

SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

ANNUAL REPORT JULY 2009 JUNE 2010 The Sindh Education Foundation is a semi-government organization working since 1992 for making quality education accessible to the marginalized communities of Sindh.

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Sindh Education Foundation Government of Sindh

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Acronyms

AASP	Adopt-a-School Program	JPMC	Jinnah Postgr
AGNSCD	Alliance Goth Nari Sangat for	LEAD	Leadership fo
	Community Development		Development
AKES,P	Agha Khan Educational Services,	LSU	Learning Sup
	Pakistan	M&E	Monitoring a
AKF	Agha Khan Foundation	MCGs	Millennium D
AKU-IED	Aga Khan University Institute for	MoU	Memorandur
	Educational Development	MSPRs	Monitoring S
ASN	Additional Support Needs		Reviews
BEST	Bright Educational Society	NCHD	National Com
CAP	Citizens Archive of Pakistan		Development
CBOs	Community-Based Organizations	NDS	NGOs Develo
CDC	Child Development Center	NGOs	Non-Governr
CDGK	City District Government Karachi	OUP	Oxford Unive
CLC	Community Learning Centers	РСР	Pakistan Cent
CLEP	Child Labor Education Program	PICT	Pakistan Inter
CN	Children's Newsletter		Terminal
CSS	Community Supporting School	PMB	Parent Manag
	Program	PPP	Public Private
DD	Demand Draft	PPRS	Promoting Lo
ECD	Early Childhood Development		in Rural Sindh
ECDPAK	Early Childhood Development	PSDU	Program Supp
	Pakistan	RBCS	Rural based C
EDOs	Executive District Officer		Project
ECE	Early Childhood Education	RCC	Releasing Co
ELP	Early Learning Program	RSU	Reform Supp
ESMF	Environmental and Social	SDS	Sindh Develo
	Management Framework	SDUY	Skill Develop
FFDO	Fisher Folk Development Organization	SEF	Sindh Educat
FOSI	Foundation Open Society Institute	SERPS	Sindh Educat
FSP	Fellowship School Program	SMCs	School Mana
GBSS	Government Boys Secondary School	SPPRA	Sindh Public F
GoS	Government of Sindh		Authority
GNACD	Goth Nari Alliance for Community	TAY	TandoAllaYar
	Development	TRD	Total Rural De
HANDS	Health and Nutrition Development	TNA	Training Need
	Society	UPE	Universal Prir
HSP	Home School Program	VSO	Voluntary Ser
IELP	Integrated Early Learning Program	WLECs	Women's Lite
IQEP	Improving Quality of Education		Centers
	Programme	WLEP	Women's Lite
IRC	International Rescue Committee		Program

JPMC	Jinnah Postgraduate Medical Centre
LEAD	Leadership for Environment and
	Development
LSU	Learning Support Unit
M&E	Monitoring and Evaluation
MCGs	Millennium Development Goals
MoU	Memorandum of Understanding
MSPRs	Monitoring School Performance
	Reviews
NCHD	National Commission for Human
	Development
NDS	NGOs Development Society
NGOs	Non-Governmental Organizations
OUP	Oxford University Press
РСР	Pakistan Center for Philanthropy
PICT	Pakistan International Container
	Terminal
PMB	Parent Management Bodies
PPP	Public Private Partnership
PPRS	Promoting Low-Cost Private Schooling
	in Rural Sindh
PSDU	Program Support & Development Unit
RBCS	Rural based Community Schools
	Project
RCC	Releasing Confidence & Creativity
RSU	Reform Support Unit
SDS	Sindh Development Society
SDUY	Skill Development for Urban Youth
SEF	Sindh Education Foundation
SERPS	Sindh Education Reform Program
SMCs	School Management Committees
SPPRA	Sindh Public Procurement Regulatory
	Authority
TAY	TandoAllaYar
TRD	Total Rural Development
TNA	Training Needs Analysis
UPE	Universal Primary Education
VSO	Voluntary Services Oversees
WLECs	Women's Literacy & Empowerment
	Centers
WLEP	Women's Literacy and Empowerment

Acknowledgements

The Sindh Education Foundation is indebted to its partners and stakeholders including children, parents, teachers, school operators, NGOs and communities for helping the Foundation achieve its objectives of taking education to the most far flung and marginalized areas of Sindh.

SEF is also thankful to the Government of Sindh and Ministry of Education for their continued support.

In the end, SEF would like to acknowledge the efforts and contributions of all its staff members including senior management, project teams and staff across all the regional and field offices in Sindh.

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Message from the Managing Director

"Since philosophy is the art which teaches us how to live, and since children need to learn it as much as we do at other ages, why do we not instruct them in it? .. But in truth I know nothing about the philosophy of education except this: that the greatest and the most important difficulty known to human learning seems to lie in that area which treats how to bring up children and how to educate them."

(De Montaigne, On teaching Philosophy of Education)

What we teach children in our schools and how we engage them in the process of learning continue to be the most critical questions that dominate the contemporary educational discourse. What is quality of education? Can there be one standard definition of educational quality that holds true for all social, cultural, political and economic contexts that interweave the fabric of our complex society? What for instance would be the quality benchmarks for a two room school erected as a kaccha structure with bamboo shoots as its boundary, minimal furniture and resources and a barely qualified teacher? Can this school qualify as one providing an enriching learning environment to the children and taking them to a level where they can take their educational aspirations forward? Can everyone be measured against the same yardstick? Can this particular school bare in its appearance and lacking in conventional indicators determining the state of quality hold credibility as part of the larger educational machinery at work to improve the statistics? There can be no definite answers to these questions but our quest continues.

We at SEF for almost two decades now are relentlessly trying to support and strengthen both formal, institutionalized and informal models of education. We continue to reflect on quality because our experience tells that no reform will be sustainable unless it has value deeper than only improving access to education facilities. Also for us contextual relevance holds equal significance – unless the educational content is not connected to the lives and livelihoods of the communities, the school or any other form of institution will not sustain enough to make discernable differences to their lives. Since we want our educational outreach programs to be rooted into the local contexts, we choose to hire less qualified teachers and train and develop them because they belong to the same community – you know they will be there when you leave. Both belonging and continuity are invaluable. For us, teachers are the primary determinants of quality education because good teachers can turn around lives without fancy educational resources and infrastructure. They can inspire.

Our commitment to our grassroots partners remain unwavering and we will despite all odds continue to serve their needs with the best that our institutional capacity allows us to do.

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Professor Anita Ghulam Ali (S.I.) Managing Director Sindh Education Foundation Government of Sindh

Foreword by the **Director**



During 2009-2010 SEF took a giant leap with the initiation of the Integrated Education Learning Program – an educational scheme aiming to support 1500 new and existing private schools. For the first time in the history of the Foundation, a project of an unprecedented financial and operational magnitude was awarded to us. This development has not just been an endorsement of our institutional capacity by the government but also pays testimony to our full commitment to education and professional maturity as a leading Education Foundation of the country.

Technical and financial support continued to PPRS Phase 1 schools in shape of student subsidy, training and capacity building of school stakeholders including teachers and entrepreneurs, provision of free OUP textbooks and regular school visits. The second phase of the project was successfully launched and 100 more schools were added to the portfolio. To endorse SEF's commitment to support entrepreneurs build and run better schools, SEF developed a school management toolkit which explains quality protocols and guidelines in detail.

SEF's largest scheme in terms of financial and operational magnitude was launched province wide. Applications were invited from all 23 districts for school establishment and strengthening under IELP. SEF organized mobilization campaigns both through the media and on-ground through its regional and field offices. The purpose was to encourage interested individuals and organizations to apply to the project for opening new private schools and strengthening existing private schools upto secondary levels with the overarching objective of increasing access to free education in far flung marginalized areas of Sindh. SEF's existing 302 community schools were integrated into the new scheme and were provided per child subsidy and financial support for conducting student assessment and procuring textbooks.

School support was extended to 250 RBCS schools, established in 10 districts in partnership with NGO partners. SEF not only provided furniture, fixtures and electrical fittings but also textbooks (of the accelerated curriculum) and learning material for the schools. SEF also organized trainings for teachers and the implementing partners. 250 additional teachers were hired for the batch of older children enrolled in the accelerated education program which provides grade 5 competencies in a year's time.

The Early Learning Program was launched by SEF through which pre-primary education interventions were initiated in 150 government schools. The program launch seminar was held in Karachi and was widely attended by both government and civil society representatives. Kachi classes were initiated across 150 government

schools targeted in 5 districts. These classes were equipped with furniture, fixtures and learning material most suited for the early years education. A comprehensive teacher development program was organized at the district level for the 150 lead teachers of Kachi.

SEF continued to facilitate new and existing adopters for their school improvement initiatives in the Adopt-a-School Program. The program remained consistent in generating demand from the private sector for supporting public schools in Sindh.

In CDC, SEF's educational center for the working children running under the Child Labor Education Program, at least 177 children were screened for dental health and 280 for eye impairments courtesy the Altamash Dental Clinic and Al-Ibrahim Eye Welfare Hospital.

Given SEF's rich experience of working with the marginalized women, a project for opening 10 community learning centers in Sukkur was awarded to SEF by UNESCO. The project aims to improve the participation rate of women in social, economic, cultural and political spheres through provision of self-development and empowerment avenues.

SEF as an implementing partner in IQEP – a project supported by FOSI and PCP – continued to provide quality inputs to schools in shape of teacher development, training of school management bodies and learning material to schools. The project focuses on interventions from Kachi to grade 5. A comprehensive student assessment exercise was also carried out which compared learning outcomes of students enrolled in the three models of schooling i.e. community based, public and low cost private schools.

In the end, we would like to wholeheartedly thank our partners and stakeholders for their continuous support towards Foundation's educational initiatives and for making it possible to reach the most inaccessible of areas for establishing schools.

Thank you.

Aziz Kabani Director Sindh Education Foundation Government of Sindh



The Sindh Education Foundation

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 launched two of its mega schemes with financial support from 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 I and II 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 I and II, 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. These include extensive capacity building of teachers, classroom level support, provision of free textbooks by 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 the capacity and quality of education by:

- 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 and improving literary rates
- 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, Qamber SK, Jamshoro, Hyderabad , Dadu & Mirpurkhas)	250 (25 in each districts)	10,215	250 (Trained)	
2	Early Learning Program (ELP)	5 (TandoMohd. Khan, Badin, Khairpur, NosheroFeroz & Ghotki)	150 (30 in each district)	5,594	297	
3	Child Labor Education Program (CLEP)	Karachi	1 Child Development Center (CDC)	318	7 (Trained)	8 (Other staff)
4	Women's Literacy and Empowerment Program (WLEP)	3 (Jamshoro, TandoAllahyar, & Karachi)	26 (11 in Sehwan, 1 in TandoAllahyar& 14 in Karachi)	986	26(Trained)	
5	Adopt-a-School Program (AASP) 58 Adopters	12 (Karachi, Badin, Thatta, Khairpur, Matiyari, Nausheroferoz, Nawabshah, Shikarpur, Mirpurkhas, Tandoallahyar, Hyderabad & Jamshoro)	186 Govt. Schools	42,087	1,650	
6	Integrated Education Learning Program (IELP)	13 (Karachi, Matiari, Khairpur, Dadu, Jamshoro Larkana, Qamber, TMK, Mirpurkhas, Nawabshah, Sangarh, Jacobabad & Thatta)	302	27,890		
7	Promoting Private Schooling in Rural Sindh (PPRS)	10 (Badin, Shaheed Benazirabad, Dadu, khairpur, Larkana, Mithi, Kamber SDKT, Sanghar, Thatta & Umerkot)	200	24,103	817	
8	Improving Quality of Education Programme (IQEP)	3 (Hyderabad, Tando Mohad. Khan &Matiari)	30 government, community and private schools (10 each)	5,760	278	
TOTAL			1,145	1,16,613	3,325	8

SEF Outreach



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'able Syed Qayam Ali Shah Chief Minister, Sindh Chairman, Board of Governors Sindh Education Foundation



Hon'able 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

THE DEVELOPMENT SCHEMES

Promoting Private Schooling in Rural Sindh (PPRS) Integrated Education Learning Program (IELP) Rural Based Community Schools Project (RBCS) Early Learning Program (ELP)



Promoting Private Schooling in Rural Sindh

A per child subsidy model through public private partnership

Promoting Private Schooling in Rural Sindh (PPRS) is one of the new initiatives 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 SEF in collaboration with the Reform Support Unit (RSU) and the World Bank.

During the 4-year pilot phase the project interventions will 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 child 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 with entrepreneurs invited to set up private schools in rural localities. 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. It aims to increase access, as well as improve the schools' overall learning environment and students' academic achievements. Entrepreneurs chosen to set up the private schools 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.

Duration: 3 years

Funded by: Government of Sindh

Cost: PKR 2,997.613 million

Target schools: 1000 newly established private schools

Districts: Larkana, Qambar-Shahdadkot, Dadu, Sanghar, Mithi, Khairpur, Shaheed Benazir Bhutto, Badin, Thatta & Umerkot

Estimated beneficiaries: 250,000 children

Focus: Access to quality education facilities in far flung areas of Sindh through local entrepreneurship

Objectives:

- Promote long-term public-private partnerships through provision of per child fee subsidy to private schools in order to create greater access to education in marginalized areas of Sindh.
- Enhance the quality of education and educational practices within classrooms thereby increasing student learning and achievement.
- Reduce gender disparity in education.

Interventions/Methodology:

- Establishing 1000 schools in partnership with local entrepreneurs/NGOs
- Institutional development
 - Capacity building of entrepreneurs/NGOs
 - Provision of per child subsidy to schools
 - Provision of learning resources for classrooms
 - Provision of free textbooks
- Professional development of teachers
 - Learning support
- Student assessment
- Research & Monitoring

Key Activities:

Third Party Verification

An extensive field verification survey was conducted for the shortlisted localities after screening of applications received for Phase II.

Disbursal of Student Subsidy

During the period under review, at least four tranches of student subsidy were released to Phase 1 schools based on school inspection surveys.

The first tranche of the per-child subsidy was provided to the new entrepreneurs of Phase II schools. Since the schools were in the initiation phase, no inspection was carried out to verify the initial enrolment and the schools were provided subsidy on the basis of 100 children per school with a flat rate of Rs 350 per child.

Dissemination of Textbooks to Phase I Entrepreneurs

The textbooks of Oxford University Press (OUP) were disseminated on the basis of enrolment in Phase I schools verified through the inspection survey exercise.

Capacity Building of Stakeholders

A 9-day comprehensive training program was organized across the target districts for PPRS Phase I entrepreneurs and teachers. The training aimed at developing and enhancing the school management skills of the entrepreneurs, and equipping teachers with modern teaching methods. The workshop for entrepreneurs aimed to develop a thorough understanding of key intervention areas of the project. The terms of engagement between SEF and the entrepreneur and how the schools can be effectively run were discussed during





training. Reporting and monitoring formats were introduced to the entrepreneurs. Mechanisms for mutual coordination, roles and responsibilities of both the parties, etc. were explained in detail. An orientation on financial record keeping was also held. The training of teachers, 2 from each of the 200 schools, provided a platform to introduce teachers not only to English language as a medium of instruction, but also enabled the trainees to understand concepts of early childhood education and related pedagogies for successful commencement of grades kachi and one for the current year. Training manuals were also developed and provided to individual participants during the trainings.

A training of trainers was organized to prepare the SEF's training team for undertaking a refresher of PPRS Phase I school teachers. A 3-day refresher was conducted simultaneously in the 10 clusters as a follow-up to the training program. The key concepts covered during the training were revisited and teachers' classroom experiences were also shared.

A one-day orientation for the entrepreneurs selected under Phase II of the Project was arranged for better understanding of the roles and responsibilities of both the parties. The orientation aimed at introducing the partners to the overall project framework and key interventions and activities. They were briefed about the administrative and financial record keeping and reporting guidelines along with monthly monitoring requirements.

Learning Support Visits to PPRS Phase I Schools

A series of visits were initiated to select PPRS Phase I schools in order to assess the impacts of teacher training, and also provide on-site learning support to teachers to effectively apply activity based teaching-learning methods in schools. A tool was designed to record the school based observations. A total of 47 schools were visited during the initial round; the schools were selected through stratified random sampling. Key observations made during the visits were:

- Teachers were motivated
- Students have immense potential
- Teachers used other sources to supplement teaching-learning activities
- The initiation of learning support visit was acknowledged as a step towards changing the conventional mind set of the entrepreneur
- Content knowledge of the children was found commendable
- Teachers were taking initiative to develop resource material for enriching teachinglearning process
- Schools were found using the resource material in classrooms
- Children were able to recognize colors, differentiate between living and non-living things and count. Development of writing and recognition skills were found to be

encouraging learning trends. Teachers were mostly present in schools and were enthusiastic in classrooms

In addition to positive developments observed during the visits, certain challenges were also identified which pointed towards a need to improve record keeping at the school level, stabilize and systematize enrollment, further motivate entrepreneurs to take interest in the schools' academic affairs and also ensure clean and healthy learning environments for children.

District Level Orientations for Re-applications of Phase II

A series of orientations for the potential applicants of Phase II were organized by SEF across five districts i.e. Hyderabad (catering to Thatta, Sanghar and Badin), Larkana (catering to QambarShahdadkot and Larkana), Khairpur (catering to Khairpur and Nawabshah), Umerkot (catering to Umerkot and Mithi) and Sehwan (catering to Dadu). The purpose of these orientations was to brief the applicants on the reapplication process. Since no application for Phase II met the qualifying criteria of the project, applications were once again invited from those who came close to meeting the requirements. Out of approximately 2,500 applications screened, 666 were shortlisted on the basis of the extent to which they came close to qualifying. The orientations were organized at SEF's regional offices. Applicants were invited in batches and were thoroughly briefed regarding the shortfalls in their applications, and areas where they needed to work in order to fully meet the project criteria. Process of reapplying, time frame, re-verification steps and screening process were explained in detail.

Re-Verification Survey

To validate the data collected through the reapplication process under PPRS Phase II, an extensive survey was carried out simultaneously across the ten target districts. 634 localities were surveyed. A one-day workshop was organized for the members of the data collection team. The 25-member team was briefed about the survey tool, data collection methodology and other field level considerations to ensure smooth execution of the exercise on timely basis.

Launch of PPRS Phase II

A launching ceremony of PPRS-Phase II was conducted in Sheraton, Karachi on March 02, 2010. New schools were selected through digital randomization, i.e. with the help of software. The event was attended by 350 participants and media representatives.

Hon'ble Pir Mazhar-ul-Haq, Senior Education Minister, was the chief guest of the ceremony. Key note address on "Challenges & Opportunities", was given by Hon'ble Kaiser Bengali, Advisor to CM, Sindh on Planning and Development,. The panel discussion on Quality Education in Public Sector and "Need for Innovative Models" was chaired by Hon'ble Sharmila Faruqi, Advisor to CM. The panelists included: Lt. Gen. (Retd) Moinuddin Haider





(Former Governor, Sindh), Dr. Muhammad Memon (Director, AKU-IED), Ms. Naheed Durrani (Special Secretary, Finance, GoS). Professor Anita Ghulam Ali (S.I.) was also among the panelists. A discussion on Public Private Partnership for Education was also carried out. The successful applicants were given conditional offer letters for schools, whereas the contracts were handed over later on the basis of the fulfillment of SEF's criteria and submission of required testimonials.

Development of Assessment Framework for PPRS Schools

The Sindh Education Foundation has initiated the process of developing the assessment framework for PPRS schools. In this regard, consultative meetings were carried out with renowned assessment specialist Dr. Parveen Hasan and SER-TA representative Ms. Lucy Jones. Extensive discussions were held with the two specialists, in separate meetings, regarding the development and administration of the assessment framework for PPRS schools. Given the existing situation in schools vis-à-vis academics and administration, SEF was advised to initially pilot the assessment to gauge the efficacy of tools and administrative processes, and based on the learning, take it to scale and eventually link the assessment results to the continuity of funding to schools. Average age of students enrolled, enrollment trends of schools and exposure to formal learning/time at task were identified as critical factors in finalizing the assessment framework. SEF is in the process of establishing and functionalizing an assessment unit, identifying resource persons for capacity building of the assessment team.

SMS Alerts to Entrepreneurs

From January 2010, PPRS started using the new and fast method of sending short text messages to the cell numbers of the entrepreneurs. The alerts are sent as reminders for monthly/quarterly progress reports, monthly/quarterly financial reports, requirements for documents/papers, etc.

ESMF Document

The Environmental and Social Management Framework (ESMF) is a booklet published by the Reform Support Unit (RSU), and the Education and Literacy Department, Government of Sindh. The ESMF has been developed to "further reduce the probability and magnitude of the potential negative impacts and to improve the environmental performance of the program."

PPRS translated the framework into Sindhi and distributed the booklets among the entrepreneurs during the orientation.

Inspection Survey of 200 Schools under Phase I

An inspection survey of 200 schools selected under Phase I of PPRS was conducted to confirm the present status of schools, to ascertain head count, actual enrolment and



attendance for dissemination of text books and conformity of infrastructural conditions with the stipulated criteria. A series of surprise visits were carried out as part of the survey to eliminate the incidence of bias and to record information as per the actual conditions of the schools.

The 2nd round of the inspection survey was conducted during April-May 2010 across the target schools. Gaps were found between the enrolment submitted by entrepreneurs as part of the monthly reports and headcount taken at the time of inspection. The subsidy was adjusted accordingly.

Contract Signing for Phase II Schools

The contracts were signed with the 79 entrepreneurs for 98 selected schools selected under Phase II. A Sindhi supplement was also provided to the entrepreneurs to help them in clearly understanding the key points.

Toolkit for Entrepreneurs

The Sindh Education Foundation (SEF) developed a toolkit for entrepreneurs to help them in establishing and running effective schools. The toolkit provides a framework and guidelines defining quality protocols for the SEF schools, to ensure that high standards of education are offered to the disadvantaged and marginalized children of Sindh.





Integrated Education Learning Program

Public Private Partnerships for Education Reforms

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, SEF plans to extend financial as well as technical support to 1500 new and existing private schools (private/community/trust owned, etc.) through the per child subsidy model. Atleast 400,000 children of ages 5 to 18 years will be the ultimate beneficiaries. While new schools will be supported in 13 districts including Jacobabad, Kashmore, Shikarpur, Ghotki, Sukkur, Nausheroferoz, Jamshoro, Matiari, Hyderabad, TandoAllahyar, Mirpurkhas, Tando Mohammad Khan and Karachi, existing school setups across all 23 districts of the province can qualify 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 meaningful teaching-learning activities for children.

Duration: 2 years

Funded by: Government of Sindh

Cost: PKR 2,085.109 million

Target schools: 1500 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.

Objectives:

- To serve the most underserved areas of Sindh through provision of educational opportunities under Public Private Partnership.
- To encourage private sector organizations to help the government for addressing access and quality issues in education in the most undeserved areas of Sindh.
- To promote long-term public-private partnerships by providing per child fee subsidy to the private sector in order to create greater access to education in marginalized areas of Sindh.
- To supplement government policies vis-à-vis UPE through improving educational facilities for out of school children and youth especially girls.
- To extend free and flexible learning opportunities at grassroots level under PPP.
- To encourage gender quality.

Interventions:

- Support to 1500 schools in partnership with local entrepreneurs/NGOs/CBOs/trusts. These include:
 - 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
- Institutional development
 - Capacity building of partners including implementing partners, school heads etc
 - Provision of per child subsidy to schools
 - Provision of learning resources for classrooms
 - Provision of free textbooks
- Professional development of teachers
 - Trainings and refreshers for teachers
 - Learning support
- Student assessment
- Research & Monitoring
 - Verification surveys
 - Baseline surveys
 - School inspection surveys
 - Ongoing monitoring of schools
 - Research

Key Activities:

Printing and Dissemination of Advocacy Material and Application Forms

To create awareness about the Foundation's latest initiative, a range of materials were developed and printed, including brochures containing programmatic overview, flyers with









brief descriptions of the school criteria, checklist highlighting information regarding the required testimonials, application form and booklets, parents and teachers consent forms, posters etc. The IELP application forms were disseminated from SEF head office in Karachi and regional offices in Hyderabad, Sehwan, Larkana, Khairpur and Umerkot. To ensure availability of forms across all districts, the forms were disseminated from the EDO offices of the following districts:

- 🖌 Jacobabad
- Kashmor
- Shikarpur
- 🖌 Ghotki
- 🗸 Sukkur
- Nausheroferoz
- Jamshoro
- Matiari
- TandoAllahyar
- Mirpurkhas
- Tando Mohammad Khan
- 🖌 🖌 Badin
- 🖌 Thatta
- 🖌 Dadu
- Benazirabad
- Sanghar
- QamberShadadkot

Two SEF staff members were deputed at EDO office in each district for this purpose.

Publication of Advertisement / Call for Applications

A series of advertisements were published in English, Urdu and Sindhi newspapers namely DAWN, JANG, Ibrat, Kawish, etc to invite potential individuals and organizations for partnership under IELP.

Orientation of SEF Staff

One-day orientation for SEF regional and head office staff stationed at the regional offices and collection points was held in Karachi. 23 teams comprising 2 members each were



formed for the exercise. The allocation of districts, roles and responsibilities, fund management processes etc. were explained in detail.

District Level Orientations

District level orientations were organized to create awareness about IELP, and to encourage local community members and organizations to partner with SEF and mobilize support for the program. The main objectives were to highlight SEF's core initiatives under public private partnership and invite local stakeholders to participate in the program for promoting education at the grassroots level. The orientation events were led by SEF's regional offices and Executive Officers, and facilitated the potential applicants to better understand the eligibility criteria for partnering with SEF under IELP. District wise details of orientations are tabulated below:

S.no	District	Date	Venue	Name of Chief Guest	Total no of participants
1	Benazirabad	29th January	Khoja Auditorium	Razi Khan Jamali, EDO	214
2	Mirpurkhas	2nd February	Bhittai Cultural Hall	Mr. Ajizd Damrah, Advisor to CM	208
3	Shikarpur	2nd February	Gymkhana Hall	Dr. Saeed Ahmed Mangnejo, DCO	103
4	Umerkot	2nd February	Field Office Umerkot	Syed Sardar Ali Shah, Renowned Writer	209
5	Dadu	3rd February	Gymkhana	Barrister Pir Mujeeb-ul-Haq	111
6	Sukkur	6th February	Hotel Red Carpet	Noman Islam Sheikh, MNA	256
7	Hyderabad	7th February	Indus Hotel Hyderabad	Ms. SharmilaFarooqi ,Advisor to CM	278
8	Larkana	12th February	Hotel Sapna Inn	YaseenShar, DCO	178

Media Campaign for Promotion of IELP

An advocacy campaign on a larger scale was planned to spread awareness about IELP that not only ensures the provision of free quality education for the marginalized, but also engages stakeholders to take ownership of this initiative at the grassroots level. Based on this idea, a documentary of 12 minute duration was made. The shooting/ filming was outsourced while the story board was developed in-house by the SEF team. The documentary was played at all the orientation events and also distributed among the invitees. As part of the advocacy campaign, a TVC (mini documentary) for the duration of 0.59 seconds was also filmed and aired on Mehran TV.

Collection of Enrolment Data from 302 Existing Schools:

The enrolment data from 302 existing schools now merged in IELP (formerly under SEF's Community Supported Schools, Fellowship Schools and Home School programs) was collected. The data was collected for the purpose of releasing the first tranche of subsidy to the existing schools.

Release of Teachers' Salaries

Teachers' salaries for the period Dec 2009 to Feb 2010 for 302 existing IELP schools were released to the respective partner organizations.



Signboards for IELP Schools

The signboards to be installed across 1500 IELP schools were developed by SEF. 302 were distributed to the school operators for the existing schools.

Digitization of IELP Applications

In round 1 (which was from January 18 to Feb 18, 2010), 7,500 applications were issued out of which 4,947 applications were received from across 23 districts. The screening and data entry of round 1 was carried out at the Hyderabad Office under the supervision of M&E Unit. Details are as under:



- Total no of applications received: 4,947
- Applications rejected due to incomplete documents: 368
- No of applications entered for further verifications: 4,579

In round 2 (from Feb 19th to March 18th 2010) 2,543 applications were received from 23 districts. The screening and data entry of round 2 was held at Hyderabad Office. The brief status of applications is presented below:

- Total no of applications received: 2,543
- Applications rejected due to incomplete documents: 140

Pre-qualification and Hiring of Research Firms

A comprehensive process, in accordance with the SPPRA Rules, was followed for hiring services of research firms for carrying out third party verification of the shortlisted school sites.

The advertisements for the prequalification of research/survey firms were published in English, Urdu and Sindhi newspapers namely, DAWN, JANG, Ibrat and Kawish. The advertisements were published separately for baseline survey of 302 SEF supported existing schools and verification survey for the selection of 1200 schools from primary to secondary across 23 districts. A total of 45 research/survey firms applied for baseline survey and 32 firms for verification survey. Details of screening and shortlisting are provided below:

Application Status	Baseline Survey	Verification Survey	Total
Total Applications	46	35	81
No. of Applications short listed	15	13	28

A total of 81 applications were received against the advertisement. Out of 81 applications, a total of 28 applications were short listed against the stipulated criteria which included relevant experience, outreach, human resource strength, financial credibility etc.

Firms which scored above a certain threshold were short listed, the rest were rejected. The technical proposals of shortlisted firms were reviewed by an External Committee which comprised members belonging to renowned development organizations and academia.

After negotiations, the bids were finalized and district wise survey jobs were allocated. To ensure quality of data collected by research firms from 4,567 shortlisted school sites, services of 2 technical supervisors and 23 individuals were hired.

The research firms were provided a detailed orientation on the survey tool and protocols of survey administration.

Baseline Survey

The baseline survey was carried out from June 3rd to June 15th 2010 in Khairpur, Sukkur, Larkana, Qamber, Jacobabad, Dadu, Sehwan, Jamshoro, Mirpurkhas, Umerkot, Matiari, Tando Mohammad Khan and Sanghar districts. The supervision was carried out by the IELP staff, field coordinators of the respective districts and regional staff.

Signing of MOU with 302 Existing Schools

Contract signing with the school owners and partner organizations of 302 schools was held at SEF Head Office spanning over 5 days. The invitees were given a detailed orientation on the new project and subsidy amount (in shape of demand drafts) was handed over – this also included cost for textbooks and student assessment. Details are tabulated as under:

- For 302 IELP existing schools, per child per month subsidy was determined on the basis of enrolment. This included staff salary and school operating cost. Subsidy rate of rupees 300 per child per month was released for the period July 2009 to June 2010.
- The new academic session in the 302 existing IELP schools commenced from April 2010. The cost for children's text books (based on enrollment) at the rate of Rs. 225 per child was released to the school owners. All the school owners were required to submit details of text books purchased along with bills/invoices to SEF.
- The annual assessment cost released to schools amounted to Rs. 125 per child.

Details of financial support are tabulated as under:



IELP (EXISTING SCHOOLS)	SUBSIDY (JULY 09 TO MARCH 10)			SUBSIDY (APRIL 10 TO JUNE 10)			TOTAL SCHOOL SUPPORT COST (2009-10)
	Enroll.	@	Amount (Rs.)	Enroll.	@	Amount (Rs.)	Amount in Rupees
Former Fellowship Schools	14,272	300	38,534,400	14,957	300	13,461,300	56,990,900
Former Community Supported Schools	8,171	300	22,061,700	8,317	300	7,485,300	32,215,050
Former Home Schools	5,995	300	16,186,500	6,735	300	6,061,500	24,346,250
Total	28,438		76,782,600	30,009		27,008,100	113,552,200

IELP Existing Schools	Text books cost
FSP	3,211,200
CSSP	1,715,175
HSP	1,348,875
Grand Total	6,275,250

IELP Existing Schools	Assessment cost
FSP	1,784,000
CSSP	952,875
HSP	749,375
Grand Total	3,486,250





Rural Based Community Schools

Strengthening community schooling for access to quality education

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.

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.

Objectives:

- Increase access to quality education.
- Reduce poverty by providing employment opportunities at grassroots level.
- Increase access to primary education through establishment of 250 rural based community schools.
- 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.
- Design need based and locally relevant educational content for literacy, numeracy and life skills.

Interventions:

- Establishing 250 schools in partnership with local NGOs
- Institutional development
 - Capacity building of NGO partners
 - Formation and strengthening of Parent Management Bodies
 - Hiring of 500 local teachers

- Infrastructural uplift of school buildings
- Provision of furniture, fixtures and electrical fittings for schools
- Provision of learning resources for classrooms
- Provision of free textbooks
- Professional development of teachers
 - Trainings and refreshers for teachers
 - Learning support
- Research & Monitoring
 - Baseline survey
 - School monitoring

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 ShadabadOrganization (VSO)
Hyderabad	Sindh Development Society (SDS)
Mirpurkhas	Jaggarta Social Welfare Organization (JSWO)
Sanghar	DEVCON





Key Activities:

5-Day Teacher Training of RBCS Teachers

District based trainings were carried out for 250 teachers of Behtareen level 1 module. The RBCS academic module offered in schools is an accelerated multi-grade program that aims to provide competencies of grade 5 of the National Curriculum within a three year period. Behtareen is a three stage academic module offered to children under 9 years while Taiztareen is a one year fast track program for children between the ages of 10 to 14.

Training of 750 Parent Management Body Members

For effective school management and administration, Parent Management Bodies (PMBs) were formulated at school level with teachers, parents and community representatives as its key members. Since SEF believes in continually enhancing the capacity of its stakeholders, 2-day district level trainings were carried out for 750 members of PMBs, 3 from each school. The training aimed to introduce and refresh concepts of effective school management, record keeping and handling of day to day administrative and academic issues of the schools.

Dissemination of Furniture, Fixtures and Learning Material

Strengthening schools as institutions with conducive learning environments is at the core of SEF's quality assurance mandate. To equip RBCS schools to function as viable spaces for learning, SEF provided furniture, fixtures and electrical fittings to 250 schools. These essentially included tablet chairs, teacher chairs and desks, almirahs, ceiling fans, energy savers etc.

Dissemination of Free Textbooks of Behtareen

Student wise sets of Behtareen coursework were disseminated to 250 schools through district level partner NGOs.







Inspection of 250 RBCS Schools and TNA

Visits were carried out to RBCS schools to assess progress and address issues post establishment. Training and development needs of RBCS teachers were also assessed through rapid TNA carried out by SEF's training team.

Training of NGO Representatives

SEF works with 10 NGOs, one in each target district, for project implementation. The implementing partners are responsible for 25 schools in their respective districts. To assist partner NGOs for effectively meeting project targets, SEF organized a 3-day capacity building workshop in Karachi. 20 representatives from 10 NGOs attended the workshop.

Teacher Training Refresher

As a follow-up to the teacher training organized for Behtareen teachers, refresher workshops were held at the district level. The refreshers were attended by 250 teachers with the purpose of revisiting critical academic concepts as well as discussing and reflecting on classroom issues.

Hiring of Taiztareen Teachers

For the fast track one year academic module, Taiztareen, an additional 250 teachers were hired. The selection was made through a comprehensive and transparent process that involved the project team, SEF regional officials as well as NGO representatives. The candidates appeared for written tests. Those that cleared the tests were interviewed and final selection was made on the basis of performance in both tests and interviews. Female candidates from the same village (where the school is located) were given preference.

Monitoring of 250 Schools

As per PC 1 deliverable, annual program monitoring was carried out by NGOs. SEF provided technical support to the implementing partners for carrying out the monitoring exercise. An introductory session on the monitoring tool developed by SEF was carried out in Hyderabad. The session was attended by 20 representatives from 10 NGOs and RBCS field and head office based staff.

Assessment of Behtareen Level I

Student assessment of Behtareen level 1 was conducted, results of which were shared with partner NGOs. On successful completion of the first level, students moved to the next level as Behtareen is a progressive three phased module. Following is a summary of assessment results:









No. of District	No. of Schools	No. of Pupils	Highest Marks	Percentage	Excellent/ v. good	Good	Need Improvement	Failures
Karachi	25	520	229	63%		141	367	26
Qambar Shahdadkot	25	584	296	77%		168	393	
Dadu	24	590	306	84%	9	167	299	97
Hyderabad	25	800	505	84%	20	177	313	295
Mirpurkhas	23	778	314	86%	58	160	221	339
Sanghar	24	724	329	90%	5	274	281	179
Sukkur	25	550	350 (2)	96%		287	8	
Larkana	25	798	319	88%	36	191	561	2



5-Day Training of RBCS Teachers on Taiztareen

5-day district based trainings were carried out for 250 newly appointed Taiztareen teachers. The training aimed to introduce the fast track coursework and its philosophy and pedagogy to the teachers.



Early Learning Program

Institutionalizing quality reforms in preprimary education in government schools

Early Learning Program (ELP) is the Foundation's initiative aimed at institutionalizing Early Childhood Education (ECE) classes in 150 government schools across 5 districts of Sindh namely Tando Muhammad Khan, Badin, Khairpur, Ghotki and Nausheroferoze. Key intervention areas include improving the physical and academic environment within public schools targeting pre-primary classes.

Duration: 4 years

Funded by: Government of Sindh

Cost: PKR 160.711 million

Target schools: 150 existing government schools

Districts: Tando Mohammed Khan, Badin, Khairpur, Nausheroferoze and Ghotki

Estimated beneficiaries: 15,000 children

Focus: Quality reforms in pre-primary education.

Objective:

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

Interventions:

- Ongoing professional development of teachers of kachi to grade 2 (phase wise)
 - District based trainings
 - Refreshers
 - Learning support
- Strengthening early learning set-ups in government schools
 - Hiring of teachers for Kachi classes
 - Infrastructure uplift
 - Provision of furniture & fixtures for pre-primary classrooms
 - Provision of learning material for setting up learning corners
 - Provision of stationery and other classroom resources
- Dissemination of lessons learnt and policy dialogue







- Publications and resources
- Seminars and events
- Web resources
- Research & Monitoring
 - Baseline survey
 - School monitoring

Key Activities:

Professional Development of 150 Lead Teachers

SEF carried out extensive 5-day training workshops for lead teachers across 5 districts on early childhood development. The training covered the High Scope Approach for ensuring quality reforms in government schools. Guidelines and demonstrations on usage of learning kits were provided to the kachi teachers for setting up four learning corners or goshas as part of the training program.



District Level Meetings with Stakeholders

To mobilize support for the program at the district level, exclusive meetings were held with the respective EDOs, school heads and lead teachers of the target schools.

Commencement of Kachi Classes Across 150 Schools

As per PC 1, kachi classes were initiated in 150 schools and students were enrolled.

Provision of Stationery to Schools

Schools were provided stationery items for teachers and students.

Launch Seminar

An event was held at Karachi to mark the implementation of ELP in Sindh, and was attended by officials from the government, NGO and civil society representatives.

Ongoing Field Visits

A series of field visits were carried out by SEF team to assess the status of target schools, identify implementation issues and provide school support.

Furniture and Learning Material Dissemination

Furniture and learning material for the Kachi classes were delivered to the ELP schools. School furniture included student chairs, customized square tables, office tables, almirahs/book shelves, teacher chairs, baby bancos and wheel chairs. Additionally electrical fittings comprising ceiling fans, energy savers, exhaust fans and other material like student bags and stationery were also provided.

Teacher Training Refresher

3-day teacher training refresher was carried out for 150 lead teachers of ELP across 5 target districts. The objectives of the training were to refresh concepts of the National ECE Curriculum and the High Scope Approach, and to facilitate teachers in effectively setting up and managing vibrant early learning environments in schools.

School Monitoring

School monitoring was carried out across 150 schools to gauge the current status against project goals.



GRANT-IN-AID SCHEMES

Adopt-a-School Program Child Labor Education Program Women's Literacy and Empowerment Program


Adopt-A-School Program

SEF's flagship public private partnership initiative, the Adopt-a-School Program (AASP) 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 private sector involvement for the purpose of bringing transformation in public schools of Sindh. It has also been replicated at the national level. Most of the adopters have contributed significantly in terms of financial and material resources resulting in conspicuous improvements in school infrastructure and school environment.

Number of adopted schools: 186

Districts: Karachi, Hyderabad, TandoAllayar, Matiari, Benazirabad, Jamshoro, Mirpurkhas, Thatta, Shikarpur, Khairpur, Nausheroferoze & Badin

Key Activities:

School Adoptions

During the year 2009-10, 22 schools were adopted and following activities were carried out in this regard:

- After receiving applications from potential adopters, need assessment of 45 schools was carried out. During the visits, data was collected from schools and possible areas of intervention were identified.
- Coordination meetings and correspondence with City District Education officials were carried out on a regular basis for facilitation during and after school adoptions.
- After the completion of mandatory requirements, school adoption meetings were
 organized to sign the school adoption forms. All stakeholders, including CDGK officials,
 school management, SMC members and adopters were briefed about the program,
 its scope and workings, as well as the roles and responsibilities of each stakeholder.
 Adopter wise detail of schools adopted during the fiscal year 2009-10 are:

Annual Evaluation Survey

As part of its program support and strengthening component, a program review exercise was undertaken to assess the status of adopted schools both at school and stakeholder levels. In this regard, school visits were undertaken across adopted schools in Karachi and the interior. Discussions were carried out with adopters to understand the issues the adopters and school management faced in their partnership. The exercise also aimed at the revival of government schools to provide better quality education to the underprivileged children. Efforts were made to improve coordination amongst different stakeholders and strengthen public private partnership for visible and sustainable quality reforms at the

Adopter	Schools adopted
Mr. Zahid Latif, Focal person, the Rabia Azeem Trust, Karachi	 Government Boys Lower Secondary School, Hatim Ali Alvi Government Boys Primary School, Ghazi Khan Jackson Bazar, Keamari Government Girls Primary School, Ghazi Khan Jackson Bazar, Keamari Government Boys Primary School, R.B Shiv Ram
Aijaz Awan, Individual	 Government Girls Primary School, Abdullah Gabool Government Girls Single Section High School, Sachal Goth
Mr. Athar Adil Malick and Dr. Sina Aziz	 Government Boys Primary School, Chandio Village Government Girls Primary School, Chandio Village
Ms. Farhat Naz Qureshi, Skill Development for Urban Youth (SDUY)	 Government Girls Primary School, Airport Karachi Government Boys Primary School, Airport Karachi Government Girls Secondary School, Airport Karachi Government Boys Secondary School, Airport Karachi
Mir Ghulam Ali Khan Talpur, Badin	13. Government Girls Primary School, TandoGhulam Ali
Mr. Nisar Ahmed Soomro, Nishat Welfare Organization, Badin	 Government Primary School, Korejo. Government Primary School, Roshanabad. Government Primary School, Luari Sharif II. Government Primary School, Amir BuxKorejo. Government Elementary School, Khan Sahib Abdul Rehman Government Girls Primary School, Khan Sahib Abdul Rehman
Mr. Abdul Ghani, President, Fisher Folk Development Organization (FFDO)	20. Government Boys Primary School, Kakapir Village, UC 4, and Keamari Town
Mr. Abdul Wahid Uqaily	21. Government Boys High School, Akhund Baradia, Thatta
Mr. Syed Shabahat Ali, Nazeer Foundation, Kathore	22. GGMS Pehlwan Goth Kathore





school level. It was also envisaged that as a result of this survey, an updated repository of adopters' information and contributions would be compiled and showcased for wider dissemination and awareness regarding the program in particular, and case studies of public private partnership in general. During the survey following activities were carried out.

- Tool development and finalization
- Field plan preparation
- Data collection
- Profiling of adopters
- Data entry and analysis
- Report writing

CAP Visit to Adopted Schools

In November 2009, in collaboration with SEF, CAP carried out a school outreach tour followed by "Shanakht Festival" at the Child Development Center (CDC) and 05 adopted schools. The festival provided students and teachers a glimpse into the rich history of Pakistan through a series of interactive activities. It also provided an opportunity to teach students to have a better perception of who they are as Pakistanis, and for initiating a discussion about the history of Pakistan.

For replication in other schools, at least 8 other government adopted schools were visited and briefings were held with the school management regarding CAP's intervention.

Token of Appreciation for Adopters

To appreciate the efforts of adopters for the improvement of government schools, a gathering was arranged at SEF Head Office. Selected adopters and school heads were invited to receive tokens of appreciation from MD, SEF Professor Anita Ghulam Ali (S. I). School bags, educational CDs and blankets provided by the US Consulate were also handed over.

Adopters' Initiatives at Hatim Ali Alvi Campus

The Rabia Azeem Trust adopted the Hatim Ali Alvi campus comprising 05 schools. The Trust undertook renovation work in the campus which included refurbishment of rooftop, boundary wall and washrooms, white wash and installation of school sign boards.

In addition to improving the school infrastructure, the adopter also took steps to upgrade the quality of teaching-learning in the schools. For this, 5-day teachers' capacity building workshop was organized for the morning and noon shift teachers. The workshop was sponsored by Pakistan International Container Terminal (PICT) and focused on new teaching techniques including activity based teaching methodologies.

Inauguration Ceremony of Newly Constructed Building

The MOA II GBSS, had been adopted by Ex. Governor Sindh, Lieutenant General (R) Moinuddin Haider. The entire school building was reconstructed with the financial support of a philanthropist Mr. Aziz Abdullah Rakla, who contributed PKR 8,000,000 for the task.

An inauguration ceremony was organized for the new building with Senior Minister for Education and Literacy, Pir Mazhar-ul-Haq, Mr. Aziz Rakla, Lieutenant General (R) Moinuddin Haider, and members of the community in attendance. Mr. Haider thanked Mr. Aziz Rakla for his generous gift in the shape of a modernized school building with fully equipped science and computer labs and library to the community of Sultanabad and the government. Furthermore, Mr. Hyder requested the Senior Minister to upgrade the school up to college level so that the students of the vicinity could benefit.

The Senior Minister appreciated the adopters' efforts and the contribution from Mr. Aziz Rakla, and endorsed initiation of higher secondary classes in the school.









Child Labor Education Program

Child Development Centre (CDC) in Sher Shah, Karachi was set up in 2000 under the Child Labor Education Program (CLEP). Sher Shah Colony is located close to the SITE industrial area. It has several localities and sub-colonies. Small shops, restaurants, auto-workshops and vending businesses are found in the vicinity. Formal sector industry in SITE offers employment to many people of different vocations in Sher Shah. A number of people own business 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 the day time on the main road.

CDC is the primary unit of CLEP and is housed in a five storey building. It operates on a 9: 00 a.m. to 8: 00 p.m. basis, 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 the community members to engage their children further in center level activities. 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 the development of vocational skills for children as part of learning and income generation.
- To strengthen relationships with parents, employers and other stakeholders for their participation in the child's self-development process, and improve 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.

No. of working children		Total	No. of working children		Total	Net Total	
	Boys	Girls		Boys	Girls		
	142	73	215	42	53	95	310

Key Activities:

Health Education

Educating children as well as communities about health and hygiene issues is an integral

part of the academic framework at CDC. Engaging activities and sessions are carried out on a regular basis to increase awareness on key issues, and apprise children regarding preventive measures. During the period under review, different sessions on common ailments, pollution, cleanliness etc. were carried out. Informative sessions were also organized for mothers to help them become more aware of healthy living practices since health has a direct impact on children's learning.

As part of the health education component, a dental health camp was arranged with the support of Altamash Dental Institute. 177 children were examined and medicines were distributed as part of the initiative.

An eye camp was also arranged at CDC with support of the Al-Ibrahim Eye Welfare Hospital, Malir. Details are tabulated as under:

No of children examined	282
No of children who were provided medicines	30
No of children who were provided glasses	29

Living Values Education

The academic framework at CDC is unique; it integrates traditional curriculum standards with life skills and values to help children groom themselves as better students and members of the society. Through structured awareness sessions and informal methods, the importance of values like respect, truth, love, cooperation and honesty has been reinforced. Drawings, discussions, storytelling, group work, creative writing, poems and quizzes were some of the activities that were carried out during the reported period to convey the thematic messages.

Activity Based Learning

To promote learning as an experiential process, the teaching staff at CDC makes continual efforts to engage children through different activities that encourage children to express themselves openly, to undertake research as part of learning and to think critically. Creative writing, storytelling, group discussions, and science experiments are some of the methods teachers adopt to make learning a participatory and creative process for children. During the reporting period, presentations were also introduced as part of the activity based learning framework to not only boost confidence and improve general knowledge, but also motivate children to learn about the research process and absorb meaningful information for their assignments.

Announcement of Results

Parents were invited to a meeting at CDC for announcing results of the annual examination. At least 111 parents attended the meeting. The teachers shared student results and highlighted areas where parents can render greater support for improving children's learning outcomes.





Event Celebrations

Continuing the tradition of celebrating days of national and international significance, the following events were celebrated at CDC:

- Pakistan Day
- Independence Day
- Literacy day
- Eid
- Universal Children's Day

Session by CAP

The Citizens Archive of Pakistan (CAP) conducted a session at CDC to expose students and teachers to the rich history of the country. The session focused on events which took place between 1940 and 1950.

Support by ICI Pakistan

To benefit children, teachers and community members, ICI Pakistan organized a session on health and art and craft competition at CDC. A doctor was invited to speak about general health and hygiene issues and explain preventive measures to curb incidence of ailments. The program concluded with lunch and gifts were distributed to the children by ICI.

Outdoor Visits

Recreational activities are a crucial part of the learning scheme at CDC and provide opportunities for both exposure and entertainment to the children enrolled.

- A visit to PIA Planetarium was organized and a group of 100 students and 13 staff members visited the Planetarium. The students learnt about the universe and solar system and also watched a documentary on Pakistan.
- CDC Children and teachers also visited the PAF Museum.

Library

At CDC, children are encouraged to read books. For inculcating the love for reading, a library has been set up to benefit both teachers and students. By attending the library on a regular basis, the students are able to not only access more information but also learn to respect books.

Embroidery Classes

Weekly embroidery classes were arranged at CDC giving an opportunity to children to learn zariwork. Ms. Shahida Mansha, a skilled entrepreneur running her own clothing business, offered to carry out classes for CDC children.

Community Mobilization

Concerted efforts are made to engage the local community especially mothers and employers in the learning process at CDC. Meetings and visits are organized to inform them regarding developments at CDC. In this regard, the following were undertaken during the reporting period:

- Since parents play a vital role in their child's development, regular meetings are held with parents to discuss the child's progress. Additionally, visits are also conducted to the students' houses to address issues pertaining to absenteeism.
- Working children spend up to 8-10 hours of their time with employers; therefore, employers play a crucial role in the learning process of working children. Regular visits to the student' workplaces are carried out to maintain a regular interface with employers in order to sensitize them towards children's learning and development needs on a regular basis.
- General mobilization visits to spread awareness about education, and education of working children in particular are carried out regularly by the CDC field staff. The purpose is to mobilize employers and parents to get children enrolled in CDC. During the reporting period, more than 200 visits were carried out and at least 97 new working children were enrolled.
- Meetings with mothers are organized on quarterly basis to share their children's progress, address issues related to health, hygiene and absenteeism and to mutually find solutions which are beneficial for children.





Women's Literacy and Empowerment Program

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. Currently 26 Women's Literacy & Empowerment Centers (WLECs) are functioning.

- Number of centers: 26
- Number of adult learners (women): 986
- Districts: Malir, Karachi, Sehwan and TandoAllayar

Center Monitoring and Assessment

Regular monitoring visits were carried out to centers for collecting information about the status of each WLEC. The visits focused on observing classes in session, providing support to teachers during lessons if required, checking records, addressing communal issues impacting learner and teacher attendance etc.

Monitoring of ECD classes in Sehwan was conducted by the team and learning facilitators were observed on indicators like classroom interaction, student engagement strategies, usage of learning material etc.

The 3 Bilal Colony centers run by AKU-SON in partnership with SEF, were also visited for monitoring and support purposes. Special academic support sessions were also organized for the teachers by SEF. These sessions were conducted by the Program Advisor and expert on adult literacy Professor Rehana Mughni.

Capacity Development of Learning Facilitators

Under the curriculum enrichment and capacity development component of WLEP, a 3-day workshop was undertaken for the WLEP stakeholders including facilitators, assistant facilitators and the program team. The training aimed to provide the stakeholders with skills, awareness and information to help them work on effective content delivery, and to inculcate commitment towards learners. The training also enabled participants to understand and apply innovative teaching techniques with greater involvement of learners. It mobilized community and family involvement for women empowerment, and persevered to enhance the quality of education.

As part of the J&J supported interventions in WLEP, SEF initiated a process of compiling theme based post literacy material for adult women learners. Given the dearth of learning resources for adults which are attuned to their contextual realities, concerted efforts were made to engage learners and communities in conceptualizing themes for generating learning material which can be used to supplement the literacy curriculum being taught to adult women. SEF's adult literacy expert and practitioner Professor Rehana Mughni, who

conceptualized this learning for empowerment initiative, has developed a range of stories, case studies, poems and role plays around the following themes with andragogical guidelines for teachers. The key themes covered are:

- Self, identity and empowerment
- Being a woman
- Self esteem
- The many roles of woman in the family network
- Woman as an impetus for community development
- Democracy starts from home
- Rights of women (voting, marriage, decision making)
- Personal hygiene and health
- Pre and post natal care and early childhood development
- Economic empowerment through entrepreneurship
- Case studies on common and serious illnesses

The themes deal with issues of empowerment including education, health, rights, child rearing, family etc. Each theme is covered through multiple chapters and learning activities and teaching guidelines are developed with each chapter to facilitate teachers in effectively using this material. Based on the philosophy of generative curriculum, the learning material is indigenous, interactive, learner centered, and promotes the concept of lifelong learning. It is also hoped that the material will fill the void for contextually relevant and integrated learning resources for adult learning.

In order to provide detailed orientation on the reader "Ujli Rahein", the training was organized for the teachers of WLEP as well as the program staff who are responsible to provide learning support to teachers. The objectives of the training were:

- Introduction to the qaida;
- Detailed orientations regarding the andragogical aspects of the qaida;
- Lesson planning based on qaida themes and linking these to community level interventions.

For the Bilal Colony centers, a similar training for the newly appointed teachers was also organized. The objective was not only to introduce the qaida but also develop understanding regarding critical aspects of adult literacy, andragogy, self- awareness, democratic processes etc. The workshop was highly interactive and allowed trainees to learn through role plays, demonstrations, presentations, discussions, brainstorming etc.





Cluster Based Program Reviews

Quarterly program reviews are held for collective and participatory assessment of center progress; the reviews are attended by all stakeholders including teachers, learners and community members. Spanning over 3-days, these reviews not only aim to take a holistic and evaluative perspective of center performance, but also facilitate teachers in academic and administrative matters.

During the period under review, the focus of these meetings was increasingly geared towards providing capacity building support to the LFs and addressing issues faced in the classrooms on daily basis. The first two days were dedicated to capacity building sessions and on the last day a meeting was held with the local women bodies to mutually resolve administrative and communal issues faced by the centers.

Post literacy, awareness on critical women's health issues and how to address dearth of learning material at the centers were some of the issues which were continually brought up during the review meetings.

Dissemination of Post Literacy Material

The post literacy materials developed by adult literacy expert Professor Rehana Mughni were distributed amongst the learners enrolled in WLECs. The learning resource was translated into Sindhi especially for the learners of Sehwan cluster.

Awareness Raising

To bring women into the mainstream of the development process, they must be aware of their rights. The women enrolled in WLECs are disempowered, marginalized and burdened with household responsibilities. With little knowledge or time for their own health and well-being, they often suffer from diseases and ailments which preventive measures and information could very well avert. Since their well-being is directly linked to that of the family and especially the holistic development of children, it is imperative that women must be motivated for self- development and health consciousness.

To improve the state of women's health and children's well-being, regular awareness sessions are carried out at the center and community level not only to provide information to women, but also to sensitize communities especially the male members towards these issues.

The sessions conducted during the period under review focused on issues like antenatal and postnatal care, general health issues, usage of medicine and ORS, AIDS, TB, Hepatitis, reproductive health etc. The sessions were conducted by the LFs as well as the project team members.

The community awareness sessions were organized at each WLEC in collaboration with



the implementing partners at Karachi Tando Allah Yar and Sehwan. At least 700 women and community members benefited from the sessions.

Quarterly Meetings with Women Bodies

Quarterly meetings were conducted with women bodies i.e. AGNSCD and GNACD. Meetings were also conducted with the implementing partner in TAY; the Sindh Development Society. The purpose of these meetings was to discuss and identify community issues and evaluate performance.

Continuing Education

WLEP has been regularly providing support to women learners who want to continue their studies beyond what WLECs offer. During the reporting period, 15 learners were enrolled in government schools for continuing education. SEF provided for their books, uniforms, copies, shoes and stationery.



DONOR SUPPORTED PROJECTS

Establishment of 10 CLCs in Sukkur Improving Quality of Education Programme Releasing Confidence and Creativity: Early Childhood Development Programme in Pakistan



Establishment of 10 CLCs in Sukkur – A project supported by UNESCO

In April 2010, SEF entered into an implementation partnership agreement with UNESCO, Islamabad for a one-year project for establishment of 10 Community Learning Centers (CLCs) in Sukkur. Under this initiative, SEF has formalized partnership with the Sindh Development Society (SDS) as a district level partner for project implementation. SEF will be responsible for disbursement of funds to the partner NGO and for technical support which will entail teacher training, provision of learning resources, learner and teacher assessment, monitoring of the CLCs and NGO's progress and donor coordination. The project aims to improve the participation rate of women in social, economic, cultural and political spheres through provision of self-development and empowerment avenues. The Community Learning Centers are envisaged as dynamic learning spaces where the adult women are equal partners in their learning and development process, benefiting not only the women and their households but also the wider community.





Improving Quality of Education Programme

The 'Improving Quality Education Programme" (IQEP) in collaboration with Foundation of Open Society Institute and Pakistan Center for Philanthropy was implemented by Sindh Education Foundation. The project aimed to improve quality of education in selected schools of Hyderabad through an improved teaching-learning process and assessment. IQEP was implemented in 30 schools; 10 government schools, 10 community-based schools and 10 low fee charging private schools, each within Hyderabad cluster of Sindh.

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.

Goal

"Improve the quality of education in select government primary schools, low-fee charging private schools, and community-based primary schools in order to improve student learning, achievement levels, learning environment and teacher competencies."

Objectives

- To undertake capacity building initiatives of teachers in order to improve the quality of teaching and learning process.
- To develop, test and disseminate learning material and teaching aids that can support active-child centered learning.
- To support in developing an environment within the schools that is conducive to learning.
- To engage local communities in managing and strengthening the schools.

Key Activities:

Capacity Building of School Stakeholders

Providing quality inputs to schools for improving the teaching-learning process and making schools more child friendly have been the main thrust of the IQEP pilot phase. In this regard, a series of teacher training and school management workshops were organized by SEF, the details of which are provided below:

Professional Development of Teachers

- A 3-day refresher of grade Kachi to 2 teachers was carried out at Hyderabad which was attended by at least 53 teachers. The over-arching objective was to review the progress of implementation, discuss challenges and shortcomings and revisit the key concepts and themes in the light of classroom experiences, practices and classroom observations. Ensuring effective usage of learning material for activity based and child centered teaching learning practices and understanding the dynamics of student assessment were some of the other training objectives.
- A comprehensive 5-day subject based training was carried out for teachers of grade 3 to 5. The training focused on enhancing content knowledge along with relevant subject specific pedagogy of teachers for subjects like Urdu, English, Social Studies, Mathematics and Science. Some of the key training objectives included improving the content knowledge of teachers in core subject areas, helping teachers in understanding different teaching techniques specifically for the teaching of language (Urdu and English), Social Studies, Mathematics and Science and improving skills of teachers in designing, implementing and assessing different creative activities related to their subjects. 55 teachers participated in the training program.
- As a follow up to the 5 day training session, a 3-day refresher was organized which was attended by 51 teachers. The trainees discussed challenges they faced in the classrooms while implementing new techniques and pedagogies learned during the 5-day training.

Strengthening School Management Bodies

- A 2-day training refresher workshop on "Strengthening School Management for Quality Reform" for school management bodies was organized at Hyderabad. The workshop was aimed at discussing issues and challenges being faced by school management bodies during implementation of action plans developed as part of the 2-day training and the key concepts learnt and better understanding the administrative and academic-administrative responsibilities of school management. Concept and different styles of leadership were also discussed in detail. A comprehensive training manual was also developed and disseminated to the participants. 54 members from 30 target schools participated.
- After completion of the first round of stakeholder training and refresher workshops, the second and final round of training workshops was initiated. The 2-day training aimed to build an understanding regarding the academic role of school management bodies in the school improvement process, encouraged participants to reflect on the terms "Quality and Education", enabled participants to understand and reflect on the core competencies and standards of the National Curriculum. It also helped participants to visualize and understand the process of School Improvement Planning and facilitated





school management representatives in developing action plans for their respective schools. 54 members attended the training.

• The training was followed by a 2-day refresher which was attended by 46 school management representatives.

Community Sharing Meetings

SEF used the school management training forum, which had representation from the communities where the schools operate, to chalk out a strategy for strengthening ties with the communities and parents in order to mobilize them for increased participation in children's education. As part of the trainings, the representatives were encouraged to develop their own school specific plans for organizing community sharing meetings with support from the IQEP team. The main impetus was to create a greater sense of ownership for the school, as well as mobilize the school management bodies for playing a facilitative role vis-à-vis the quality interventions being undertaken in the IQEP partner schools. The objectives of the community sharing meetings were:

- To increase community and parental involvement within the partner schools.
- To enable communities to develop a greater sense of ownership and participation in children's education.
- To explore viable ways to involve communities and parents to enrich the learning environment of the school.
- To encourage participation of parents and communities in school level activities and events especially celebration of special occasions.
- To share and discuss school improvement plans with communities.

School Visits

The school visits were undertaken not only to observe the teaching learning practices but also to provide on-site support to teachers facing difficulties in classrooms. In addition to this, school progress was also discussed with school administration in collective review meetings.

The key objectives of the visits were to:

- Ensure smooth implementation of the teachers training program.
- Observe progression of quality interventions in schools and especially in classrooms.
- Observe usage of learning material.
- Identify issues and challenges that teachers and school management are facing while implementing trainings in the institutional setting.

• Provide on-site support to teachers facing difficulties in applying child centered and activity based teaching methodologies.

The information gathered from the field visits was shared with the school representatives during review meetings.

Student Assessment

Student assessment was an integral part of the quality interventions. It provided useful insights about whether the students reached important learning goals. It was also indicative of the effectiveness of teachers' capacity building programs. In addition to this, it was envisaged to help the schools to devise strategies for further academic improvement.

In this regard a competency based (in accordance with the National Curriculum) student assessment was designed and administered across 12 (4 each from government, low cost private schools and community based schools) randomly selected schools. Since majority



of partner schools are Sindhi medium and they start Urdu teaching from grade 3, therefore assessment was carried out for English and Mathematics only. About 235 students of class one participated in the assessment tests.

Graph-1 describes the overall results of the three types of schooling systems. 230 students attempted the Math test, out of which 104 (45%) students scoring 80% or more marks were considered excellent while, 22 (10%) students scoring less than 33% marks remained in "need attention" category. The English test was attempted by 240 students out of which 33 (14%) students secured excellent position by scoring 80 or more than 80% marks, while 44 (18%) students scoring less than 33% marks stayed in "need attention" category. Also,



the graph indicates that 88 (37%) students in Math and 120 (50%) students scored between 50-79 percent marks depicting above average learning outcomes across the two subjects.

Subject Based Learning Material

Through this project, resources and efforts were geared towards facilitating schools to improve their teaching-learning processes. In this regard, subject based learning material focusing on key subjects i.e. Math, Science, Social Study, English and Urdu, was distributed to schools for grade 3 to 5. It was an interactive set of learning resources provided to each school as part of quality improvement initiatives. The learning material comprised classroom displays, teaching aids, supplementary reading material, books, etc. The LRM was disseminated to all partner schools.

School Incentives:

Apart from the capacity building of school teaching and administrative staff as well as the provision of learning material, SEF provided incentives to programme partner schools. The main purpose of these incentives was to facilitate and stimulate program partners in developing learning friendly environment within school in order to improve students' learning achievements. In this regard the partner schools were contacted to submit a prioritized list of material required for further improvement of the teaching-learning process. After analyzing the school requirements, the material was dispatched to schools.

Monitoring School Performance Reviews (MSPRs)

The MSPRs were an integral part of the project plan. They were envisioned as quality measures to ensure achievement of targets and success of interventions at the school level. Not only were they instrumental in tracking the progress of the school but the program staff also provided need based facilitation to the school staff.

District Level Workshops

The project goal is to ensure quality education in target schools by improving the classroom environment and increasing stakeholder participation. The government being a key stakeholder had to be involved in the projects and thus a district level workshop was organized at SEF's regional office Hyderabad on Feb 23rd, 2010. The objectives of the workshop were:

- To update government officials about the progress of the initiative.
- To discuss challenges faced by the program team while dealing with government schools.
- To highlight success stories and best practices of the program.
- To specify areas where government support was critical.





Releasing Confidence and Creativity:

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 health-care. 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 Kachi 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 Activities:

Children's Newsletter

A publication for ECD classrooms, the CN is an interactive learning resource that provides information on key issues through stories and activities. Following issues were published and disseminated to schools during the reporting period:

- The Children's Newsletter Issue 5 revolved around the concept of being safe on the playground and was titled "Safety during Play". The story, conveyed in dialogues spoken by fictional characters, Goshi and Kachoo, emphasized the necessity of being careful while playing and ensuring the safety and cleanliness of the environment before setting out to play. Hazardous things such as sharp edged objects, broken items, razors, thrown eatables etc. were identified as harmful and how one should dispose litter/harmful things properly was highlighted.
- Children's Newsletter Issue 6 was titled "We are all Friends" and endeavored to portray a message of unity and acceptance and discouraged any kind of discrimination. The

story explained how discrimination can be hurtful for others and reinforced the idea that everybody has weaknesses and strengths and everyone is entitled to fair treatment.

- The Children's Newsletter Issue 7 revolved around the concept of respecting elders and young ones and was titled "Respecting our Elders". The story, conveyed in dialogues spoken by fictional characters, Goshi and Kachoo, emphasized that rude, disrespectful and impolite behaviour is not acceptable and that children with good manners are admired by all.
- Children's Newsletter Issue 8 was titled "H1N1 is a New Flu" and endeavored to portray a message of protection against swine (H1N1) flu. The story explained the symptoms of this new kind of flu and the tips to protect oneself from the fast spreading disease.
- Children love to learn about new things every day particularly those that may impact their lives adversely. The theme for CN issue 9 "Children and Disasters" provided information on various types of natural disasters that can occur such as thunderstorms, floods, fire, bomb scare and earthquakes. Safety measures against disasters were explained in detail so that children could be prepared to handle the circumstances more responsibly. Action plan for survival during such unexpected incidents was also discussed.
- Children have a natural fascination towards animals and they love learning about different creatures including pets at home and wild animals. The 10th issue of CN titled "Animal Rights" taught children to treat animals with kindness because animals are also living creatures like us. Goshi and Kachoo had once again led the children to understand the inappropriate behaviours which could be harmful for the fellow beings.

The Children's Newsletters are circulated across RCC Programme schools located in different parts of the country. Around 6000 copies, in Sindhi and Urdu languages, are disseminated to children in early years classrooms.

Nurture and Parwarish

Nurture is a pioneering publication on early childhood development and provides useful information and insights to parents, teachers and practitioners. Parwarish is the Urdu version of Nurture. During the period under review, following issues were published:

• Nurture and Parwarish Issue 7 were based on the theme "Children and their Environment". The content of the magazine emphasized the significance of providing a healthy and secure environment to children in their homes, schools and their surroundings. The writers provided practical recommendations for parents and teachers for creating healthy environments where children and families can flourish. One feature particularly highlighted the need for environment to be accommodating towards children with mental or physical disabilities as well so that they are also able to participate with a sense of self-reliance and dignity in society. A set of posters and flyer was included with the magazine carrying essential information about various environmental





interventions that can foster healthy development in young children. The English and Urdu versions of the magazine were shared with around 8000 subscribers throughout the country including target school stakeholders as well as educationists, parents and elders, teachers, schools heads and organizations working in the area of ECD, in an effort to educate communities to be better care givers for children.

• The 8th issue dealt with the theme "Children & Additional Support Needs: Learning with a Difference". The featured information aimed to bring awareness about additional support needs and ways to address the pedagogical, institutional and social barriers. Other topics included timely detection of warning signs, inclusive education, and role of parents, teachers and therapists in understanding and responding to the needs of children with ASN. Responsibilities of peers and care givers, as well as the society at large, had been emphasized as well through practical guidelines for promoting an enabling environment for all children. An Organizational Directory was also included in the pack giving an overview of a cross-section of organizations geographically, and across a spectrum of additional support needs that are working in Pakistan and catering to diverse needs of children across the country.

Nurture and Parwarish magazines are circulated nationally to parents, care givers, teachers, school heads and various educational and public and private sector organizations.

Readership Survey for ECD Magazines

In order to gather feedback from the readers of Nurture and Parwarish magazines, a survey was undertaken. People were interviewed telephonically and a questionnaire was developed to document readers' views and reviews as well as their suggestions and feedback on the appropriateness, relevancy and adequacy of the content published in the magazines. Readers provided ideas for future issues, as well as shared instances of situations where they have implemented themes emphasized by Nurture/Parwarish and managed to bring about a positive change in the upbringing of children.

Launch of ECD Mapping Study

The ECD Mapping Study has been developed by SEF as part of the RCC: ECD Programme to showcase organizations working in the field of Early Childhood Development in Pakistan. The study aims to increase access of ECD resources and technical expertise to institutions, groups and individuals interested in improving the situation of children, as well as facilitate contacts among institutions and build up active relationships to benefit the well-being of young children and their families. The publication also seeks to identify ECD related, contextually relevant and meaningful practices which can guide policy advocacy. 5000 copies of ECD Mapping Study were printed and disseminated across ECD institutions and practitioners throughout the country.

ECDPAK Website

Ecdpak.com is an online repertoire of resources on ECD which is managed and updated by SEF as part of the RCC initiative. During the period under review, issues 7, 8, 9 & 10 of Children's Newsletter and Nurture issues 7 & 8 were uploaded, "Ask an Expert" section was updated and inquiries received from subscribers/ readers were shared with various experts and responses were uploaded on the website for benefit of the general audience.

Research Study: Assessment of Institutional Capacity of Government to Implement Early Childhood Education in Pakistan

This study was based on assessment of Institutional Capacity of Government to implement Early Childhood Education program in Pakistan. It also examined implementation of the ECE curriculum and the notion of ECE vs. teaching in katchi class. The importance of teacher training institutes and the difference in view at various governmental levels was assessed. The objective was to specifically ascertain as to which extent the government has capacity to implement ECD as a provision in every school and what challenges may be faced while implementing ECD on a large scale and for sustaining early childhood initiatives.

Research Study: Role of School Management Committees in RCC.

The study was carried out to understand the role the School Management Committees play to encourage and promote the RCC programme in Sindh. The study was carried out in government and community based schools being run by HANDS and AKES,P to assess the nature and extent of SMCs/CBES' work, engagement and contribution vis-à-vis RCC schools and communities. Specifically the objectives of the study were:

- ✓ To understand the role of SMCs in the RCC: ECD Programme.
- ✓ To identify the indicators of effective SMCs.
- To understand mechanisms to effectively engage SMCs for ensuring long term sustainability of the project.
- To identify best practices, approaches, and strategies leading to effective SMC involvement.

Report on Needs Assessment for ECD Practitioners

The needs assessment was conducted to acquire input from teachers, school management, support functionaries and implementing partners working in RCC for identifying capacity building and support areas which could be addressed. The report of the study was shared with the donor.







Advocacy Events



Launching Seminar of Early Learning Program:

A Launching Seminar was organized for the Early Learning Program, an initiative of the SEF under the Public Sector Development Program 2007-2008. Held on 20th August, 2009, the launch event was attended by ECD practitioners, school teachers, members of civil society organizations, government officials, educationists and members of the corporate sector. The forum introduced the ELP program interventions and highlighted the fact that the first years of life are crucial years for children for the development of the cognitive, physical, social and emotional skills.

Hon'ble Pir Mazhar-ul-Haq (Senior Education Minister, Government of Sindh) inaugurated the launch and also presided the event as Chief Guest. He emphasized that investments in early childhood development are critical and will pay tremendous dividends down the road. Lauding the efforts made by the SEF in early years' education he endorsed that institutionalization of Early Childhood Education in 150 government schools of Sindh is a positive step in the right direction. Professor Anita Ghulam Ali -S.I. (Managing Director, SEF) further stressed on the importance of early childhood education in creating a better future for children as well as having a greater positive impact on various social issues in the long run.



Launching Ceremony of Adult Education Reader:

Ujli Rahein (Qaida and Teachers' Guide) is a recent addition to SEF's publications portfolio comprising theme based post literacy materials for neo-literate adult women learners and their educators. The publication was launched in a ceremony held in Karachi on 11th of August, 2009. The publication has been authored by Professor Rehana Mughni (Program Advisor, SEF) who has won various accolades from national and international organizations for her work in the field of adult education and women empowerment. Mr. Nisar Khoro (Speaker Sindh Assembly), the Chief Guest on the occasion, appreciated the efforts made by the SEF in spreading education especially to the marginalized communities. Prof. Anita Ghulam Ali (Managing Director, SEF) spoke about the plight of women in the country and underlined the need for their education and empowerment for achieving development. She detailed the Foundation's initiatives and interventions for the vulnerable segments of society, and underlined that indigenous, interactive and learner centered content made available through the present publication will be useful for educating adult women. SEF's Learning Support Unit (LSU) enacted a story from the publication demonstrating the pedagogy to be used for educating adults. Guest of honor, Ms. Fehmida Riaz, a well-known Urdu writer, poet and feminist of Pakistan, appreciated SEF's contributions towards female education and spoke on the need and importance of women being socially and financially empowered. Mr Igbal Ur Rehman (Director Education, National Commission for Human Development) congratulated the SEF on launching Ujli Rahein and welcomed the publication. Other noted personalities at the occasion included Mr. Yousuf Jamal (Advisor to Governor, Sindh), Ms. Ismat Niaz (Provincial Secretary, Pakistan Girls' Guide Association), Ms. Dilshad Mirza (Deputy Director CIEC, Government of Sindh), Ms. Farhana Igbal (FPCCI), Begum Baji (Mufad-e-Niswan Trust), and Mr. Nasir Masood and Mr. Adnan Ahmed Siddigui from Johnson & Johnson Pakistan (the publication sponsor).



National Road Safety Conference 2009:

The SEF pioneered the implementation of children's 'Road Safety Education Program' in 2006-07. Program's schoolbased initiatives and public education and public advocacy interventions across 100 target schools in Sindh aimed to promote collective efforts and responsibility towards sustaining the initiative and ensuring safer roads for children. SEF, in partnership with Road Sector Development Directorate, Government of Sindh and the Indus Motors Company, also organized the 'National Road Safety Conference' in 2007. SEF and Indus Motors once again joined hands for the second 'National Road Safety Conference' organized in July 2009. The forum attracted a wider array of partners including Shell Pakistan, Road Traffic Injury Research Project, Ministry of Health, Aga Khan University and JPMC. The aim of the conference was to bring road safety at the forefront of national public policy and implementation, and to emphasize the importance of investing in safety mechanisms for reducing road traffic injuries. The importance of creating an integrated support mechanism between various stakeholders including the corporate sector, the health sector, the education sector and the engineering sector to ensure road safety for all was also emphasized. Key note speakers at the event were Dr. ArbabAlamgir Khan (Federal Minister of Communication), Dr. Rashid Jooma

(DG Ministry of Health), Mr Zaiviji Ismail (Managing Director, Shell Pakistan), Mr. Parvez Ghias (CEO, Indus Motor Company) and Mr. Aziz Kabani (Director SEF).

MD, SEF Addresses NCHD Symposium:

To highlight the instrumental role of teachers in providing quality education and for creating a healthy learning environment, a symposium on World Teachers' Day titled "Engaging Teachers' Associations for Achieving MDGs -Universal Primary Education" was organized by National Commission for Human Development and Department of Education, Government of Sindh in collaboration with UNESCO. The symposium took place in a hotel in Karachi on 5th October, 2009 where various renowned and gualified speakers from various organizations talked about vital educational issues such as providing quality education in primary schools of Pakistan, measures for dropout prevention and the role of PTAs in improving quality of education. Prof. Anita Ghulam Ali, (M.D. SEF) was one of the speakers at the symposium, and elaborated on the conducive learning environment in schools. Her presentation was both engaging and informative, and brought up an important aspect of creating an engaging learning environment in schools through enhancing teacher competence, provision of teaching aids, improving infrastructure, and increasing parental and community participation. Other noted speakers on the occasion included Hon'ble Qaim Ali Shah (Chief Minister, Sindh) Hon'ble Pir Mazhar-ul-Haq (Senior Education Minister, Government of Sindh), Ms. Nafisa Shah (Chairperson, NCHD), Mr. Shams Kassim Lakha (Chairman, PCP), Mr. Mohammad Nawaz Jattak (President of Government Teachers Association), Mr. Khurram Badar Alam (NCHD) and Dr. Fareeha Zafar (Director, Society for the Advancement of Education). The various speakers reiterated the core objective of the symposium, which was to emphasize the importance of constructing a healthy learning environment for children.



International Child Rights Day Celebrated:

In November 2009, SEF joined JAGARTTA (an NGO working in Sindh), in commemorating the 20th Anniversary of the UN Convention on the Rights of the Child. Representatives from SEF head office and regional offices and teachers and students from partner schools participated in a rally, along with 150 other participants comprising the Art Foundation, officials from the district government and members of civil society. The rally organized in Mirpurkhas on the Child Rights Day, propagated the importance of education, rights of the girl child, inequities of child labor, need for respecting the rights of children and improving the access and quality of education so that all children get the education and opportunities they need and deserve.



Walk for Literacy:

The 'International Literacy Day' was celebrated throughout Pakistan on September 8 with a view of providing impetus for the literacy campaign in the country. Members of SEF's Learning Support Unit (LSU) together with learners and learning facilitators of the Women's Literacy & Empowerment Program (WLEP) also participated in the 'International Literacy Day' walk in Karachi. The walk culminated at Mazar-e-Quaid where Hon'ble Pir Mazharul-Haq (Senior Education Minister, Government of Sindh) addressed the audience and said that eradication of illiteracy constitutes one of the most significant objectives of the national government.



Discourse on Public Private Partnership:

SEF organized an advocacy event on November 23, 2009 titled "State of Education in Sindh and Role of Public Private Partnerships". The forum was attended by over 150 experts and professionals from both government and private sectors. Ms. Naheed Durrani, the Special Secretary, Finance Department at the time was also present.



PPRS Project Phase II Launch Event:

The launch event was organized by SEF in Karachi in March 2010. The applicants who qualified for Phase II were awarded schools under Phase II of PPRS, adding 98 new schools to the list of 200 existing ones. The Honorable Senior Minister (Education) Pir Mazhar-ul-Haq formally launched the new private schools. Notable personalities from both public and private sector attended the ceremony.





Publications & Resources



Nurture & Parwarish:

'Nurture' and its Urdu version 'Parwarish' were published by the SEF under the Releasing Confidence & Creativity: ECD Programme. The 7th issue featured valuable information on the theme, 'Children and their Environment'. The contents of the magazine emphasized the significance of providing a healthy and secure environment to children in their homes, schools and other surroundings. The writers provided practical recommendations for parents and teachers for creating healthy environments where children and families can flourish. A set of posters and flyers were included with the magazine which carried essential information about various environmental interventions that can foster healthy development in young children. The 8th issue featured information on the theme 'Children and Additional Support Needs'. The issue aimed at raising awareness about issues such as additional support needs, inclusive education and the roles of parents, teachers and therapists in understanding and responding correctly to the needs of children with ASN.



Children's Newsletter:

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. The 5th and 6th issues deal with the themes of 'Play and Safety' and 'Accepting & Appreciating Diversity'. Through illustrative stories, activities and informational tidbits, children have been presented with the concepts of keeping their environment clean so that our surroundings become safe and free from potentially dangerous litter. The 6th issue focuses on the importance of accepting diversity in our lives and about respecting individual differences. It aspired to inculcate in children, the sentiments of tolerance and peace. The Newsletter is one of the primary interventions undertaken by SEF to enhance learning in early years classrooms. The 7th, 8th, 9th and 10th issues dealt with the themes of 'Respecting our Elders', 'H1N1 is a new flu', 'Children & Disasters' and 'Animal Rights'. Important concepts presented through interesting anecdotes and illustrations and activities have been included to reinforce the lessons. Two of the issues emphasized that real happiness comes from respecting and loving those around us. The other issues highlight various global concerns including the H1N1 flu, earthquakes, thunderstorms, fires, bombs scares, and floods. Causes and safety tips are provided to help children cope with such situations.



Sujaag:

The community magazine, 'Sujaag' (Awakening) was successfully launched in February 2009. Published in Sindhi language, 'Sujaag' aspires to reach out to grassroots communities while facilitating and enhancing information sharing in our society. The 2nd issue of the magazine was disseminated to its subscribers which mostly consist of SEF partner school communities in Sindh. It featured articles on lifelong learning, health education, the importance of two-way barrier-free communication between communities and SEF. It also included case studies highlighting the difference education has brought in the lives of people, and an interview with Prof. Oalandar Shah Lakiari, a revered educationist. The magazine included folk stories, illustrations and poems, many of which were contributed by community children. Sujaag is a sincere effort to engage local communities in order to ensure that the educational interventions by SEF are responsive to people's real needs, and contribute to the process of grass-roots level transformation.



ECDPAK Mapping Study:

The ECD Mapping Study carried out as part of the RCC: ECD Programme showcases the nature and scope of work carried out by various organizations in the realm of Early Childhood Development in Pakistan including, health, nutrition and education. The Study aims to catalyze collaborative ECD efforts for reaching the goal of raising healthy, competent and confident children. Basing its findings on extensive desktop research, the Study highlights the importance of early childhood development, explains the situational analysis of ECD in Pakistan, and expands upon the aims and objectives of the RCC; ECD Programme. It finally focuses on details of initiatives undertaken by 29 organizations countrywide. The ECD Mapping Study aspired to strengthen ECD networks within Pakistan and was printed and disseminated to institutions, groups and individuals interested in improving the situation of children, to facilitate contacts among institutions working in the field of ECD and build up active relationships to benefit the well-being of young children and their families and to identify ECD related, contextually relevant and meaningful practices which can guide policy advocacy.



Resource Manuals for Emergency Education:

The Foundation recognizes that education during emergencies is a lifesaving strategy as well as a right that displaced adults and children are entitled to. 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.



Entrepreneurs' Toolkit:

In order to ensure high standards of educational quality provided to children studying in SEF partner schools, a toolkit was prepared and shared with entrepreneurs of the PPRS Project. The document defines a framework for quality protocols which is based on five key elements comprising Good Governance, Standardized Learning Practices, Curriculum Planning, Quantifiable Assessment Techniques and Effective School Management. The administrative and academic guidelines will facilitate SEF partner schools to work independently, as well as collectively to attain high standards of educational quality within the schools.



Resource Guide for Multi-Grade Teaching:

In order to enrich the educational interventions for working children studying in SEF's Child Development Center (CDC) in Karachi, a resource manual was prepared for teaching in a multigrade classroom. The manual comprises guidelines for organizing classrooms to manage teaching and the needs of students more effectively. Lesson planning, assessment methods and record keeping are explained through examples to successfully manage the curriculum learning outcomes. The manual aims to facilitate a learning environment that enables children to reach their potential, and gain educational outcomes and skills for lifelong learning.

List of SEF Publications:

- Collective Dec 2009
- Nurture/Parwarish 8 along with Organizational Directory and Occupational Flyer
- Children's Newsletter 5, 6, 7, 8, 9 & 10
- Sujaag 2
- ECD Mapping Study
- SEF Resource Pack
- SEF Annual Report 2008-09
- Employee Notebooks







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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, 2010 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, 2010 and of its deficit and cash flows for the year then ended in accordance with the approved accounting standards as applicable in Pakistan.

Dated: **0 2** AUG 2011 Place: Karachi

Anmad Chartered Accountant Audit Engagement Person: Mr. Iqbal Yousuf FCA

SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

BALANCE SHEET AS AT JUNE 30, 2010

	Note	2010 Rupees	2009 Rupees
ASSETS NON CURRENT ASSETS Property plant and equipment Long term loans	5	48,481,620 16,440,125 64,921,745	31,967,982 16,688,743 48,656,725
CURRENT ASSETS		· ·	·1
Short term advances, deposits and prepayments Other receivable Cash and bank balances	7 8 9	7,470,058 954,568 894,305,118 902,729,744	5,972,480 49,246 215,588,792 221,610,518
CURRENT LIABILITIES			
Short term accruals and other liabilities	10	70,565,103	70,998,448
NET CURRENT ASSETS/(LIABILITIES)		832,164,641	150,612,070
NON CURRENT LIABILITIES Long term borrowings - secured	11	23,549,501	23,549,501
		873,536,885	175,719,294
FUNDS BALANCES			
GENERAL FUND	12	(15,371,776)	30,234,801
SPECIFIC FUNDS / PROGRAMS			
Government Non Development- Regular Grant	13	1,684,384	13,085,457
Government Development Schemes/Grant	14	878,461,102	126,481,528
Development Partner Funded Projects/Schemes	15	8,763,176	5,917,508
		888,908,662	145,484,493
CONTINGENCIES AND COMMITMENTS	16	873,536,885	175,719,294
The annexed notes form an integral part of these financial stateme	onts		113,113,234
Avita Stubmate			V

Managing Director / Secretary to Board

Associate Director Finance & Planning



SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED JUNE 30, 2010

	Note	2010 Rupees	2009 Rupees
INCOME Profit on deposits Other income / charges	17	2,787,346 1,510,434 4,297,780	1,696,330 1,165,470 2,861,800
EXPENDITURE Operating expenses	18	92,545,352	41,282,198
Surplus / (deficit) for the year		(88,247,572)	(38,420,398)
The annexed notes form an integral part of these financia An ite Burlym Afri Managing Director / Secretary to Board		rector Finance	& Planning

ACCONTACTOR

RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDED JUNE 30, 2010

	2010 Rupees	2009 Rupees		2010 Rupees	2009 Rupees
DECENTE			PAYMENTS		
RECEIPTS Opening balances of:			Accrued operating expenses - opening balance	20,387,841	1,241,310
Cash at banks	213,962,777	67,441,959	Operating expenses	92,545,352	41,282,198
Cash in hand	1,626,015	1,229,213	Depreciation	(2,075,381)	(1,044,181) 40,238,018
	215,588,792	68,671,172		110,857,812	41,479,328
Advances, deposits and prepayments	5,972,480	2,641,139	Closing balance	(56,448,212)	(20,387,841)
Advances, appoint and proposition	221,561,272	71,312,311	Payment of operating expenses during the year	54,409,600	21,091,487
			Assets purchased during the year	31,275,423	25,062,579
			Assets parenasea dannig the year	31,275,423	25,062,579
			Expenses on:		
Fund Received From Government Of Sindh			Fund Received From Government Of Sindh Through Regular Budget		
Through Regular Budget	50.000.000	50,000,000	Child Labour Educational Program (CLEP)(GIA)	2,512,732	2,337,562
Grant in Aid 100 Fellowship School Program (100 FSP)		25,000,000	100 Fellowship School Program (100 FSP)	3,817,089	22,562,832
(our energy			Women Literacy Empowerment Program	4,287,958	3,658,696
100 Community Supported (100 CSSP)		25,000,000	(WLEP)(GIA) Home School Program(HSP)(GIA)	822,123	7,142,848
	50,000,000	100,000,000	100 Community Supported (100 CSSP)	7,139,248	25,031,246
				18,579,150	60,733,184
Fund Received From Government Of Sindh			Fund Received From Government Of Sindh		
Through Development Sector			Through Development Sector	[][
Early Learning School Program (ELP-		50 700 000	Early Learning School Program (ELP- Scheme#1295)	26,904,288	28,558,916
Scheme#1295)	37,500,000	59,700,000			
Integrated Early Learning Program(IELP-	700,000,000	-	Quality Assurance Resource Centre (QARC)	-	117,619
Scheme#1298) Setting up of Rural Base Community School				1 1	
Program through public Private			Grant from govt -ADP (IELP-Scheme#1298)	214,765,871	· .
Partnership(RBCS-Scheme # 1297).	50,000,000	56,117,035	Promotion of private schools in rural areas of		
Promotion of private schools in rural areas of	399,907,175	199,707,000	Sindh/urban (PPRS-Scheme # 1296)	137,662,000	119,398,233
sindh/urban (PPRS-Scheme # 1296)			Setting up of Rural Base Community School		
			Program through public Private Partnership(RBCS- Scheme # 1297)	49,876,135	60 666.047
	1,187,407,175	315,524,035	Scheme # 1297)	429,208,294	208,740,814
Fund Received From Government Of Sindh			Fund Received From Government Through Development Partner		
Through Development Partner	16,714,242	7,846,000		3,856,013	2,796,170
Grant from AKF Islamabad for RCC III Foundation fund SEF SAVE	10,714,242	574,119	ACCESS		270,098
Gender Equality Program (GEP)	1,000,000	-	Gender Equality Program (GEP)	556,996 280	4,265,953
Received from OSI(IQEP)	3,156,467	4,225,454		13,292,916	8,339,397
	20,870,709	12,645,573	Releasing Creativity and Commence (100 m)	17,706,205	15,671,618
Refund of A.D.B loan from H.M.B Educational Society	248,618	426,000	1	0.05 200	21,60
Miscellaneous donation	-	50,000		905,322 36,493,716	(48,893,86)
Miscellaneous receipts (FSP)	-	6,856 482,856		7,470,058	5,972,48
	248,618	402,000	Advances, deposite and property		
Profit On Bank Deposits		010.007	Closing balances of:		
Releasing Creativity and Confidence (RCC III)	397,779 275	349,827	-	2,363,207	1,626,015
Learning home school education (LHSE)		1,354		891,941,911	213,962,777
General fund	2,787,346	1,696,330		894,305,118	215,588,793
100 Community Supported (100 CSSP)	86,107	41,374			
100 Fellowship School Program (100 FSP)	115,121	44,232			
QARC PCI	-	19,806			
Promotion of private schools in rural areas of Sindh/urban (PPRS)	1,999,736	-			
Sinding barry in they	5,386,364	and have a second a second a second as a	7		
Other Income					
100 Fellowship School Program (100 FSP)	8,914	U			
100 Community Supported (100 CSSP)	49,933				
Lany Leanning Conservices (Lany	3.1 48,793 3.2 2,522,128	11			
Sotting up of Rural Base Community School					
Program through public Private					
Partnership(RBCS) 19	9.3 35,484	38,54	9		
Promotion of private schools in rural areas of	9.4 237,951	210,13	4		
Structure and (Firster)	9.5 465,11				
Other Income / charges	1,510,434	11			
Other moorne i charges	4,878,749	Contraction of the local data and the local data an			
				1,490,352,887	503,988,68
	1,490,352,88	7 503,988,68	9	1,400,002,007	
				1 -	
The annexed notes form an integral part of these fina	ancial statements.		l l l l l l l l l l l l l l l l l l l	1-	
Amita KhulimAR				NU -	
KINITA MANDAMIT					

Awita Shutana Amaging Director / Secretary to Board



Associate Director Finance & Planning





Sindh Education Foundation

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