

Sindh Education Foundation  
Government of Sindh

ANNUAL REPORT  
JULY 2008- JUNE 2009



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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Developed and designed by  
Sindh Education Foundation



## List of Acronyms

AASP	Adopt-a-School Program
AGNSCD	Alliance Goth Nari Sangat for Community Development
CDC	Child Development Centre
CLEP	Child Labor Education Program
CSSP*	Community Supported Schools Program
ECD	Early Childhood Development
ECE	Early Childhood Education
ELP	Early Learning Program
FSP*	Fellowship Schools Program
GNACD	Goth Nari Alliance for Community Development
GNS	Goth Nari Sangat
HSP*	Home Schools Program
IQEP	Improving Quality of Education Programme
LSU	Learning Support Unit
NGO	Non Governmental Organization
PCP	Pakistan Center for Philanthropy
PCP	Pakistan Center for Philanthropy
PMBs	Parent Management Bodies
PPRS	Promoting Private Schooling in Rural Sindh
RBCS	Rural based Community Schools Project
RCC	Releasing Confidence and Creativity- An Early Childhood Development Programme
SEF	Sindh Education Foundation
SERP	Sindh Education Reform Program
SMPR	School Monitoring and Performance Review
VEC	Village Education Committee
WLEC	Women's Literacy & Empowerment Center
WLEP	Women's Literacy & Empowerment Program

\*Note: These programs are planned to become a part of Sindh Education Foundation's per child subsidy model.



# Acknowledgements

The Sindh Education Foundation wishes to express gratitude firstly to the thousands of communities and children of Sindh for partnering with the Foundation in the struggle to make education accessible.

The Foundation is also grateful to the Government of Sindh and the Ministry of Education for continued support and patronage for SEF's initiatives.

SEF is deeply indebted to its staff members, project teams, regional offices, development partners, financial supporters and well wishers for their contributions and relentless efforts without which there would be no success stories.



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## Message from the Managing Director, SEF



Serving more than 200,000 beneficiaries for almost two decades now, SEF stands at the most critical juncture of institutional transformation. The unprecedented pace of expansion which the Foundation has experienced in the last two years has been both challenging and humbling. New initiatives, where they have added to and enriched SEF's portfolio, have correspondingly amplified the magnitude of accountability and conscientiousness. With more communities to serve, the challenges of delivering on the promise of quality education have also increased manifold. SEF's traditional approach to invest in people and create meaning and relevance of education for the communities has helped in reshaping and invigorating strategic shifts to proactively deal with the colossal task of making quality education accessible for the children and communities of Sindh.

Education statistics of Pakistan dwell at the lowest rung. The story in Sindh is no different; more and more children do not have access to schools, those who do are falling out, those who are in are mostly recipients of an education which ranks poorly on the values of meaning, relevance, creativity and progressiveness. The colonial legacy continues, only it is in its worst possible form. The result? A complacent nation in the making who would not know what love for learning means.

Even though we are trying to take education to the far flung localities of Sindh, the challenge is to institute higher benchmarks of quality in each classroom, to wipe out complacency and instill love for learning as a life long process. The challenge is to make education a holistic experience for children where they not only learn to read and write but also to understand, appreciate, share, respect and advocate.

The year under review has been significant in terms of re-envisioning and redefining alternatives for widening the avenues of education for the marginalized through public private and community partnership nexus. Many landmark initiatives were launched, the most notable being Promoting Private Schooling in Rural Sindh project backed by the Government of Sindh under the Sindh Education Reform Program. The project promises not only improved access but also grassroots level empowerment to communities through entrepreneurial opportunities. Rural based Community Schools and Early Learning Program are also new schemes of SEF aiming to create sustainable impacts on education quality in Sindh through banding together efforts and aspirations of government, local NGO partners and communities.

It gives me immense pleasure to share with the readers the annual report of one of the most eventful years in the annals of SEF history. That of 2008-2009.

Regards

A handwritten signature in black ink, reading 'Anita Ghulam Ali'.

Prof. Anita Ghulam Ali (S.I.)  
Managing Director  
Sindh Education Foundation

## Foreword



The year under review has been one of the most notable years for the Sindh Education Foundation both in terms of scope of work and the Foundation's institutional capacity.

Throughout the period that this report covers, July 2008 to June 2009, SEF achieved many milestones strengthening its position further as one of leading agencies in the public sector promoting quality education for the marginalized children of the Province. Creating, innovating and implementing viable and community friendly public private partnerships to improve the state of education have been at the heart of SEF's key initiatives and activities. Some of the significant developments that were made from the Foundation's platform during 2008-2009 are encapsulated below:

- Launch of Promoting Low-cost Private Schooling in Rural Sindh (PPRS) with the support of the Government of Sindh under Sindh Education Reform Program (SERP). The pilot phase envisages establishment of 1000 schools in far flung areas in partnership with local entrepreneurs. During the year under review, the first phase of the project was completed. SEF led the establishment of 200 schools, disbursed student subsidy and conducted extensive capacity building sessions for both teachers and entrepreneurs. The project promises free quality education for approximately 250,000 beneficiaries in its pilot.
- Launch of Rural based Community Schools (RBCS) Project across 10 districts of Sindh. A PC 1 project, the 4-year scheme is funded by the Government of Sindh. 250 schools are already on their way to establishment which will eventually cater to approximately 15,000 children. In addition to hiring of local teachers for the schools, 250 Parent Management Bodies (PMBs) have also been formed in each village for ensuring effective school management and community ownership.
- Launch of Early Learning Program (ELP). Also a 4-year PC 1 scheme, funded by the Government of Sindh, ELP aims to institutionalize quality reforms in pre-primary education in government

schools. During 2008-2009, 150 schools across 5 districts were selected for intervention and 300 local teachers were hired for the kachi class.

- Through the Improving Quality of Education Programme (IQEP) supported by Foundation for Open Society Institute (FOSI), a UK based NGO and Pakistan Center for Philanthropy (PCP), SEF has been working with 30 schools (community based, public and low-cost private) to implement quality reforms with participation of stakeholders. A series of district based trainings and refreshers were conducted by SEF for teachers and school management bodies. As part of IQEP SEF developed and disseminated an integrated resource kit for grades kachi to 2 to help teachers with activity based teaching-learning methodologies.
- With the support of Johnson & Johnson and Give2 Asia, a series of early learning and adult education interventions were initiated in SEF's Women's Literacy and Empowerment Program. Equipping and commencing early learning classes for children of women learners as part of adult education centers across three districts, capacity building of teachers in early childhood development and andragogy, provision of interactive learning resources, center support and follow-ups have been some of the noteworthy achievements. Development and printing of "Ujli Rahein", a pioneering publication of adult education has been a landmark achievement of SEF through J&J's support.
- "Sujaag" (Awakening), a community magazine, was added to SEF's rich portfolio of publications and learning resources. The magazine is in Sindhi and envisioned as a medium for increasing educational outreach to grassroots level communities and facilitate free exchange of local ideas and expressions.
- A series of high profile events were organized by SEF during the year under review as part of the Foundation's ongoing advocacy efforts for building networks and mobilizing support for

improving provision of education in the Province.

These included project launch ceremonies of PPRS and RBCS as well as a day long symposium on the theme of Public Private Partnership. The events were attended by government functionaries, bureaucrats, representatives from the corporate and NGO sector, members of the civil society, academicians, teachers and community members.

Making all of this possible and continuing to manage a diverse portfolio of not only geographically dispersed but also conceptually and operationally unique initiatives come with its own genre of challenges and opportunities. Ensuring merit and transparency across all tiers of management and operation amid a volatile political and socio-economic backdrop put SEF's organizational aptitude to test many a times during the past year. Thankfully, the Foundation's capacity not only further strengthened but also increased manifold to proactively respond to such challenges. The results have been tremendous: lateral growth in cross sectoral partnerships, improved outreach, expansion in human resource base and operation, more avenues for research, innovation and quality advancement.

Furthermore, what really proved to be the main impetus behind re energizing the SEF team to prepare for taking on the responsibilities of managing an ever expanding portfolio was the reappointment of Professor Anita Ghulam Ali (S.I.) to the leadership position. Her absence during most of 2008 did not stall SEF's institutional progression but it did dispossess the Foundation of a true visionary (thankfully for a momentary spell). We salute her relentless efforts for improving the state of education in Sindh for the marginalized children and communities. We also salute her progressive vision and staunch commitment which has made SEF a dynamic agency which has done the public sector proud.



Aziz Kabani  
Director Program, Operations & Research  
SEF

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# SEF : Catalyzing Change in Education

## Vision:

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

## Objectives:

Our mission is to expand the capacity and quality of education through:

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

The education sector in Pakistan continues to exist in a state of crisis. Oscillating between chasms of social injustice and institutional inadequacies, the struggle to provide free education to all remains as implausible as ever before. In the face of rising social and economic inequities, weakening institutional mechanisms and widening gaps between policy and implementation, delivering on international commitments of MDGs and EFA seems to be an arduous pursuit. With public sector failing to meet promises of access, equity and quality in education, private sector involvement is increasingly being viewed as an urgent bail out option for redressing the crisis in education. Strategic alliances are being encouraged at all levels of the state machinery for engaging with and through the private sector for improving the state of education in the country. To propagate the mandate of public private partnership across provinces, Education Foundations were established at the national and federal level for working in collaboration with the private partners for addressing key issues of access and quality.

Along with other Foundations in the country, the Sindh Education Foundation (SEF) was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. From being a provider of grants and loans for supporting educational institutes, SEF's

role evolved over the years as a leading agency of the public sector in Sindh promoting public private partnerships in education. The SEF now provides communities with direct access to educational facilities by opening schools/centers predominantly through innovative, viable and community friendly public private and community partnerships. These initiatives not only ensure provision of free quality education for the marginalized, but also engage stakeholders to take ownership of the initiatives at the grassroots. Furthermore the Foundation also undertakes monitoring, research, training and capacity building of teachers and other stakeholders, curriculum enrichment and community engagement initiatives for sustainable impacts of its interventions.

Currently, SEF provides access to more than 1000 educational facilities, and reaches out to approximately 100,000 direct beneficiaries in marginalized communities across all districts of Sindh. In its effort to expand the magnitude and quality of education, the Foundation focuses on servicing its basic objectives in all of its programs through a dynamic quality assurance framework and a strong network of partner organizations.

Professor Anita Ghulam Ali (Sitara-e-Imtiaz), an eminent educationist and activist, has been the Managing Director of the Foundation since it was established in 1992.



## Governing Board

SEF 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 for SEF's financial, administrative and programmatic 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 for Education & Literacy  
Department, Governemnt of Sindh  
**Vice Chairman, Board of Governors  
Sindh Education Foundation**



Prof. Anita Ghulam Ali, (S.I)  
Managing Director, Sindh Education  
Foundation  
**General Secretary, Board of  
Governors, SEF**

## Organizational Structure

- The Managing Director SEF is the head of the Foundation responsible for the overall management and administration of SEF's operations.
- The Director SEF, reporting to the Managing Director, is responsible for SEF's programs, units and operations.
- The Associate Directors, reporting to the Director, are responsible for SEF's administrative and financial portfolios.
- A tier of Senior Managers are responsible for managing the technical functions at SEF which include training and development, research, monitoring and evaluation, marketing, advocacy and publications and program support and development.
- Executive Officers are heads of regional offices of SEF across Sindh. They are responsible not only for the management and administration of the regional office but also for ensuring smooth implementation of projects across areas being catered to from their region.
- Each program/project is headed by a coordinator/manager responsible for project implementation and supervises a team of project staff based in head office and regional offices.

## Programs and Projects

- Adopt-a-School Program
- Child Labor Education Program
- Community Supported Schools Program
- Early Learning Program
- Fellowship Schools Program
- Home Schools Program
- Improving Quality of Education Programme
- Promoting Private Schooling in Rural Sindh Project
- Releasing Confidence and Creativity: An Early Childhood Development Programme
- Rural based Community Schools Project
- Women's Literacy & Empowerment Program

## Departments and Units

Administration & Human Resource Department

Finance Department

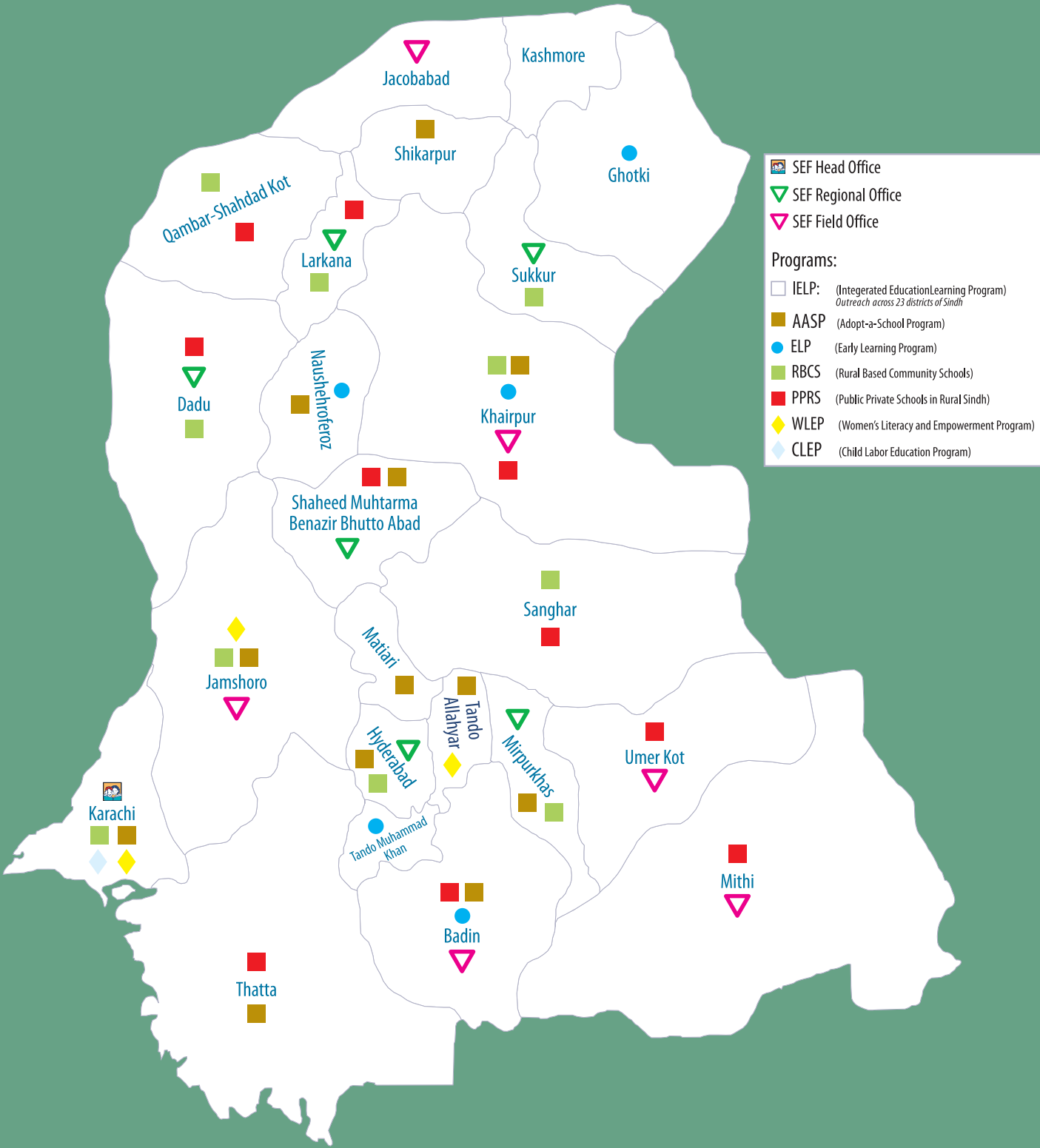
Learning Support Unit

Marketing, Advocacy & Publications Unit

Program Support & Development Unit

Research, Monitoring & Evaluation Unit

# SEF Outreach



## 2008-2009 – Milestones

Schools established/supported	Teachers hired	Training and Capacity Building Initiatives
<ul style="list-style-type: none"> <li>• 250 community schools under RBCS project</li> <li>• 150 government schools under ELP</li> <li>• 200 schools under PPRS Project</li> <li>• 30 schools under IQEP</li> <li>• 40 ECD setups initiated in WLECs</li> <li>• Ongoing financial and technical support to 300 community schools</li> <li>• Ongoing financial and technical support to 40 WLECs</li> <li>• Ongoing financial and technical support to 1 Child Development Center</li> </ul>	<ul style="list-style-type: none"> <li>• 250 teachers in RBCS</li> <li>• 150 lead teachers and 150 community/assistant teachers in ELP</li> </ul>	<ul style="list-style-type: none"> <li>• 3-day training in Karachi of RBCS partner NGOs</li> <li>• 5-day training of 150 lead teachers of ELP in 5 districts</li> <li>• 3-day training of research firms in Karachi for PPRS Phase 1 verification survey</li> <li>• 1-day orientation in Karachi for 154 PPRS Phase 1 entrepreneurs</li> <li>• 2-day training for 60 members of school management bodies in Hyderabad under IQEP</li> <li>• 5-day training of Learning Facilitators in Karachi &amp; Sehwan in WLEP</li> <li>• 3-day training for LFs of WLEP in Karachi, Hyderabad and Sehwan</li> </ul>



# in Education Excellence

Monitoring Surveys & Stakeholder Reviews	Assessment & Research studies	Publications & LearningResources	Events
<ul style="list-style-type: none"> <li>Monitoring of WLECs</li> <li>ELP baseline survey of 300 government schools across 5 districts</li> <li>RBCS baseline survey of 500 villages across 10 districts</li> <li>PPRS Phase 1 verification survey across 10 districts</li> <li>School Monitoring and Performance Reviews for IQEP partner schools in Hyderabad</li> <li>Quarterly review meetings with LFs in WLEP in Karachi, Sehwan and Tando Allahyar</li> <li>3-day annual performance review of HSP NGO partners in Hyderabad</li> </ul>	<ul style="list-style-type: none"> <li>Student and teacher assessment in 300 community schools of SEF</li> <li>Assessment of WLEP learners</li> <li>‘Role of School Management Committees in the R CC Programme in Sindh.’ – a research study.</li> <li>Assessment of Institutional Capacity of Government to implement ECD programs” – a research study</li> <li>“Exploring non-formal education initiatives in Sindh” – a research study.</li> <li>“Early Childhood Education in Sindh; issues and challenges” a research study.</li> <li>Need assessments for informative booklets for RCC practitioners</li> </ul>	<ul style="list-style-type: none"> <li>SUJAAG</li> <li>Nurture</li> <li>Parwarish</li> <li>Children’s Newsletter</li> <li>Collective</li> <li>Adult Stories in Sindhi Language</li> <li>Ujlee Rahein</li> <li>Interactive learning resource kit for grade kachi to 2</li> <li>Early learning kit of resources for High Scope Approach</li> </ul>	<ul style="list-style-type: none"> <li>Technical Committee Meeting on Early Childhood Development in Karachi</li> <li>Free Medical Camp for 300 community members at Larkana</li> <li>Health camps for WLEP learners across Karachi, Sehwan and Tando Allayar</li> <li>Bridging the Gap: Synergizing Efforts for Social Development: a symposium on Public Private Partnership in Karachi</li> <li>Launch of PPRS in Karachi</li> <li>Launch of RBCS in Karachi</li> <li>Launch seminar of IQEP in Hyderabad</li> <li>Inauguration of Shaheed Zulfiqar Ali Bhutto Community School (Qaim Kharal)</li> <li>Awareness raising sessions on health and hygiene for working and street children of CDC in Karachi</li> <li>Awareness raising sessions on pre and post natal health and early childhood development in WLECs across Karachi, Sehwan and Tando Allayar</li> <li>District level workshop for government functionaries in IQEP in Hyderabad</li> </ul>





# Quality Advancement in Education Core Activities 2008-2009

The year in perspective saw SEF's role evolve and consolidate as a public sector agency with a dynamic quality assurance portfolio through which educational reforms are being institutionalized across SEF led initiatives. Provision of institutional support to schools and stakeholders, professional development of teachers, community involvement, research and monitoring.



# Transforming Teachers, Transforming Learning

## The Pledge to Quality

Continuous teacher development with a vision to transform classrooms and make learning a rewarding experience for children epitomizes SEF's capacity building portfolio. To service the human resource development needs of an expanding programmatic portfolio, capacity of SEF's training unit, LSU, was enhanced. During the year, a series of teacher training programs were organized across the Province for preparing newly hired teachers for creating engaging and meaningful learning environments in schools for children. SEF's teachers are not only facilitators in the classrooms; they are also community mobilizers, counselors, advocates and activists for the promotion of education.

SEF believes teachers can transform the learning environment if they are motivated, empowered and equipped with the knowledge and skills of child centered pedagogy. Transcending the barriers of conventional teaching mechanisms, SEF's capacity building initiatives focus on teachers as the central force in changing the learning contexts for children.

During 2008-2009, a series of teacher development programs were designed and carried out by SEF across Sindh for both newly appointed and existing teaching staff:

### Capacity building of Teachers of Kachi to Grade 2

Training duration: 5 days

Members trained: 60

District: Hyderabad

Project: IQEP

The 'Improving Quality of Education Programme' seeks to undertake quality interventions in selected primary schools within the Hyderabad district of Sindh. The program aims to work towards imparting quality education measures within a cluster of a total of 30 government, community-based and low-cost private schools across Hyderabad. Since the overarching goal of this project is to ensure improvement in the quality of education delivery across three models of schooling and assess impacts, a series of interventions have been designed which include teachers' professional development, provision of learning material to schools on integrated themes and school support mechanisms to ensure sustainability of best practices at the grassroots level. The 2-year project is funded by Open Society Institute (Pakistan) in collaboration with Pakistan Center for Philanthropy (PCP), Islamabad. Sindh Education Foundation (SEF) is the key implementation agency.

Since the program is aimed at institutionalizing quality reforms in schools via strengthening of teachers and school management bodies, a series of school development interventions have been undertaken. To improve quality of teaching-learning in the classrooms, teacher trainings and refreshers are an integral part of the project. In this regard, the first round of teacher training was organized. The training focused on improving teaching competencies and classroom pedagogy for Kachi to Grade 2.

Through activity based learning sessions, teachers were engaged in understanding child centered teaching-learning approaches and explored ways to integrate themes and subjects for enriching the learning process for children. Key themes included critical thinking, early childhood development and nurturing, health and hygiene and environment. The training aimed to:

- Introduce concepts of early childhood development, nurturing, child centered learning and children friendly learning environments;
- Enhance teachers' capacity in activity and play



based learning approaches;

- Demonstrate significance of lesson planning and methods of effective lesson planning for integrated learning;
- Present teachers with ideas and techniques for integrating themes like critical thinking, environment, health and hygiene and road safety into the mainstream subject teaching;
- Introduce techniques of developing low-cost no-cost learning resources for supplementing child centered learning;
- Demystify the concept of child assessment and introduce children friendly assessment frameworks.

Following resources were developed and provided to the trainees:

**1. Curriculum Guide:** A resource for teachers to refer to while planning their day and conducting classes. The CG contains a repertoire of information on children's learning, child centered pedagogical techniques, methods of developing low cost no-cost material, child assessment, range of poems and ideas for kacheris and usage of learning material.

**2- Trainer's Manual:** Day wise rundown of sessions for trainers itemizing objectives, methodologies, time frames and resources required for each session during training.

## Early Childhood Development (ECD) and Role of Caregivers

Training duration: 5 days

Learning Facilitators trained: 80

Venue: Karachi, Tando Allahyar and Sehwan

Project: WLEP

In order to provide access to education and self-development opportunities to disadvantaged adult women, SEF supports 40 Women's Literacy & Empowerment Centers (WLECs) in Sehwan, Malir and Tando AllahYar districts, targeting more than 1300 women learners and more than 600 children. During the year under review, financial support was provided to the program through the Give2Asia Grant via Johnson & Johnson Pakistan. The grant was channeled to support interventions like enrichment of adult literacy curriculum, health education, health camps and early childhood development & education across the centers. To further encourage mothers from the communities to enroll in the program, an ECD intervention was introduced across the WLECs which aimed to:

- To complement the ECD interventions which target adult learners through not only education but also demonstrating practically the facets of healthy and nurturing child development approaches and environment;
- To incentivize adult women learners by enrolling their children in the ECE course;
- To build capacity of center based teaching staff on ways to create a stimulating environment for children;
- To demonstrate practically a nurturing learning environment for children.

To prepare teachers to undertake the challenging

role of managing both the adult literacy class and the early learning class, the later as an embedded component of adult learning, a comprehensive 5-day cluster based training was organized by SEF. The training aimed to endorse the role of teacher as that of a facilitator who understands and appreciates the diversity of skills and intelligences that each child possesses. The training content was designed on the notion that the LFs must engage with children in partnership spirit rather than a traditional student-teacher relationship where perceptions and practices of teaching-learning are regimental and often suppressive of children's natural abilities of knowledge acquisition. The training





objectives were to develop understanding regarding:

- How children learn and their learning needs;
- The conceptual and practical dimensions of the early learning intervention in WLEP;
- Child centered facilitation skills required to run and manage the early learning class;
- Effective usage of the learning resources;
- Creative child assessment techniques;
- Synergizing with adult literacy component of WLEP.

The following resources were prepared and provided to the trainees:

**1- Curriculum Guide:** A multilingual (Urdu and Sindhi) resource for LFs to refer to while planning their day and conducting ECE classes. The CG

contains useful information on children's learning, range of thematic stories, poems and ideas for kacheris, usage of learning material and assessment checklists. Each section is appended with customized guidelines for LFs to see her through a typical day in the early learning class.

**2- Trainer's Manual:** Day wise rundown of sessions for trainers itemizing objectives, methodologies, time frames and resources required for each session during training.

**3- Learning Material:** Each of the 40 Centers were given a set of learning material around which the content of the early learning class would be constructed. Story books, toys, art resources, junk material, stationery etc. formed part of the learning material kit.

## Capacity Building Programs for Adult Literacy Educators

Training duration: 5 days and 3 days

Learning Facilitators trained: 80

Venue: Karachi, Tando Allayar and Sehwan

Project: WLEP

A series of capacity building initiatives were undertaken for the WLEP Learning Facilitators as well as learners of the centers identified by LFs as potential teachers. The training programs were organized and carried out across the 3 target districts of WLEP i.e. Karachi, Sehwan and Tando Allah Yar. The exercises carried out under this component focused on improving the capacity of LFs in areas of integrated andragogy and community engagement not only for enriching the learning program but also for playing an active role for the self-development of women learners and the community.

In the first 6 months of the Give2Asia grant period, SEF conducted two training programs titled "Capacity Building for Improving Quality and Scope of Literacy

Programs" and "Engaging Adult Learners: Creating an Effective Learning Environment". The trainings focused on the following themes:

- Quality improvement and classroom management
  - Community mobilization
  - Andragogical techniques
  - Teaching integrated topics to adult learners
- Furthermore the LFs and Co-LFs also participated in a training program titled "Role of Stakeholders in Adult Literacy" – the purpose of this capacity building exercise was to improve the skills of facilitators vis-à-vis:
- Managing adult learning class
  - Social mobilization
  - How to establish an organization in one's community
  - Monitoring
  - Record keeping
  - Roles and responsibilities of general body members and executive members in the organization.

In addition to these structured training programs, the WLEP team regularly provided not only center level learning support to the facilitators during field visits but also conducted sessions on the usage and significance of learning resources provided to equip the early learning and adult literacy class.



## Improving Pre-Primary Education in Government Schools

Training duration: 5 days

Lead teachers trained: 150

Venue: Tando Mohammed Khan, Badin, Ghotki, Nausheroferoze & Khairpur

Project: ELP

Early Learning Program (ELP) is the Foundation's latest initiative aimed at institutionalizing Early Childhood Education (ECE) classes in 150 government schools across 5 districts of Sindh namely Tando Muhammad Khan, Badin, Khairpur Mir's, Ghotki and Nausheroferoze. Interventions towards improving the physical and academic environment within public schools will target classes kachi (pre-primary), 1 and 2 and reach out to 10,000 children, 450 ECD teachers and 150 teaching assistants as well as SMC members over the four year period.

The ELP intervention is envisaged to focus on quality reforms in government schools vis-à-vis institutionalizing and strengthening the kachi to grade 2 cadre through extensive teacher development and learning support initiatives, provision of child friendly and age-appropriate materials and parental/community and SMC involvement.

In this regard 5-day district based training was organized for 150 newly appointed lead teachers

- Define the role of teachers in nurturing the learning environment in schools;
- Describe effective approaches to enhance learning;
- Understand the concept of ECE and its philosophy;
- Introduce participants to the competencies in the National Curriculum;
- Describe the resources required for effective ECE classes;
- Understand the term pedagogy and the importance of acquiring pedagogical skills;
- Understand the high scope learning approach and its usage;
- Understand techniques of developing low cost learning resources for ECE classrooms;
- Understand lesson planning;
- Understand assessment and child assessment approaches.

The training content focused on introducing the theme of Early Childhood Development (ECD) and related concepts, philosophies and approaches through interactive and hands-on training methodologies. The main aim was to introduce ECD through activity based methods and help trainees understand and appreciate the significance of nurturing for the holistic development of children. The sessions helped in developing understanding regarding the pedagogical aspect of ECD and introduced trainees to the skills and tools needed to design child-friendly learning environments. Developing critical learning domains of children through activity and play based learning, introducing ECE National Curriculum with especial emphasis on the core competencies and integrating these with classroom practice via lesson planning were also key areas of focus of the training program.



of partner government schools under ELP. The training was designed and carried out by SEF's team of trainers. The training aimed to:

- Highlight the importance of nurturing in the holistic development of the child;
- Understand the importance of providing a nurturing environment in schools;

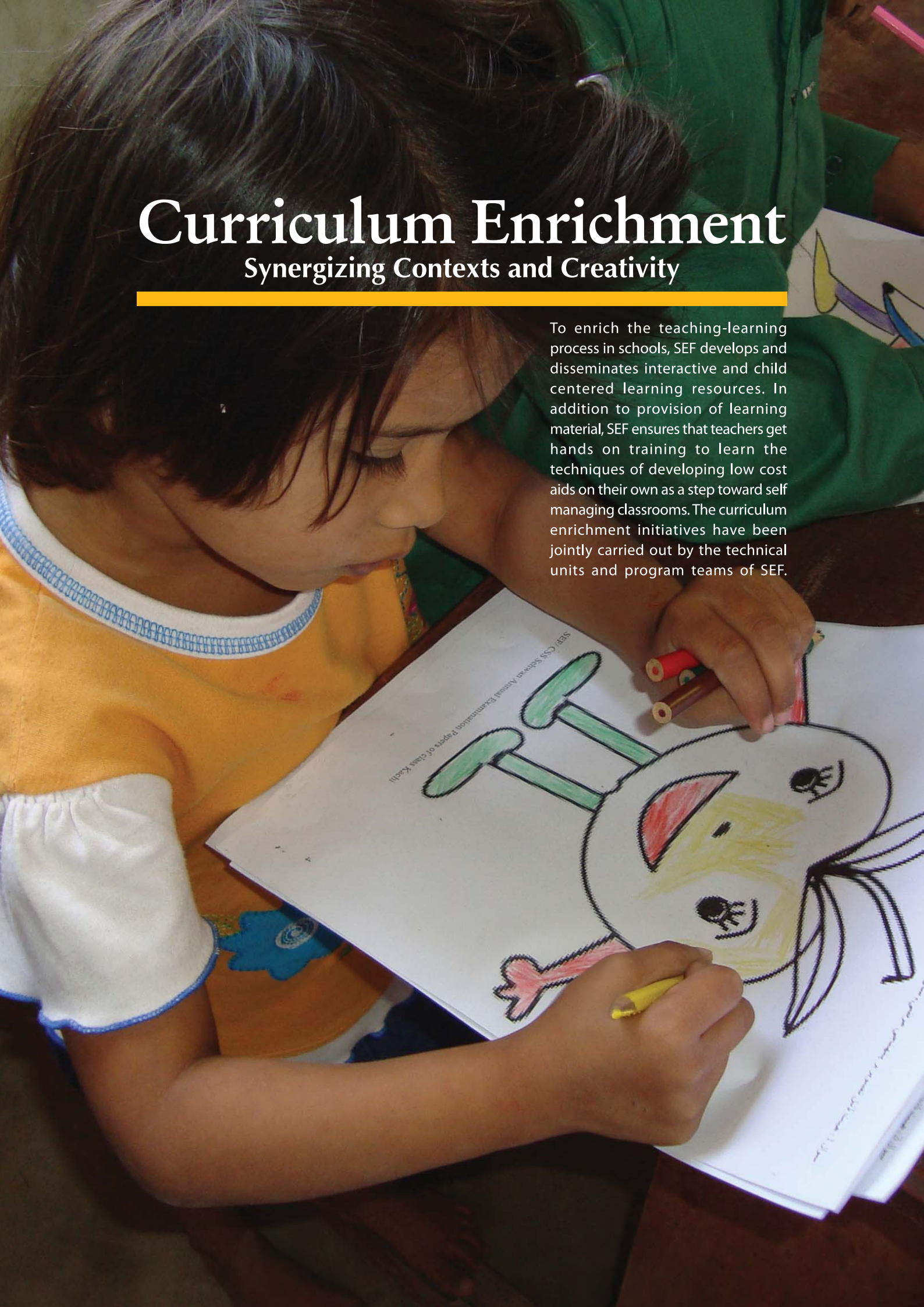


# Curriculum Enrichment

## Synergizing Contexts and Creativity

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To enrich the teaching-learning process in schools, SEF develops and disseminates interactive and child centered learning resources. In addition to provision of learning material, SEF ensures that teachers get hands on training to learn the techniques of developing low cost aids on their own as a step toward self managing classrooms. The curriculum enrichment initiatives have been jointly carried out by the technical units and program teams of SEF.



## Music Education Resources for Community Schools

As part of SEF's ongoing efforts to create relevance of educational content to the lives of children and communities, music education was introduced in schools by the Community Supported Schools Program. Since poetry and music are deeply embedded in the culture of Sindh, the project aimed to use music as a tool to educate children on themes like environment, health, patriotism, road safety, animal rights and history. Ten songs were written and composed with the help of renowned Sindhi poets, composers and singers. The children and teachers of CSS schools of Malir, Karachi also sung some of the songs.

## Early Learning Resources for Adult Literacy Curriculum Enrichment

The Centers of WLEP were given a set of learning material to conduct the early learning classes. Story books, toys, art resources, junk material, stationery etc formed part of the learning material kit. Extensive demonstrations were held to help teacher understand how early learning classes will be set up and run and regarding effective, child centered usage of learning resources. The learning resources included a range of material to help teachers set-up the learning corners for ECD sessions and to promote activity based learning inspired from the High Scope Approach. The material provided to each Center included basic stationery for teachers and children (e.g. markers, chalks, pencils slates, rulers, sharpeners, rubber), art and craft material (e.g. charts, crayons, paints, brushes, sketch books, clay/play dough, paper, sponges, glitter, glue, cups, stickers, ice cream sticks, scissors, glazed paper, color pencils, tape, charcoal, rings, old newspapers and magazines, paper bags, wrapping papers, ribbons, toothbrushes, washing lines and pegs for displaying children's work etc), toys and learning resources for activity based learning (e.g. animal figures, puzzles, board games, skipping ropes, tennis balls, kitchen and doctor sets for pretend play, tool boxes, pictorial story books, wooden blocks etc), low cost learning material developed by SEF team for the ECD classes (e.g. big books, wall displays, puzzles, flash cards, puppets etc) and other resources to help teachers effectively set up and run the ECD classes (e.g. cartons to store material, floor mats, plastic sheets, dustbins etc).

The ultimate goal of these enrichments in the literacy curriculum was to equip the learners with more information, knowledge and skills which empower them to improve their quality of life and their children's lives.

## "Ujlee Rahein"- Post Literacy Reader for Adult Learning

SEF through the Give2Asia Grant undertook development, printing and dissemination of a post literacy reader or qaida for adult learning – an integrated publication developed through participatory research based approaches for identifying learning needs of adults in the target communities. For this post literacy publication, 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, conceptualized this learning for empowerment initiative in form of a book titled "Ujlee Rahein" (Bright pathways). The book contains a range of stories, case studies,





poems and role plays around the following themes with andragogical guidelines for teachers:

Self, identity and empowerment

- Being a woman
- Self esteem
- The many roles of woman in the family network
- Woman as a catalyst 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

Illustrations and self-explanatory pictorials have also been designed with each chapter to enrich the text and make its usage more learner friendly. Additionally, a manual, to serve as a classroom guidebook, was also designed and printed so that the Learning Facilitators are better able to understand and introduce the content of “Ujli Raahian” as part of the literacy course. The manual and the book have also been compiled into a CD and are being disseminated to NGOs, donors, educational institutions, government functionaries and private organizations. The book has been disseminated to learners and LFs of WLEP.

## Thematic Learning Resources for kachi to Grade 2

To facilitate schools to improve their teaching-learning environment, an interactive thematic learning kit was developed and disseminated by SEF under IQEP. The kit contains theme based learning material on key project areas i.e. ECD, Health, Environment and Critical Thinking. The learning material comprises resources like low-cost no-cost material, classroom displays, teaching aids, supplementary reading material, books, educational toys etc. The resources were identified and designed for classrooms, keeping in view the contextual realities of schools and communities and learning needs of both teachers and children. Being an interactive, easy-to-use and child friendly resource for classrooms, the kit is aimed to promote activity based learning and enrich the class environment. Some defining features of the learning material kit are:

- No storage requirement: Given the sub standard infrastructural conditions across government, low fee charging private and community schools in the province, finding dedicated storage space for learning resources is highly unlikely. Therefore, the design of the kit was envisaged in a way that it did not require a separate provision for storage of the material. Once unfolded, the kit is in shape of a cloth bag, at least 6 feet in length, with rows of zipper pockets to stow different categories of learning material items. For use, it can be hanged perpendicularly against any classroom wall or behind the door. After use, it can be folded into a compact bag and latched shut. It can also be left hanging in the classroom if environment is conducive.
- Mobile learning resource: Since one learning kit was provided per school, it can be easily taken from one class to another and shared amongst teachers given its compact and easy-to-carry design.
- User friendly tool for teachers: The learning kit is accompanied by a how-to-use manual for teachers to facilitate them in effectively using the learning resources in classrooms. Interactive activities which aim to foster children’s creative, cognitive, social and emotional skills through engagement with material and peer interactions, have been developed and guidelines for administering these activities are provided.



A high-angle photograph of a group of approximately 15-20 school children of various ethnicities and ages, mostly between 5 and 10 years old, standing in a loose circle on a light-colored paved surface. They are holding hands or standing close together. The children are wearing a variety of colorful clothing, including blue, yellow, pink, green, and maroon dresses and shirts. Some children are smiling at the camera, while others look slightly away. The background is a plain, light-colored wall or pavement. The overall atmosphere is positive and communal.

# Institutional Development Of Schools & Capacity Building Of Stakeholders

School improvement through institutionalizing quality reforms is not possible without active participation of stakeholders in the process. SEF embeds stakeholder engagement as a cross cutting intervention for ensuring longer term sustenance of quality reforms at the grassroots.



## Strengthening School Management for Quality Reforms

Training duration: 2 days

Members trained: 60

Venue: Hyderabad

Project: IQEP

Since IQEP is aimed at institutionalizing quality reforms in schools via strengthening of teachers and school management bodies, a series of school development interventions are being undertaken by SEF. To improve quality of teaching-learning in the classrooms, teacher trainings and refreshers are an integral component of the project along with regular site based learning support and reviews. With an aim to ensure classroom level transformation in teaching-learning processes and active support for trained teachers, the training of school management bodies was organized. The objective was to strengthen the school management forums to assume an active role in supporting and sustaining quality interventions in schools as part of IQEP. The 2-day training helped school management representatives to understand their roles and responsibilities for quality improvement initiatives and devise strategies to ensure parental and community participation in schools as active partners in the school reform process.

The training aimed to:

- Introduce key concepts and learnings pertaining to quality education to help school management bodies understand the context of quality reforms in schools;
- Build understanding regarding the roles and responsibilities of school management bodies for supporting the institutionalization of quality reforms in schools;
- Facilitate school management bodies to devise strategies for actively partnering with parents and communities to enrich children's learning in schools and create ownership;
- Strengthen capacity in planning, leading and management approaches for ensuring sustainability of quality interventions;
- Introduce activity based planning frameworks for monitoring, evaluating, supporting and initiating school level activities and events for quality enhancement.

Since the purpose of the training is to initiate and sustain a process of qualitative reforms in schools,

the content covered aspects of planning, monitoring, supervision, learning support and enhancing parental and community involvement in schools for an integrated, cohesive and participatory approach to institutionalization of quality reforms. The training methodology was interactive and participatory.

Following resources were developed and provided to the trainees:

**1- Curriculum Guide:** A resource for school management bodies for strengthening their role as active supporters of school and community level quality interventions. The CG contains a repertoire of information on school improvement processes, roles and responsibilities of school management, monitoring, supervision and learning support and action planning for parental and community participation.

**2- Trainer's Manual:** Day wise rundown of sessions for trainers itemizing objectives, methodologies, time frames and resources required for each session during training.

## Orientation Workshop for Entrepreneurs

Training duration: 1 day

Entrepreneurs trained: 154

Venue: Karachi

Project: PPRS (Phase 1)

As part of Promoting Private Schooling in Rural Sindh, Phase 1, a one day orientation was organized by SEF to engage with entrepreneurs for better understanding regarding their roles and responsibilities for effective school leadership, management and administration. The workshop aimed to introduce the partners to the overall project framework highlighting key interventions and activities of PPRS, scope of entrepreneurs' work and rules of engagement with SEF. An interim academic plan developed by SEF for PPRS schools was also shared. This plan based on self explanatory and practical lesson plans was meant to help entrepreneurs to guide newly appointed teachers for initiating academic sessions in their respective schools prior to the teacher training exercise. Additionally, briefings about the administrative and financial record keeping and reporting guidelines along with monthly monitoring requirements were also carried out.

## Capacity building Workshop for NGO Partners

Training duration: 3 days

Members trained: 20

Venue: Karachi

Project: RBCS

Rural Based Community School Project (RBCS) is a new scheme of the Sindh Education Foundation under the Public Sector Development Program 2007-08. RBCS aims to improve access to free quality education to 14,000 marginalized out-of-school children aged between 6 to 16 years in far flung areas of Sindh. Under this scheme, 250 two teacher-two room community schools are being established in partnership with 10 grassroots level NGOs in 10 districts. To ensure provision of quality education to marginalized children, the program entails comprehensive teacher development and classroom support components. The students through integrated and accelerated learning techniques will achieve

grade 5 competencies of the National Curriculum in a span of three years. In addition to literacy and numeracy the curriculum and pedagogy also focus on values, life skills, environment etc.

A 3-day workshop was organized by SEF for the representatives of 10 NGO partners in order to strengthen partnership between SEF and the implementers for successful achievement of project targets. The objectives of the workshop were:

- Orientation regarding the project and roles and responsibilities of stakeholders;
- Sharing details of the academic interventions being designed in collaboration with NCE ;
- Orientation on basic pedagogy used in the multi-grade and accelerated curriculum;
- Understanding of various tools and techniques of community involvement;
- Orientation on the PMB training manual developed by SEF to facilitate NGOs to carry out PMB trainings.

## Formation of 250 Parent Management Bodies

PMBs formed: 250 (each comprising 7 members) Districts: Larkana, Kambar Shahdadkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur and Sukkur.

Project: RBCS

Since community partnership is at the heart of this project, 250 village level organizations called Parent Management Bodies (PMBs) have been formed; the PMBs are responsible for school administration and management. Institutional strengthening of PMBs to ensure sustainability of schools at the grassroots is one of the key priority areas of the project interventions and regular training and capacity building initiatives are being undertaken for this purpose.

The administrative structure of the PMB is as follows:

1. Chairperson: Parent of potential student
2. Vice Chairperson: Parent of potential student
3. General Secretary: School teacher
4. Treasurer: Community member
5. Member: Representative of Union Council
6. Member: Community Member-Preferably parent of potential student
7. Member: Partner NGO field worker

## Provision of Student Subsidy PPRS Schools

Schools which have been provided subsidy: 200; Project: PPRS (Phase 1)

The PPRS project is based on the model of per child subsidy provision to ensure free quality education for all through public private partnership. Based on the desired enrolment criteria as stipulated in the project design, the first tranche of student subsidy was disbursed to 200 PPRS Phase 1 schools by SEF.

## Student Award and Certification Ceremony

Students who received cash awards: 136; Project: HSP

A student award and certificate distribution ceremony was arranged by SEF in all clusters where HSP schools operate. The partner NGOs organized the events which were attended by distinguished local community members, students and teachers. The award, a cash prize of one thousand rupees was distributed among 136 students who passed the 5th class. The students promised that they will use this money for their secondary education and also delivered speeches.



# Research, Monitoring & Evaluation

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- Exploring
- Learning
- Reflecting

For almost the last two decades, SEF has been striving to reconceptualize and revitalize educational practices through ongoing inquiry and evaluation. Action research, self evaluation and critical reflection have therefore been embedded features of all SEF led educational initiatives. During the period under review, SEF redesigned and further strengthened its R,M& E function for improved planning and implementation of educational services.



# Monitoring & Assessment

## Survey of Kacho Schools

SEF conducted a survey of 119 schools located in Kacho area across Dadu, Ghotki, Jamshoro, Khairpur, Larkana, Nausheroferoze and Sukkur districts. These schools were established by Shaheed Zulfiqar Ali Bhutto during 1975-76 through financial and technical assistance of USAID. The purpose of the survey was to assess the current functionality situation of these schools and determine potential for revitalization through quality reforms. The survey was carried out by SEF upon the instructions of the Honorable Senior Minister (Education) Pir Mazhar-ul-Haq.

## Monitoring of SEF's Community Schools

An extensive monitoring survey was designed and carried across the 300 community schools of SEF operating under 3 different community schooling programs of SEF. The purpose of the survey was to assess the institutional and academic status of these schools.

## Assessment of Teachers and Students of Community Schools

As part of the monitoring survey exercise, assessment tests were carried out for students and teachers of the community schools to identify areas for improving learning outcomes and professional development needs of the teaching staff.

## Monitoring and Assessment of SEF's Adult Literacy Centers

The monitoring of all the WLEP centers was undertaken to assess the existing infrastructure and condition of the centers. An assessment test of learners and the teachers was also administered.

## Verification Survey of PPRS Phase 1

Applications were received from entrepreneurs for the establishment of 200 schools. These were verified against the criteria set by SEF for qualification. RME designed the tools for the survey, selected and trained third party research firms for survey, devised a work plan, supervised the survey, designed the database, cleaned and analyzed the data. Based on this extensive exercise, the list of potential qualifying schools was generated from which 200 schools were selected in 10 districts through randomization.

## Baseline survey of RBCS

500 villages across 10 districts were surveyed for the selection of 250 sites for establishment of schools under RBCS. The baseline survey covered 5,000 households for gathering demographic data of the target communities, identifying potential students and teachers and assessing community willingness for supporting community education initiative being launched by SEF.

## Baseline survey of ELP

As part of the baseline, 300 government schools in 5 target districts of Sindh were surveyed. The district wise lists of potential schools eligible for qualifying for ELP were provided by the concerned EDOs.

## Training of Research Firms for PPRS Phase 2 Verification Survey

A 3-day training was carried out by the R,M&E Unit of SEF for the research firms selected to undertake the verification survey for PPRS Phase 2. During the training, the verification tool developed by SEF was extensively discussed and field level mock exercises were also carried out to pretest the tool. Subsequent to the field exercise, the pretesting process was reviewed in detail with the trainees.

# Research Studies

The RCC Programme is based on the philosophy of providing healthier and happier beginnings in life to children. Well into its third phase, the Programme has made valuable contributions to improving children's lives and learning environments through quality interventions, research and advocacy. The Sindh Education Foundation (SEF) is part of the RCC technical partners' pool and has been extending services in the areas of research and advocacy since the very inception of the Programme. SEF carries out research, advocacy and most especially production of ECD resources for parents, teachers and children, the ECDPAK website and other publicity and resource material. SEF undertakes various short-scale and longitudinal research studies which aim at improving the policy and implementation environment for ECD efforts. Additionally, a longitudinal research study was also initiated under IQEP to study the impact of quality interventions across three models of schooling during the project implementation phase. During the year under review, following research activities were carried out under RCC and IQEP by SEF.

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## Role of School Management Committees in the Releasing Confidence & Creativity (RCC): Early Childhood Development (ECD) Programme, Sindh

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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.

The research methodology primarily was qualitative method of enquiry and interviews were conducted with key stakeholders of SMC i.e. chairperson, co-chairperson, community members, and ECD teachers of 10 schools (7 government and 3 community based) located in Hyderabad, Tando Muhammad Khan, Matiari and Hala. The schools were selected on the basis of access and representation of both systems and districts. The data was gathered in different languages and then transcribed in the hardcopy form.

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## Assessment of Institutional Capacity of Government to Implement Early Childhood Development in Pakistan"

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One of the foremost priorities of the RCC Programme is to collaborate with government to eventually transfer the onus of institutional and financial support once the intervention is phased out. It is therefore essential to assess government's capacity of sustaining and replicating the RCC programme for longer term benefits. This study aimed to document the existing institutional capacity of the government for managing and sustaining early childhood initiatives. 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 can be faced while implementing ECD on a large scale and for sustaining early childhood initiatives.

Qualitative research technique was used to achieve the objectives of the study. The semi-structured interview tools were developed and applied for data collection. The research incorporated individual interviews of the government officials from federal, provincial and district levels, ranging from the Curriculum Wing, teacher training institutes, district education officers etc., to representatives from private sector ECD providers, primarily from partners of the RCC programme. 14 interviews were conducted in order to understand the perspectives of various stakeholders. Each interview was transcribed and coded accordingly.

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## Early Childhood Education in Sindh: Issues and Challenges

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The study aimed to shed light on the early education aspirations of rural, semi-urban and urban communities of Sindh the focus being the meaning and significance attached to early childhood education. The study

has been based on a multiple case design so that while it identifies community-embedded schools as 'bounded systems' or individual cases, the analysis treats these cases together as a singular collective entity and makes the cross-cutting phenomenon the object of study. In all, six cases were chosen for in-depth investigation, three of which were from the relatively upper part of the province (schools in the districts of Nausheroferoze and Khairpur), while the remaining three were from Sanghar, Mirpurkhas and Hyderabad districts, the lower parts of the province.

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## Need Assessment for Informative Booklets for RCC Practitioners

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The quality of any educational system is determined by the quality of its teachers. Professionally qualified, skilled and committed teachers play an instrumental role in the education and learning of the younger generation. In order to understand RCC teachers' professional development needs, a study is currently underway with the following purpose:

- Present Situation: to know the level of skills, knowledge and understanding of teachers and to understand the way (practices) they perform their regular teaching under the RCC Programme.
- Desired or necessary situation: to identify desires or needs of the teachers for their professional development in accordance with fundamental job standards and the skills, knowledge, and abilities needed to accomplish these successfully.
- Challenges and opportunities: to identify the nature and causes of performance challenges and any opportunities available to overcome these. Also identify possible solutions and growth opportunities.
- Professional development priorities: to identify the specific areas of professional development and prioritize them according to teachers' own requirements leading to producing need based material for teachers' capacity enhancement.

The study includes teachers of RCC Programme, head teachers, NGO representative and support officials from across all three intervention areas i.e. Sindh, Balochistan and Northern Areas.

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## Exploring Non-formal Education Initiatives in Sindh: A Case Study

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This small-scale research explored cases of non-formal educational (NFE) initiatives in Sindh, with a view to serve as key research input for SEF's future non-formal educational endeavors in Sindh. In this regard, the study explored meanings, perceptions and practices of the NFE of select cases in Sindh, deploying case-study research method. This research therefore sought to explore how NFE is implemented in Sindh with its multiple meanings and modalities. More appropriately, this study focused on exploring the 'contextual conditions' in which the meaning and modalities are shaping and reshaping in the context of Sindh, Pakistan. Also the study aimed to examine features of NFE (i.e. administrative or conceptual) to understand the discourse and practice of NFE as implemented in the province of Sindh and how in turn meaningful lessons can be learned from successful executions of NFE programs, more so from the challenges faced by the same. The districts included in the research were Hyderabad, Badin, Mirpurkhas, Sanghar, Khairpur and Naushero Feroz. The sampling strategy for this study was snowball; individuals were identified before going to the field from the population of interest. They were interviewed extensively as witness of the NFE implementation in selected schools in the seven districts.

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## Impact Study of Quality Interventions in Government, Cost-effective Private and Community Schools

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Divided over various phases of program implementation, this longitudinal study seeks to examine the impact of quality interventions being carried out under IQEP across the three models of schooling i.e. public, private and community based. During the year under review, Phase 1 of the study was completed wherein qualitative data was gathered to evaluate the program efforts and review its strengths and weaknesses. The overarching research focus is to study the existing classroom practices through in-depth classroom observations. A sample of 12 schools (40%) has been selected for the 1st phase of the study wherein classes from Kachi to grade 2 were extensively observed. Cyclic observations were carried out in classes to better understand the trends of pedagogical practices. In addition to observing classes, interviews of teachers who participated in the study were also conducted.



# Field Based Reviews

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## Quarterly Review Meetings with Learning Facilitators

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Learning Facilitators of adult literacy centers participated in 2-day review sessions on a quarterly basis. The purpose of these review sessions was to collectively discuss progress, successes and failures and identify common challenges and issues. The reviews also provided an opportunity for enhancing capacity to resolve administrative, academic and community related issues that the LF's faced in the centers on a daily basis. Members of the women's bodies were also invited to attend the 2-day session to improve their monitoring and build capacity so that they can better manage the centers.

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## Annual Performance Review with NGO Partners

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A 3-day performance review meeting of partner NGOs working in HSP was held at Hyderabad. In the performance review meeting, program activities were reflected upon by the team members and partner NGOs against expected outcomes, achievements and lessons learnt. Increase in teachers' salary, NGO supervision costs and school development funds was the most persistent issue raised by stakeholders in the review. Issues pertaining to school progress, quality of education, roles and responsibilities of VECs were also extensively discussed.

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## Performance Review Meetings with Teachers

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Review meetings were carried out with HSP teachers to discuss the progress of schools. Capacity building sessions were also carried out for the teachers by the HSP team and partner NGOs for improving pedagogy.

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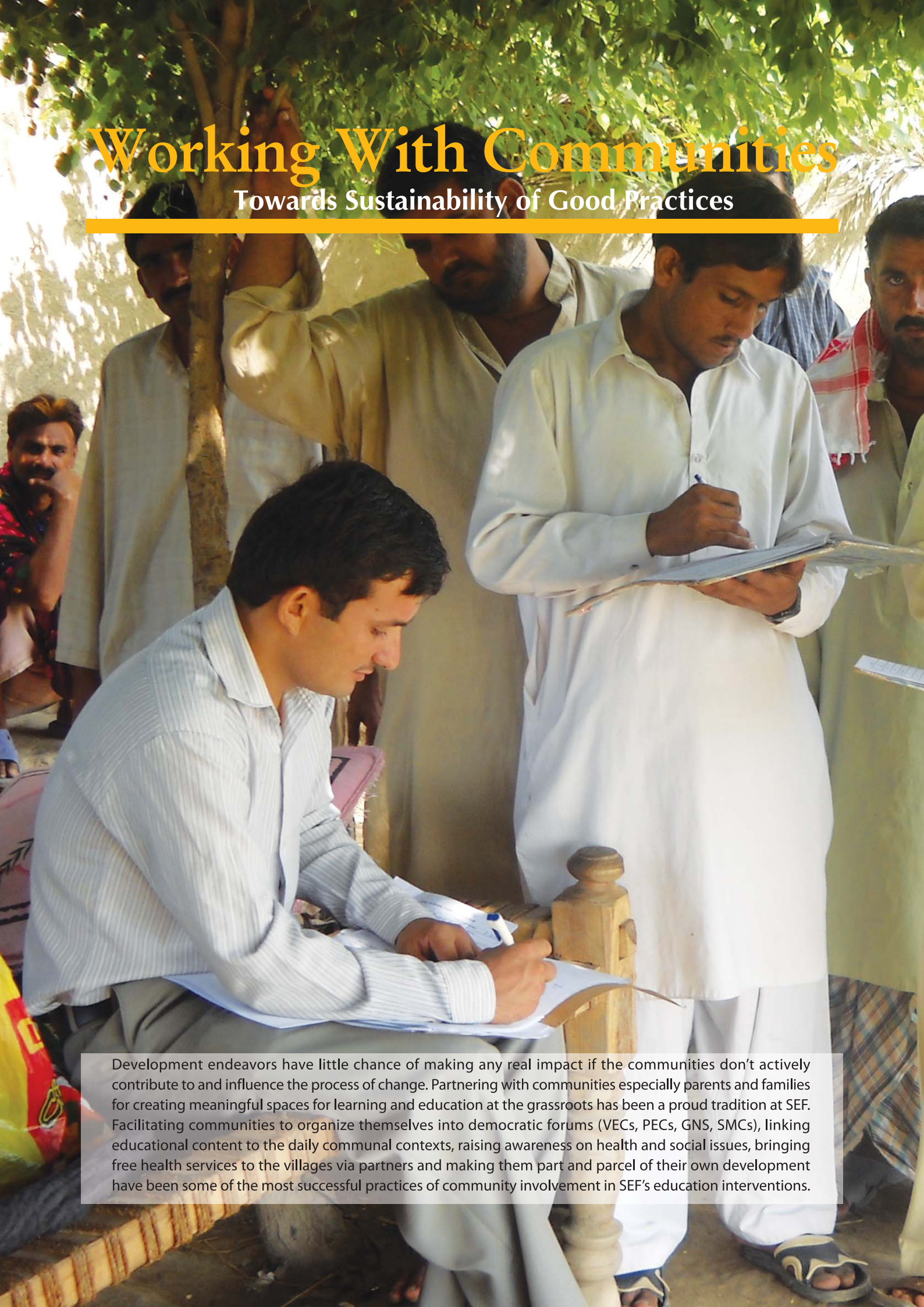
## School Monitoring and Performance Reviews

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A component of IQEP, SMPRs are a quality measure to ensure achievement of targets and success of interventions in schools. The IQEP team conducted school review meetings organized at SEF's sub-office Hyderabad. The 30 partner schools were divided into three groups. Each group comprised 10 schools with the representation of community, low-cost private and government schools. Reviewing school progress in the light of the quality interventions implemented by SEF and discussing issues and challenges that the schools face during implementation of quality reforms were some of the key objectives of these reviews. The schools shared progress on a pre-defined presentation format which was disseminated beforehand by SEF. As part of the activity, the SEF team also shared feedback and reflections gathered from field based observations during the school monitoring visits.

# Working With Communities

Towards Sustainability of Good Practices

A photograph showing a group of men in a rural setting. In the foreground, a man in a light blue striped shirt is seated and writing on a piece of paper. Behind him, several other men are standing, some looking at papers or writing. They are all dressed in light-colored traditional Indian clothing (kurta). The background shows a tree and a simple building, suggesting a village environment.

Development endeavors have little chance of making any real impact if the communities don't actively contribute to and influence the process of change. Partnering with communities especially parents and families for creating meaningful spaces for learning and education at the grassroots has been a proud tradition at SEF. Facilitating communities to organize themselves into democratic forums (VECs, PECs, GNS, SMCs), linking educational content to the daily communal contexts, raising awareness on health and social issues, bringing free health services to the villages via partners and making them part and parcel of their own development have been some of the most successful practices of community involvement in SEF's education interventions.



## Community Meetings

Effective community involvement has been recognized as a critical component in improving educational outcomes for children. Community involvement has also demonstrated profound impact on improving the management and effectiveness of the school. Therefore IQEP has maintained a strong emphasis on engaging communities for the improvement of educational quality.

In this regards the program partner schools have chalked out a strategy during the SMC training for the involvement of the community through community meetings. These meetings mainly focus on the following objectives:

- To discuss the role of parents and the community in improving the education of their children.
- 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 involve communities within the learning environment of the school.
- To celebrate special events.
- To share school improvement plans with communities.

## Free Vaccinations for Community School Children

About 2,000 children studying in CSSP schools in Larkana and Qambar Shahdadkot were vaccinated for TB by UNICEF/WHO. Children of the Malir cluster were also vaccinated for TB through support from Health Department, Government of Sindh where 402 students of 15 CSSP schools were vaccinated.

## Community Awareness for Women Empowerment

Awareness raising and community involvement activities have been integrated in the program in order to achieve programmatic objectives of empowerment and self-development. The themes covered include dedicated sessions on gender, income generation, gender disparity and environmental issues.

Women's education and empowerment initiatives can not succeed at the grassroots level without

active involvement and eventual ownership of the communities. The focus of WLEP, therefore, has remained and continues to be to ensure maximum participation of the communities including male members. Along with the awareness program mentioned in the previous section, WLEP has conducted center level awareness sessions on the following topics:

- Usage of ORS
- Usage of medicine
- Antenatal and postnatal care
- NIC/CNIC
- Rights and responsibilities
- Importance of culture
- Common diseases and precautionary measures
- Food and Nutrition
- Clean water
- Sexual harassment
- Decision making
- Respecting elders
- Plantation
- Self awareness
- Solar system
- Conflict resolution
- Hepatitis
- Usage of clean water
- Early age diseases
- Health and cleanliness
- Reproductive health
- Disposable solid waste
- Water borne diseases
- AIDS

Furthermore, SEF conducted awareness-raising sessions on Early Childhood Development in line with the initiation of early learning class in the centers and to generally increase the level of awareness regarding mother and child health and healthy child rearing practices. These aimed to educate rural women as well facilitate young mothers in enrolling into and benefiting from the community programs being conducted by WLEP.

Realizing the need to address health concerns along with literacy, the Women's Literacy and Empowerment Program has undertaken awareness-raising on critical health and ECD issues faced by its target communities. Focus on health themes and messages to inculcate healthy living are part and parcel of the content of adult learning resources. "Ujli Raahain", SEF's newest publication for adult learning, also carries many integrated themes which deal with health issues faced by the women as well as the communities in general.

## Health Education & Services for Communities

The WLEP's overall approach has been to advocate for healthy living and educate women not only to understand their own health issues but also to take care and preventive measures proactively. As part of these efforts, following themes were dealt with in community level awareness raising sessions organized by the WLEP team:

- Cough and cold
- Pneumonia
- TB
- Hepatitis
- Benefits of breast feeding
- Malaria
- Menstruation cycle
- Nutrition and diet for growing children
- Use of clean water
- Vaccinations

Since early childhood development has been a key area of focus in WLEP, a session was organized for all the communities of WLEP titled 'Health Care of Mother & Child'. The session was attended by 1,320 women. The aim of the session was to raise awareness amongst women regarding health in general, antenatal and postnatal care, vaccinations for mothers and children, dietary needs of growing children, importance of breast milk for babies etc.

In addition to organizing sessions at the community level, the WLEP team also prepared informative manuals for the assistance of LFs on these topics. Sessions were also held with the facilitators for helping them understand and deliver the information

in the manuals more effectively to the learners.

In addition to conducting workshops, community sessions and other educational activities, 17 health camps were organized across the target areas of WLEP, for provision of health check-ups and on-the-spot medical treatment including medicines to adult learners and their families enrolled in WLECs. The health camps were organized across the WLEP communities in collaboration with ASRA, a local NGO. Following health services were offered to learners and communities as part of the health camps:

- Free checkup
- Vaccination
- Free medicines
- Health profiling
- Counseling sessions
- Referrals for women and their children.

The health camps can be viewed as an effort to directly deal with the health issues of the concerned communities. The aim of these health camps was to not only to provide on-site health assistance but also to educate women and communities vis-à-vis health issues and treatments and to develop their health profiles. These camps were organized at each WLEC in collaboration with the implementing partners: GNS, Goth Nari Alliance for Community Development (GNACD), Alliance Goth Nari Sangat for Community Development (AGNSCD) and Sindh Development Society in Karachi, Sehwan and Tando Allah Yar respectively. Through these health camps, SEF aimed to create program ownership, ensure maximum participation of the communities including male members and work towards inspiring some positive changes in societal attitudes towards women.

## Health Awareness Sessions for Working Children

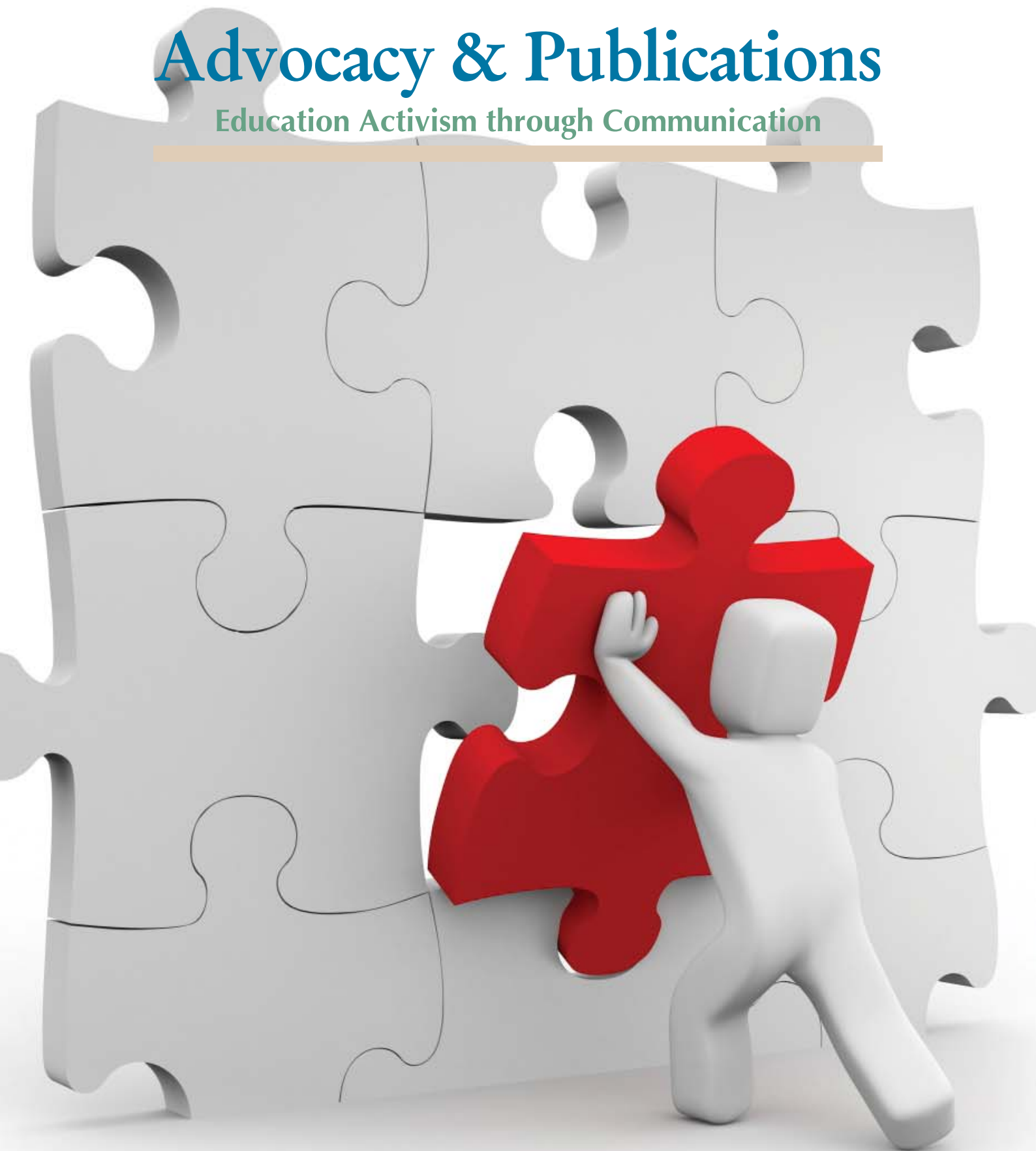
The Child Development Center (CDC) of SEF has been working in SherShah, Karachi for the last 8 years and providing "edutainment" opportunities to working and street children of the communities residing in the area. The children are encouraged to attend the academic classes as well as the interactive recreational activities that the Center offers as part of its unique curriculum. During the year under review, a series of interactive and participatory sessions to raise awareness on critical health issues were organized at CDC engaging mothers and children of the community. The sessions focused on personal hygiene, first aid, general health and cleanliness. First aid kits were also distributed amongst children.



# Advocacy & Publications

Education Activism through Communication

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Creating broader public understanding about SEF initiatives and striving to influence educational policy and practice are some of the overarching objectives of SEF's advocacy portfolio. The Foundation disseminates information and learnings through a repertoire of multi lingual media tools including publications and web resources and organizes public forums to generate discourses on key themes and issues in education.

# Publications

## Children's Newsletter – An ECD Resource for Children

Issues published in 2008-2009: 4  
Language: Urdu and Sindhi  
Frequency of publication: Quarterly



The publication is conceptualized and developed by SEF to reinforce positive educational messages for children of pre primary and primary classes to improve the quality of teaching learning. The Newsletter is widely disseminated resource for RCC schools as well as other schools supported by SEF. Nutrition, environment, care and compassion, play, arts, relationships are some of the themes that are manifested in the publication through colorful, illustrative content.

## Nurture and Parwarish – Magazines on ECD

Issues published in 2008-2009: 3  
Language: English & Urdu  
Frequency of publication: Bi-annual



Nurture is a pioneering attempt by SEF to disseminate ECD information for parents, families, students, teachers, practitioners and anyone with interest in early learning. Supported by RCC, the issues published during the year under review focused on important ECD themes like learning in the formative years, importance of play and nurturing self-esteem in young children. Parwarish is the Urdu version of Nurture and is also published bi-annually. Both publications are widely read by diverse audience belonging to both government and civil society.

## SUJAAG – Community Magazine

Issues published in 2008-2009: 1  
Language: Sindhi  
Frequency of publication: Annual



As part of SEF's ongoing efforts to engage with communities and provide avenues for community voices and expression, SUJAAG, a community magazine, was launched. A Sindhi publication, the magazine brings together and disseminates experiences and learnings from the communities that SEF directly works with through its diverse educational initiatives. The aim also is to provide communities with information and ideas about the emerging trends in education. The magazine was officially launched by the Honorable Information Minister, Sindh, Ms. Shazia Atta Marri in Karachi. The first issue features a range of information on SEF's initiatives and work with communities as well as contributions from children and communities themselves.

## Collective – SEF Newsletter

Issues published in 2008-2009: 2  
Language: English & Sindhi  
Frequency of publication: Bi-annual



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

# Events

## “School & Community: Partners in Learning” – Launch Seminar of “Rural based Community Schools Project.”

RBCS is SEF’s latest public private initiative which seeks to establish 250 schools across rural areas of Sindh in partnership with local NGOs. The project was officially launched in a prestigious ceremony which was organized by SEF in Karachi. The event was chaired by Honorable Senior Minister (Education) Pir Mazhar-ul-Haq and was attended by a cross section of civil society and government representatives. The project is supported by the Government of Sindh. SEF’s community magazine SUJAAG was also officially launched by Ms. Shazia Atta Marri, Honorable Information Minister, Sindh who attended the event as Guest of Honor. Contracts were awarded to the 10 implementing partners selected for RBCS by the Honorable Minister.



## “Bridging the Gap: Synergizing Efforts for Social Development” A Symposium on Public Private Partnership



The Foundation’s core mandate is to make education accessible to the marginalized through viable public private partnerships. Since establishment, SEF has encouraged the private sector and civil society for partnering in order to improve the state of education in the province. Adopt-a-School Program and Support to Private Education Institutes Program are two examples of symbiotic collaboration between the two sectors for quality reforms in education. To consolidate learnings and experiences of public and private stakeholders and SEF itself vis-à-vis their roles, modalities of partnership and impacts created through PPPs in the field of education, a one-day symposium was organized by SEF in Karachi. The event was chaired by Honorable Federal Minister for Education Mir Hazar Khan Bijrani and attended by approximately 350 participants. Through discourse sessions and key note speeches, both public and private sector representatives deconstructed the phenomenon of public private partnership and advocated for symbiotic partnerships to increase efficacy of the social sector especially education. Prominent speakers and panelists included Professor Anita Ghulam Ali, Dr. Ishrat Hussain, Shams Kassim Lakha, Mustafa Kamal, Shahid Kardar, Zafar A. Khan, Baela Raza Jamil, Ahson Rabbani, Mashhood Rizvi, Dr. Mohammed Memon etc. The corporate sector was represented by Asad Omar, CEO, Engro Chemicals and Khalid Rehman, CEO, Pakistan Petroleum.



## Launch Seminar of “Promoting Private Schooling in Rural Sindh Project”



An event was organized in Karachi to officially launch SEF's Promoting Private Schooling in Rural Sindh Project. The launch was attended by more than 500 participants including entrepreneurs from all over Sindh who were selected for establishing 200 schools in the first phase. Honorable Senior Minister (Education), Pir Mazhar-ul-Haq chaired the seminar. Many notable government functionaries attended the launch including Honorable Nisar Khoro, Speaker, Sindh Assembly, Ms. Nafisa Shah, Member of National Assembly, Mr. Salim Butt, Deputy Speaker, Azad Kashmir. Mr. Khoro awarded contracts to the entrepreneurs at the end of the ceremony.

## Technical Committee Meeting on Early Childhood Development



A technical committee meeting was organized by SEF as part of the Foundation's ongoing efforts to advocate for ECD in the Province. Supported by RCC, the meeting sought to provide a platform for sharing experiences and ideas and proposing viable strategies for better coordination between government and NGOs for improved pre-primary and primary education and ECD practices. The meeting was attended by government representatives, RCC's group of implementing and technical partners and other organizations working in the field of ECE and ECD.

## IQEP Launch Seminar

An event to officially mark the launch of IQEP was organized by SEF at Hyderabad. The launch was chaired by Mr. Qamar uz Zaman Shah, President Chambers of Agriculture, Sindh and member of SEF BoG and EC. School stakeholders including heads and teachers, EDOs, civil society members and representatives from donor organization attended the event. The IQEP is a two year project supported by Foundation for Open Society Institute and PCP. Contracts were signed between SEF and the 30 partner schools selected for project implementation.





A photograph of children playing on a paved surface. In the foreground, a child in a red dress with white floral patterns is seen from behind, reaching out. To the left, another child in a red dress and white shirt is also seen from behind, holding a stick. The ground is paved and has some white chalk lines. The text "New Initiatives" is overlaid in a yellow box with blue text.

## New Initiatives



# New Initiatives

## Promoting Private Schooling In Rural Sindh (PPRS)

A public private partnership project based on per child subsidy model

Funded by: Government of Sindh

Implementation agency: Sindh Education Foundation (SEF), Government of Sindh

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

The Sindh Education Foundation (SEF), Government of Sindh has launched its latest initiative titled Promoting Private Schooling in Rural Sindh Project which aims to establish greater public private partnerships for increasing access to and improving the quality of educational services provided to the children and in marginalized areas of Sindh. The project has been designed by SEF in collaboration with the Reform Support Unit (RSU) & the World Bank.

## Project Goal

“To establish public private partnerships for increasing access to and improving the quality of educational services provided to the children in marginalized areas of the Sindh province with support of private sector.”

## Objectives

- Establish long-term public-private partnerships by supporting low cost private schools in order to increase access to education in marginalized areas of Sindh
- Enhance the quality of education and educational practices within classrooms thereby improving student learning outcomes
- Reduce gender disparity in education

## Criteria for School Establishment

- Located in far flung areas with household habitations
- No other educational facility available within 1.5 kilometers of radius of school locality

- Availability of at least 5 qualified (minimum matriculate) teachers
- At least 75 children aged between 4 to 14 years willing to attend the new private school
- Availability of building, either rented or owned, to be used for school purpose only and having provisions of 2 rooms (minimum), 1 functional toilet facility (minimum) and clean drinking water.

## Interventions

- 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
- Trainings and refreshers for teachers
- Learning support
- Student assessment
- Research & Monitoring

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 children population (6-10 years), distance to the nearest primary school and gender disparity in primary school participation.



Private schools will be established by entrepreneurs who will be provided per child subsidy by SEF. All schools will be registered with the Private Schools Directorate and will follow Private Schools Ordinance/Act. The first phase of the project

launched in 2008-2009 extends support both financial and technical to 200 new private co-educational primary schools with the aim of increasing access as well as the schools' overall learning environment and students' academic achievements. Entrepreneurs for the first phase have been selected through a comprehensive and transparent screening and selection process based on applicant related and locality qualification criteria. Since the government is committed to provide free quality education for all, the entrepreneurs will not be allowed to charge any fee from the enrolled students.

The completion of the pilot phase will determine key insights and provide learning for up-scaling the program across other districts of Sindh.

With the implementation of Phase I, Phase II was announced in April 2009.

### **Rural Based Community Schools Project (RBCS)**

Strengthening community schooling for access to quality education

Duration: 4 years

Funded by: Government of Sindh

Implementation agency: Sindh Education Foundation (SEF), Government of Sindh

Target schools: 250 new 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

Rural Based Community School Project (RBCS) is a new scheme of the Sindh Education Foundation under the Public Sector Development Program 2007-08. RBCS aims to improve access to free quality education to 14,000 marginalized out-of-school children aged between 6 to 16 years in far flung areas of Sindh. Under this scheme, 250 two teacher-two room community schools are being established in partnership with grassroots level NGOs in 10 districts (Larkana, Kambar Shahdadkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur and Sukkur). Since community partnership is at the heart of this project, 250 village level organizations called Parent Management Bodies (PMBs) have been formed; the PMBs are responsible for school administration and management. Institutional strengthening of PMBs to ensure sustainability of schools at the grassroots is one of the key priority areas of the project interventions

and regular training and capacity building initiatives are being undertaken for this purpose.

To ensure provision of quality education to marginalized children, the program entails comprehensive teacher development and classroom support components. As part of this project, 500 locally hired preferably female teachers will receive extensive trainings on integrated and accelerated pedagogical skills to help children achieve grade 5 competencies of the National Curriculum in a span of three years. In addition to literacy and numeracy the curriculum and pedagogy also focuses on values, life skills, environment etc.

### **Project Objectives**

- Encourage Public Private Partnership for promotion of education and development especially in disadvantaged/rural areas;
- Supplement government policies vis-à-vis UPE through enhancing educational facilities for out of school children and youth especially girls;
- Extend free and flexible learning opportunities at grassroots level under PPP;
- Encourage gender equality;
- Increase access to quality education;
- Reduce poverty by providing employment opportunity at grassroots level;
- Encourage female teachers for teaching in schools;
- Facilitate students to attain Class –V competencies through non formal/informal approaches;
- Train locally hired teachers for pedagogical and subject based excellence;
- Establish Parent Management Bodies for school management.

### **Criteria for School Establishment**

- Community willingness for education especially of girls;
- Donation of land or at least 2 rooms structure for school establishment;
- Active participation of communities in school establishment process and enrollment drives;
- Commitment for formation of Parent Management Bodies;
- Availability of potential teachers (who are at least matriculate) and live within commutable distance of school site;
- Availability of at least 50 potential students aged between 6 to 16 years who are willing to enroll for at least 3 years.

## NGO Partners

RBCS is being implemented in 10 districts of Sindh through 10 local NGOs selected through a comprehensive and merit based screening and selection process.

S.No.	NGO Partners	Districts
1	Health and Nutrition Development Society (HANDS)	Karachi
2	Indus Resource Center (IRC)	Sukkur
3	Leadership for Environment and Development (LEAD)	Khairpur Mirs
4	Transformation and reflection for Rural Development (TRD)	Jamshoro
5	Bright Educational Society (BEST)	Larkana
6	Sindh Development Society (SDS)	Hyderabad
7	JAAGRTA Social Welfare Organization (JSWO)	MirpurKhas
8	Devcon	Sanghar
9	NGO Development Society (NDS)	Qambar Shahdadkot
10	Village Shadabad Organization (VSO)	Dadu

## Interventions

- Establishing 250 schools in partnership with local NGOs
- 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
- Research & Monitoring

## Early Learning Program (ELP)

Institutionalizing quality reforms in pre-primary education in government schools

Duration: 4 years

Funded by: Government of Sindh

Implementation agency: Sindh Education Foundation (SEF), Government of Sindh

Target schools: 150 government schools

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

Estimated beneficiaries: 15,000 children

Early childhood is the most rapid and critical period of development in human life; it is also the first step towards completion of primary schooling. There is strong research evidence which suggests that the way adults provide for and treat young children determines their physical, emotional and spiritual development. Although individual children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive, and emotional growth and change. The Early Childhood Development approach is based on the proven fact

that young children respond best when caregivers use specific techniques designed to encourage and stimulate progress to the next level of development. Therefore, investment in ECD programs reap longer term benefits not only for the individual but also for the society as a whole.

The primary focus of SEF's ELP is to institutionalize quality reforms in government schools starting from Kachi to grade 2 through intensive teacher development, classroom support, provision of learning material for children and teachers and uplift of school infrastructure and basic facilities for ensuring child friendly learning environments with community participation and parental involvement being cross cutting intervention themes.

## Program Goal

To improve the quality of learning and teaching during the early years through qualitative reforms and increased community participation in select government schools of Sindh.

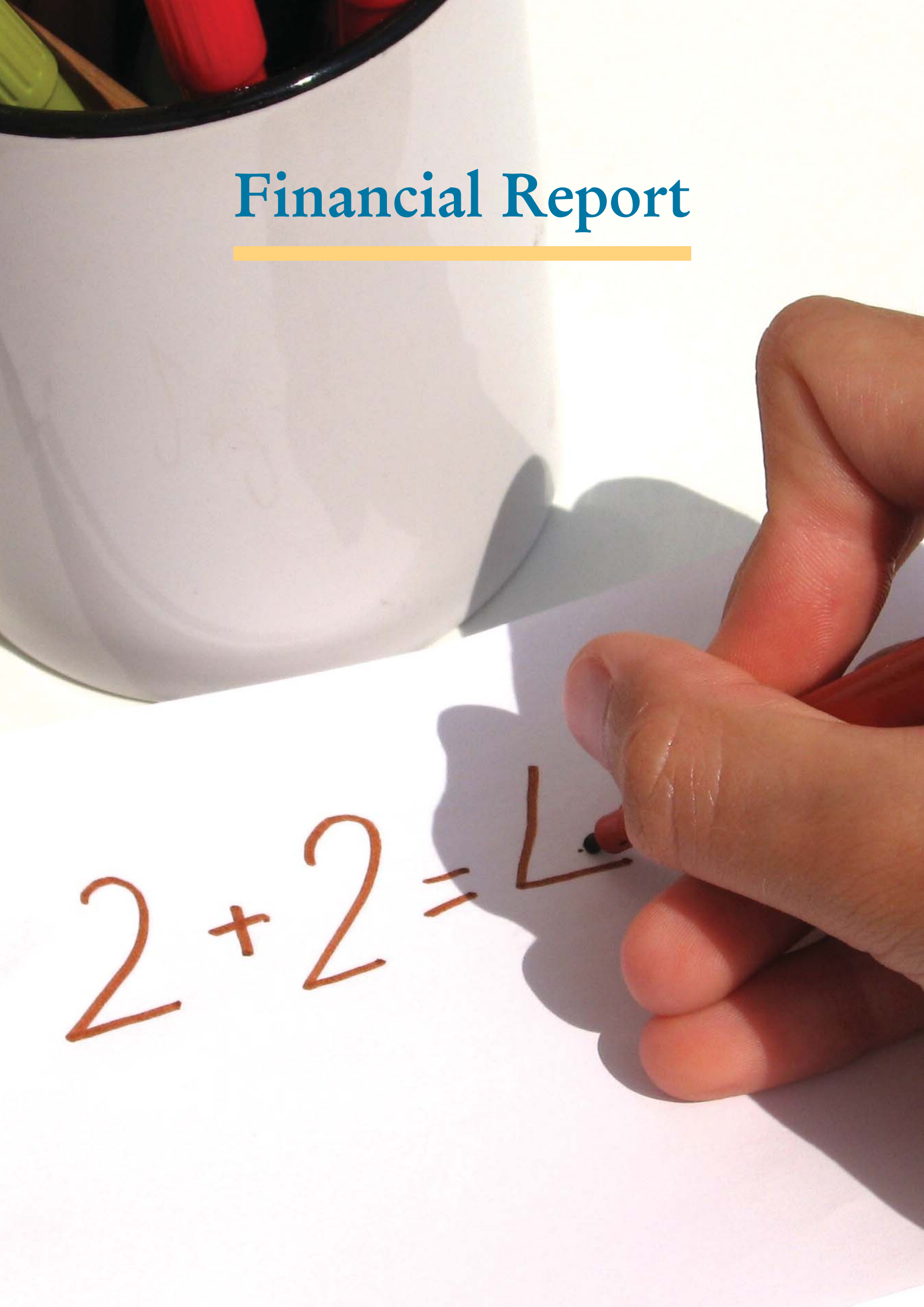


## Interventions

- Ongoing professional development of teachers of kachi to grade 2 (phase wise)
- 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 for children and other classroom resources
- Dissemination of lessons learnt and policy dialogue
- Publications and resources
- Web resources
- Research & Monitoring

# Financial Report

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A close-up photograph of a hand holding a red marker, writing the equation  $2 + 2 = 4$  on a white surface. The hand is positioned on the right side of the frame, with the index finger and thumb visible. The marker is in the process of writing the final '4'. In the background, a white container holds several other markers, including a red one and a green one. The lighting is bright, casting a shadow of the hand and the writing onto the surface.
$$2 + 2 = 4$$

# **JALIS AHMAD & CO.**

**CHARTERED ACCOUNTANTS**

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## **Auditors' Report to the Executive Committee**

We have audited the annexed balance sheet of the Sindh Education Foundation Government of Sindh as at June 30, 2008 and the related income and expenditure 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, 2008 and of its deficit and cash flows for the year then ended in accordance with the approved accounting standards as applicable in Pakistan.

Dated: **24 APR 2009**

Place: Karachi



  
**Jalil Ahmad & Co.**  
Chartered Accountants



**SINDH EDUCATION FOUNDATION GOVERNMENT OF SINDH**

**BALANCE SHEET  
AS AT JUNE 30, 2008**

	Note	2008 Rupees	2007 Rupees
<b>ASSETS</b>			
<b>NON CURRENT ASSETS</b>			
Operating Fixed Assets	4	17,777,914	14,795,167
Long Term Loans - Asian Development Bank	5	17,114,743	17,966,743
		34,892,657	32,761,910
<b>CURRENT ASSETS</b>			
Loan, Advances, Deposits and Prepayments	6	2,641,139	2,051,560
Sundry Receivable	7	27,645	22,874
Cash and Bank Balances	8	68,671,172	81,432,058
		71,339,956	83,506,492
<b>CURRENT LIABILITIES</b>			
Accrued Charges and other Liabilities	9	2,958,051	2,529,888
		2,958,051	2,529,888
<b>NET CURRENT ASSETS/LIABILITIES</b>			
		68,381,905	80,976,604
<b>NON CURRENT LIABILITIES</b>			
Long Term Loan	10	23,549,501	23,549,501
		<b>79,725,061</b>	<b>90,189,013</b>
<b>FUNDS BALANCES</b>			
<b>GENERAL FUND</b>			
	11	31,327,211	42,632,523
<b>SPECIFIC FUNDS / PROGRAMS</b>			
<b>Government Non Development- Regular Grant</b>			
100 Fellowship School Program (FSP)	12	7,057,088	3,980,705
Community Supported School Program (CSSP)		4,063,037	1,131,474
		11,120,125	5,112,179
<b>Government Development Schemes/Grant</b>			
Support to Private Education Institutes, Madressahs including NGO's Community Educational Institutions (SPEIP)	13	5,227,607	15,295,566
Quality Assurance and Resource Centre (QARC)		9,955,376	18,391,629
Early Learning School Program		4,942,908	-
Setting up of Rural Base Community School Program through Public Private Partnership		7,311,448	-
		27,437,339	33,687,195
<b>Donor Funded Projects/Schemes</b>			
Releasing Confidence and Creativity (RCC Phase II)	14	988,627	1,247,686
Releasing Confidence and Creativity (RCC Phase III)		2,828,824	4,222,230
ACCESS English Language Teaching Program		571,108	1,563,320
Road Safety Education Program		1,032,592	1,723,880
Literacy, Health Care, Skill Development & Early Childhood Development for WLEP		4,419,235	-
		9,840,385	8,757,116
		48,397,850	47,556,490
<b>CONTINGENCIES AND COMMITMENTS</b>			
	15	<b>79,725,061</b>	<b>90,189,013</b>

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

*Anita Ghulam Ali*

Managing Director / Secretary to Board

*[Signature]*  
Associate Director Finance & Planning



	2007 Rupees	2008 Rupees	2007 Rupees
<b>RECEIPTS</b>			
Opening balances of:			
Cash at banks	81,183,850	82,389,074	35,084,594
Cash in hand	248,208	603,124	(1,138,532)
	81,432,058	82,992,198	33,946,062
Advances, deposits and prepayments	2,051,560	3,065,803	34,662,778
	83,483,618	86,058,001	(585,896)
			34,076,882
Grant from Govt of Sindh - (Grant in Aid)	30,000,000	40,000,000	991,510
Grant from Govt of Sindh - (100 FSP)	20,000,000	20,000,000	991,510
Grant from Govt of Sindh - (100 CSSP)	20,000,000	20,000,000	
Foundation fund SEF SAVE	1,054,300	601,475	
Education for All	2,362,441	-	
Received from AKF Islamabad for RCC II	-	2,882,992	
Refund of A.D.B loan from Amin Educational Society	852,000	852,000	
Received from AKF Islamabad for RCC III	7,285,000	9,030,000	
Donation	138,000	104,010	
Grant from GOS (ELP)	5,350,000	-	
Grant from GOS (RBCS)	9,000,000	-	
Grant from J&J (LHSE)	4,692,816	-	
Consultancy fee	-	3,305,000	
ACCESS	-	1,787,415	
Road Safety Education Program	-	5,584,336	
Miscellaneous receipts (FSP)	19,206	471,724	
Profit on bank deposits (RCC II)	-	50,947	
Profit on bank deposits (RCC III)	148,711	70,794	
Profit on bank deposits (LHSE)	135,891	-	
Profit on bank deposits ACCESS	64,562	89,134	
Profit on bank deposits (General fund)	950,757	1,767,337	
Profit on bank deposits 100 CSSP	25,475	46,080	
Profit on bank deposits FSP	18,873	46,008	
Profit on bank deposits QARC PCI	267,915	-	
Miscellaneous receipts (ACCESS)	-	20,248	
Miscellaneous receipts (CSSP)	2,620	39,705	
Other income / charges	943,902	766,729	
	103,312,469	107,515,934	
<b>PAYMENTS</b>			
Accrued operating expenses - opening balance			716,716
Operating expenses provided during the year			35,084,594
Less: depreciation and impairment in value of fixed assets			(1,138,532)
			33,946,062
Closing balance			34,662,778
Payment of operating expenses during the year			(585,896)
			34,076,882
Assets purchased during the year			991,510
			991,510
<b>Expenses on:</b>			
100 Fellowship School Program (100 FSP)			19,578,074
100 Community Supported (100 CSS)			18,698,732
Early Learning Program			-
Setting up of Rural based Community School Program (RBCS)			-
Adopt a School Program (AASP)			2,320,197
Child Labour Educational Program (CLEP)			3,311,344
Home School Program (HSP)			5,901,785
Road Safety Education Program (RSEP)			8,960,456
Releasing Creativity and Confidence (RCC III)			4,875,714
Learning healthcare skill development and Early Childhood Program (LHSE)			-
Women Literacy Empowerment Program (WLEP)			4,307,032
Quality Assurance Resource Centre (QARC PC1)			1,100,250
Support to Private Education Institute Program (SPEIP PC1)			-
Releasing Creativity and Confidence (RCC II)			6,252,087
ACCESS English Language Teaching Program			1,607,669
			76,913,339
Increase in sundry receivables			(832,333)
Decrease/(increase) in other charges and other liabilities			(1,046,391)
Payments to Provident and Benevolent Fund			(12,690)
Advances, deposits and prepayments			2,051,560
<b>Closing balances of:</b>			
Cash in hand			248,208
Cash at banks			81,183,850
			81,432,058
			193,573,935
			186,796,087

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

Managing Director / Secretary to Board

Associate Director Finance &amp; Planning



**ERNST & YOUNG**

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**AUDITORS' REPORT TO THE CHIEF EXECUTIVE OFFICER OF  
AGA KHAN FOUNDATION (PAKISTAN)**

We have audited the fund statement of 'Releasing Confidence and Creativity: An Early Childhood Development Programme in Pakistan' (here-in-after referred to as 'The Project'), funded by the Royal Netherlands Embassy, and managed by the Aga Khan Foundation - (Pakistan) [AKF(P)] for the year ended 31 December 2008, together with the notes forming part thereof ( here-in-after referred to as 'Statement').

This statement is the responsibility of the management of the Aga Khan Foundation (Pakistan). Our responsibility is to express an opinion on the statement based on our audit.

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

- (a) the project is maintaining separate financial records for the donor as required by the agreement;
- (b) as described in Note 2 the Statement has been prepared on the basis of receipts and expenditure, which is a comprehensive basis of accounting other than the generally accepted accounting principles;
- (c) in our opinion:
  - i. the agreement has been adhered to;
  - ii. the funds restricted for the Project have been used exclusively for the purposes of the Project; and
  - iii. the related fund statement, together with the notes forming part thereof, have been prepared in accordance with the agreement.
- (d) in our opinion, the Statement presents fairly, in all material respects, the receipt and expenditure of the Project for the year ended 31 December 2008, on the basis of accounting described in note 2 to the Statement.

Karachi -

24 June 2009

*Ford Rhodes Sidat Hyder & Co.*  
**Chartered Accountants**



AGA KHAN FOUNDATION (PAKISTAN)  
 RELEASING CONFIDENCE AND CREATIVITY - AN EARLY CHILDHOOD DEVELOPMENT PROGRAMME IN PAKISTAN (RCC-ECD)

FUND STATEMENT  
 FOR THE YEAR ENDED DECEMBER 31, 2008

(Rupees)  
 Cumulative  
 for the period commencing  
 October 01, 2006  
 to

	SCSPB	HANDS	AKESP	AKHSP	AKPBSP	SEF	TRC	AKU-HDP	AKU-IED	AKF(P)	Total	December 31, 2008 Total
Opening Balance												
RECEIPTS												
Funds received from Royal Netherlands Embassy						15,131,000					150,135,287	231,311,937
Interest received						196,454					1,038,865	1,388,997
						15,327,454					151,174,152	232,700,934
						(2,010,253)					(10,650,829)	
EXPENDITURE												
Personnel						5,426,883					44,513,118	84,323,588
Consultancies						-					160,000	331,071
Capital expenditure						-					689,313	8,718,173
Operational costs						960,336					16,633,095	29,386,922
Travel and transportation						4,044					3,605,968	7,646,217
Programme activities						816,685					28,131,331	55,504,465
						7,207,958					93,732,825	185,910,436
Fund balance - closing						6,109,243					46,790,498	46,790,498

FAP

The annexed notes 1 to 8 form an integral part of this fund statement.

*Q. Nadeem*

Chief Executive Officer, AKF(P)

*Q. Nadeem*

Chief Financial Officer, AKF(P)

# Year in Pictures



Chief Guest Hon'ble Mir Hazar Khan Bijarani (*Federal Minister for Education*) is warmly welcomed by M.D. SEF at the *Symposium on Public Private Partnership*



Hon'ble Nisar Khoro (*Speaker Sindh Assembly*) presiding the contract disbursal ceremony at the PPRS Launch



Hon'ble Pir Mazhar ul Haq (*Senior Minister for Education, Government of Sindh*) with M.D. SEF at the launch of *Rural Based Community Schools Project*



Hon'ble Shazia Atta Murree (*Information Minister, GoS*) launching SEF's Community Magazine "Sujaag"



Ms. Nafeesa Shah (*MNA*) in conversation with M.D. SEF at the Launch of SEF's latest initiative



Mustafa Kamal (*Nazim Karachi*) is welcomed by SEF Directors at the *Symposium on Public Private Partnership*



Ms. Fatima Suraya Bajia with Prof. Anita Ghulam Ali



Gen. (Rtd) Moinuddin Haider (*Former Governor, Sindh*) accompanied by Mr. Abdullah Abbasi (*Associate Director Admin & HR, SEF*)



Mr. Mashhood Rizvi (*Director British Council*) welcomed by Mr. Aziz Kabani (*Director SEF*) at the *Symposium on Public Private Partnership*



Teachers from SEF Partner schools with M.D. SEF at RBCS Project Launch



Prof. Rehana Mughni (*Advisor, SEF*) with Adult Learning Facilitators after the Capacity Building session



SEF School Partners



# Year in Pictures

From service delivery to public advocacy, our team reaches out to the marginalized children and communities through quality education initiatives across the province.





# SEF Partner Schools







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