19.2 | 177,954 | | | |
| Setting up of Rural Base Community School Program through public Private Partnership(RBCS) | 19.3 | 23,300 | | | |
| Promotion of private schools in rural areas of sindh/urban (PPRS) | 19.4 | 2,117,126 | | | |
| General fund | 19.5 | 245,833 | | | |
| Other Income (RCC) | 19.6 | 157,546 | | | |
| Other Income / charges | | 3,741,176 | | | |
| | | 6,514,585 | | | |
| | 1,960,340,734 | 1,490,352,887 | | | |

The annexed notes form an integral part of these financial statements.

Anita Ghulam Ali
Managing Director / Secretary to Board



M. Ahmad
Associate Director Finance & Planning

SEF'S EDUCATION NETWORK

SEF HEAD OFFICE

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SEF REGIONAL OFFICES

Hyderabad

Senior Executive Officer: Rustam
Ali Samejo (Hyderabad/Badin)
House # A-57, Sindhi
Muslim co-operative
Housing Society,
Qasimabad, Hyderabad
Ph: 022-9240209, 022-9240156,
022-9240211, 022-2651071

Larkana

Executive Officer: Naheed
Abbasi (Jacobabad/Larkana)
House # 104, Sachal Colony,
Near SZABIST, Larkana
Ph: 074-4059729, 074-4058639
Fax: 074-4044974

Sukkur

Executive Officer: Dilshad
Pirzada (Sukkur/Khairpur)
Bungalow no 16, Sindhi
Muslim Society,
Military Road, Sukkur
Ph: 071-5632292

Dadu

Executive Officer: Fateh
Jokhio (Dadu/Jamshoro)
House # 5, Tofique Colony
Near DCO Office, Dadu
Ph: 025-4710731, 025-4710151

Mirpurkhas

Executive Officer: Imam Bux
(Mirpurkhas, Umerkot, Mithi)
House # B-3, Block 15,
Satellite Town, Mirpurkhas,
Ph: 0233-990385, 0233-929085

Shaheed Benazirabad

Executive Officer:
Mukhtiar Ali Chandio
Plot # D-99, Mehran University
Colony, Sakrand Road,
Shaheed Benazirabad

SEF FIELD OFFICES

Sehwan

Field Coordinator: Najma Mallah
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Pass Road, Sehwan
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Fax: 0245-209199

Khairpur

Field Coordinator:
Rizwana Channa
House # C-1403-A
New Bhattai Colony, Khaipur Mirs
Ph: 0243-9280305, 0243-553157
Fax: 0243-9280370

Jacobabad

Field Coordinator: Khalid Dayo
Ward # 2, Old College
Road, Jacobabad
Ph: 0722-653040

Umerkot

Field Coordinator: Bhagwan Das
Ward # 11, Near Soomra Muhalla
UC-2, Umerkot
Ph: 0238571807

Mithi

Field Coordinator: Abdul Haleem
Near Office District Session
Court Terminal Road, Mithi
Ph: 0232-262244

Badin

Field Coordinator: Bijar Jagirani
Plot no 34, Pir Adil Shah
Housing Society,
By Pass Road, Badin
Ph: 0333-3329768



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Government of Sindh

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