



# Collective

November 2008



## **‘Promoting Low-cost Private Schooling in Rural Sindh’**

*A Public Private Partnership Project based on Per Child Per Month Subsidy model*

GOVERNMENT OF SINDH PROMISES FREE QUALITY EDUCATION FOR ALL

The government realizes and promotes strategic partnerships with the private and community sectors in an effort to meet the challenges of both limited access and poor quality of education. In its latest initiative, the Government of Sindh (GoS) and the Sindh Education Foundation (SEF) have partnered for the implementation of the pilot project titled ‘Promoting Low-cost Private Schooling in Rural Sindh’. The project has been designed by the SEF in collaboration with the Sindh Education Sector Reform Program, Reform Support Unit and the World Bank. The Sindh Education Foundation (SEF), Government of Sindh is responsible for implementing and managing the pilot project.

Through supporting entrepreneurs in establishment of new private schools, this initiative seeks to provide free and quality educational services to the children in marginalized areas of the Sindh province. In the pilot phase, 1,000 low-cost private schools will be established by entrepreneurs in 10 districts including Thatta, Badin, Khairpur, Shaheed Mohtarma Benazir Bhutto (Nawabshah), Larkana, Kambar Shahdadkot, Sanghar, Mithi (Tharparkar), Dadu and Umerkot. The private entrepreneurs will be selected via comprehensive and transparent selection process.

In the first stage of pilot phase, 200 new schools will be established in rural localities where there are no educational facilities available within 1.5 km radius. Per-child per month fee subsidy will be provided to the entrepreneurs in order to promote longer term public private partnerships. Moreover to enhance the quality of education, the project will undertake development of the teachers professionally, building capacity of entrepreneurs and providing free text books and learning materials for students. Students’ assessments and monitoring will be an inherent and regular feature of the project.



## **‘Improving Quality of Education Programme’**

### *A Public Private Partnership Initiative for Education*

The Sindh Education Foundation (SEF) has pioneered in effectively engaging the public and private sectors as well as the communities for school revival. The results have been remarkable both in terms of infrastructural improvements in the schools and enrichment of the teaching-learning process.

The “Improving Quality of Education Programme” is a recent addition to the SEF’s PPP portfolio. Funded through the Open Society Institute , Pakistan (OSI) and coordinated by the Pakistan Center for Philanthropy (PCP), the SEF is responsible for implementation of the 2 year program in 30 schools in Hyderabad cluster and seek to reach out to approximately 6,000 children, 250 teachers as well as school heads and members of school management bodies.

The goal of the program is to improve the quality of education within 10 government schools, 10 community-based schools and 10 low-cost private schools in order to enhance student learning and achievement levels. Implementation approach will focus on service delivery for improving quality education within schools through provision of learning materials, training of teachers, capacity building of school heads and parental involvement sessions; as well as undertaking research and advocacy for reviewing and advocating for improved quality interventions. One of the significant objectives of the program will be to nurture critical thinking skills of students. This will be achieved by facilitating change management mechanism within the school to create an environment that supports children’s curiosity and learning. Efforts will be undertaken to link up to the Open Society Institute (OSI) Critical Thinking Program.

Through successful quality education interventions for improving education delivery in one district in Pakistan, the Sindh Education Foundation seeks to provide a successful model for larger scale interventions in the future.

## **Early Learning Program (ELP)**

### *SEF’s latest ECD Initiative*

The area of Early Childhood Development (ECD) lies at the nexus of both literacy and health, an area which has grown increasingly in importance in the SEF mandate. In recognition of its contribution towards child development the Foundation undertakes continuous initiatives towards furthering the ECD agenda.

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 Noshroferoz. 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 learning environment will be enriched through academic interventions which comprise designing grade wise learning frameworks in line with the National ECE Curriculum, classroom activities, lesson plans, training modules for teachers, assessment plans for both children and teachers, learning support mechanism and teacher training follow-ups.

## *Piloting the* **Quality Assurance Resource Center**

Recognizing the need to improve the declining quality of education, the Sindh Education Foundation (SEF) in collaboration with the Department of Education & Literacy implemented the revised scheme 'Quality Assurance Resource Center (QARC)' last year. QARC piloted a quality assurance system in education that aims to enable support to good schooling and learning practices in both the public & private sectors of education.

Key interventions of QARC comprised the development of quality assessment system, and preparation and pilot testing of school categorization criteria. The major activities undertaken during the project implementation comprised school quality audits, NGO assessments, research and capacity building of academic staff of partner schools details of which are presented below. Linkages were also developed with different non governmental agencies, universities and educational institutions for information sharing and exchange of learning.

### **Quality Assessments in 100 Schools**

QARC piloted its quality assessment framework across 100 schools in 9 districts of Sindh province in order to test the validity of the school categorization criteria and indicators for school assessment. The selection of schools for the pilot was carried out through systematic sampling in districts Badin, Hyderabad, Jamshoro, Karachi, Khairpur, Matiari, Tando Allah Yar, Tando Muhammad Khan and Thatta. Each of the schools was assessed based on its physical infrastructure and environment, school management, co-curricular activities, parental involvement and teaching learning process. The assessment exercise in 100 schools provided feedback for improving the evaluation indicators and assessment tools for ensuring effective school audits and identification of the school improvement needs.

### **Evaluation of NGOs**

QARC carried out an evaluation of NGOs applying for or working on the supervision of Non Formal Education set ups in Sindh. A total of 82 organizations from 18 districts were assessed on organizational capacity. The areas of evaluation comprised assessment of institutional resources, performance and sustainability.

### **Research Studies**

Research studies were conceptualized and undertaken by SEF to

explore and examine different aspects of educational quality for improving existing practices and enriching the quality framework.

One research studied the types and nature of professional development initiatives launched for the capacity building of teachers in the province of Sindh. Findings of the study provided inputs for designing the training programs for academic staff of QARC partner schools. A second research on studying non formal education in the Sindh province focused on the assessment of the NGOs and the impact of these NGOs on the Non Formal Education Institutions in the province of Sindh.

### **Training of Academic Staff**

A training needs assessment undertaken through QARC highlighted academic training requirements of partner schools. A training program was designed for capacity building of teachers and head teachers. A total of 60 staff members from 30 schools were trained in 4 day workshops titled 'Low Cost Material Development and Pedagogical Skills Enhancement'. The sessions were organized during April 2008 in Khairpur, Hyderabad and Karachi clusters.

### **Development of EAS**

An Evaluation and Assessment Software (EAS) was conceptualized as part of QARC to enable school leaders and concerned stakeholders to implement and maintain logical and comprehensive processes for managing the major components of School Improvement.

## **Survey on Status of Schools in Kacho Areas of Sindh**

Government of Pakistan in 1975-76 initiated a school development program through financial and technical assistance from the United States Assistance for International Development (USAID). More than 150 schools in Kacho areas were established under this program by Shaheed Zulfiqar Ali Bhutto. These schools were built, as a double storey (2 to 3 room) structure, closer to the community so that they were accessible. Since the schools were established in the remote Kacho areas spread over a region extending from Jacobabad to Indus Delta, the progress of these schools could not be monitored regularly. During April 2008, the Honorable Senior Minister for Education, GoS, directed the Sindh Education Foundation to conduct a survey in order to study the school status and identify non-functional schools so that a revitalizing strategy could be established for them.

SEF surveyed 119 schools in 7 districts namely Dadu, Ghotki, Jamshoro, Khairpur, Larkana, Naushero Feroz and Sukkur. The indicators for the survey were infrastructure, facilities (like drinking water and functional toilets), students' enrollment, number of teachers and community characteristics. Out of the 119 schools, the study found 28 percent schools to be non-functional, most of them existing in the districts of Dadu and Sukkur while Larkana and Naushero Feroz have more than 80 percent functional schools. However, even the functional schools were found to

have broken furniture, lack of electricity, unavailability of drinking water and dysfunctional toilets. Majority of the schools had water supply through hand pumps but this water is not suitable for drinking purposes due to high levels of arsenic. 12 percent of the schools where there was a provision of electricity lacked any electric appliances like bulbs and fans. In its present condition, the infrastructure of schools is dangerous for students and teachers due to unsafe roofs, unstable foundations, and broken doors and windows as it ensures no safety for students against severe weather conditions like heavy flooding. Despite these problems, the study reveals an average enrollment of 126 students and 2 to 3 teachers in each school that are functional. However, the ratio of boys is twice to that of girls, as communities are against co-education. The communities existing around the schools, though living in impoverished and destitute conditions, realize the importance of education and emphasized that the schools must be made functional with proper staffing and provision of facilities for school going children.

This survey concluded that a comprehensive situational analysis of these schools must be carried out for a detailed assessment in order to plan reform interventions for uplifting the functional status of these schools and providing quality education to marginalized communities.





## *Completion of* **Supporting Private Education Institutions Programme**

The SEF recently implemented the second phase of the Supporting Private Education Institutions Programme (SPEIP), an innovative scheme of the Sindh Education Foundation under the Public Sector Development Program. SPEIP envisions transforming private schools into dynamic learning spaces. The first phase of SPEIP was implemented in 2003 and supported the institutional development and quality advancement of 300 partner schools. The second phase of the program was implemented during 2007-08 and built upon the successes of the first phase for furthering the process of institutional strengthening and quality advancement of 278 partner schools in the districts of Karachi, Hyderabad, Khairpur, Dadu, Badin, and Thatta.

Key interventions undertaken during SPEIP Phase II comprised the following:

### **Capacity Development of SMC Members from 278 Low-cost Private Schools**

As part of SPEIP, the SEF organized a series of 2-day workshops for members of SMCs across 12 clusters of the Sindh province in order to improve the managerial and institutional capacities of the target private schools.

The capacity building workshop aimed to provide the SMC members skills and knowledge regarding their roles and responsibilities towards school improvement. More specifically, the objectives of the training were facilitating the SMCs to effectively undertake school development planning; collectively develop a framework for learning and institutional support for schools; and reflect on current practices and mandate of the SMCs. The training also focused on enabling participants to understand and apply innovative community mobilization and parental involvement approaches for establishing strong school-community partnerships for enhancing quality of education.

A comprehensive SMC Guide and supplementary reading materials were developed in three languages (English, Urdu and Sindhi) and provided the participants who comprised 3 SMC members from each of the 278 target low cost private schools in Sindh.

### **Teachers Training for School Improvement and Pedagogical Excellence**

For enrichment of the learning environment and effective implementation of child centered pedagogy in schools, the SEF organized an extensive training program for approximately 516 (2 teachers each from SPEIP target schools) teachers of low-cost private schools across Sindh.

Introduction and application of child centered pedagogical approaches using the concepts of multiple intelligence, critical

thinking, value based education and thematic teaching was the overarching goal of the teachers' training program. The training also aimed to promote effective school improvement planning through active involvement of teachers, students, school management bodies and parents.

### **Quality Advancement through Research**

SEF successfully carried out qualitative research studies on the institutional capacity developed in SPEIP partner schools. The studies titled 'The Effectiveness of School Management Committees' and the 'Impact of SPEIP Teacher Training' were aimed at assessing and critically analyzing the impact of capacity building initiatives carried out under the program, specifically those related to SMC formulation and assistance and Teacher Training focusing on activity based learning and teachers as critical thinkers. The samples for these researches spread across 24 SPEIP schools for each study, consisting of schools from every SPEIP cluster including Karachi, Thatta, Hyderabad, Dadu, Badin and Khairpur. The conclusion drawn from these qualitative research assessments were documented by SEF. The exercise proved informative not just for SEF but also our partner schools since opinions, feedback, reflections as well as critique provided by the respondents from schools contributed towards a two way exchange of ideas, and advocacy for best practices.

The research findings has provided insights towards designing, conceptualizing and re-conceptualizing models of low cost and high quality education.

### **Quality Assurance Reviews**

Under SPEIP, SEF piloted quality assurance reviews in partnership with the Quality Assurance Resource Center (QARC). These quality assessments through QARC framework allowed the categorization of schools on merit based on their overall qualitative performance.

# Capacity Building Initiatives at SEF

## Subject-based Training for Community School Teachers

Currently many of the Foundation's target districts have difficulty hiring qualified teachers in some subject areas, most often mathematics, science and foreign languages. Improved teacher training in subject matter and teaching methodologies has therefore remained SEF's key focus for raising the quality of instruction in the classrooms.

Science is an important subject of the elementary schools. Based on their interest of Science, children decide about their area of further education. During March 2008, a 3-day training workshop on "Introduction and Use of Science Laboratory" was arranged for teachers of Community Supported Schools Program (CSSP). The workshop was facilitated by experienced resource persons of *The Learner Centered Educational Society*. The methodology for the workshop was a combination of theory as well as practice. 'Hands-on Approach' was used to enable teachers to observe the experiments in real classroom settings.

Prior to above training a three days training session was also arranged in Sehwan in addition to science the training in Sehwan also focused on early learning. The Quality Support Officers of CSSP Sehwan developed training modules and contents.

## Capacity Building of Community School Teachers in IT

Professional training and development of teachers is crucial for quality output. In order to keep abreast with the latest trends of education and learning, SEF continually provides opportunities to teachers of its partner schools.

Recently in collaboration with the Intel Education Initiative Pakistan, SEF organized a 4 day IT training and learning sessions for 20 teachers of Model Fellowship Elementary Schools, Karachi. These sessions were facilitated by Ms. Rubina Jehangir, provincial coordinator/trainer Intel Teaching Program. The training was aimed to help teachers in acquiring computer literacy skills; fostering critical thinking and collaboration; discovering word processing, multimedia, spreadsheets and action planning.

This initiative is part of Intel's teaching programs in primary, secondary, higher and community education and was organized by the Parents Education Committees (PECs) of model schools under the supervision of Fellowship Network & Community Citizen Board Deh Landhi.

## Capacity Building for Learning Facilitators

SEF's Women's Literacy & Empowerment Program (WLEP) conducted two trainings: "Capacity Building for Improving Quality and Scope of Literacy Programs" and "Engaging Adult learners: Creating an Effective Learning Environment". Through these

trainings 85 LFs and co-facilitators learnt quality improvement and classroom management, mobilization and andragogical techniques and implementation of enriched topics in the WLEP's curriculum for adults.

Furthermore, the WLEP also organized training on the "Role of Stakeholders in Adult Literacy". A total of 88 LFs and co-facilitators got training on topics such as: resource material development, child assessment, quality improvement and classroom management, community mobilization, monitoring, implementation, record keeping, roles & responsibilities of general body members and executive members in the organization.

In addition to these training programs, the WLEP team also undertook capacity building initiatives through provision of adult literacy resources as well as classroom support during their WLEC visits.

## Creating ECD Awareness in Adult Women Learners

Like other SEF initiatives, the Women's Literacy & Empowerment Program (WLEP) also provides learners ECD awareness through provision of learning materials, awareness sessions and hands-on approaches. Led by the Foundation's Learning Support Unit (LSU), SEF recently developed institutional linkages with the Habib University Foundation for designing a structured early learning intervention for children of WLEP learners. The intervention comprises early learning classes for 600 children and parenting education for adult women learners. Additionally, a set of interactive learning material has also been prepared for the children to encourage activity based learning. This includes posters, big books, puzzles, learning toys, story books, flash cards, art and craft material etc. A 2- day workshop was conducted at SEF Head Office where a group of 40 volunteer students came together for developing low-cost teaching aids for the ECD interventions.

During August 2008 a cluster based 5-day training titled "Early Childhood Development (ECD) and Role of Caregivers" was organized for 80 participants comprising Learning Facilitators (LFs) and volunteer assistants from 40 Women's Literacy & Empowerment Centers. The training aimed to develop an understanding regarding children's learning needs and demonstrate effective ways of engaging with children through play based learning approaches. The ECD intervention involved designing of classroom activities for children aged between 4-5 years, age-appropriate learning resources for enriching the learning environment and a bi-lingual Curriculum Guide for LFs. The structured ECE intervention in WLEP will seek to demonstrate a child-friendly learning environment for children and extend continuous guidance to adult women on ECD matters for benefit of their children.

These ECD interventions are made possible through the support of Give2Asia and The Asia Foundation grant provided to SEF upon the recommendation of Johnson & Johnson Asia Pacific Contributions Fund.

## Resources & Publications



### Educational Resource for Community Schools

SEF believes that community education without cultural expression is soulless. In an effort to benefit from indigenous culture and knowledge and to enhance

the creativity and learning outcomes amongst children, the SEF's Community Supported Schools Program introduced music education for the children.

In collaboration with one of its partner NGOs SEF approached music composer Shahid Bhutto for developing tunes on poetry written by renowned poets including Shamsheer Al Hyderi, late Bharoo Mal, late Mirza Ajmal Baig and a few others. The songs were voluntarily sung by folk singers Dilshad Mirza and Sooraj Paliyo as well as teachers and children of CSS schools based in Malir area of Karachi. A total of ten songs were compiled for sharing across the SEF school communities. The songs are based on the themes of environment, health, patriotism, unity, character building, road safety, animal rights and history; and seek to educate students in the primary and elementary grades in these subject areas.

Production of this resource is a pioneering step taken by the SEF for educating children in the Sindh province through music.



### An ECD Resource for Children

The first and second issues of the Children's Newsletter were recently developed and published in Sindhi and Urdu languages as part of the RCC: ECD

Programme. The newsletter is titled 'Khel hee Khel Mein' and serves as a channel for promoting children's creativity and confidence. It is also geared towards enhancing the quality of learning by providing children with information that is both meaningful and entertaining. The publication largely focuses on Early Childhood Development (ECD) themes like good nutrition, physical and mental health, environment, relationships, arts, culture, values, life skills etc. The Children's Newsletter is a useful resource aimed at improving the quality of teaching/ learning in katchi classes and classes 1 and 2.



### Adult Literacy Stories in Sindhi Language

In order to facilitate issue based teaching-learning for adult women learners, the SEF developed a series of 9 illustrated stories in Urdu

language. These stories have been written by Prof. Rehana Mughni, Program Advisor, SEF. Recently UNESCO sponsored the translation and development of these stories in Sindhi language. The stories center on three broad themes which include health and nutrition, income generation and conflict resolution and are a useful adult literacy and awareness resource. Integrating these stories as part of the adult education underway at WLEP is an innovative attempt to inculcate women to be critical thinkers and effective problem solvers within their homes and communities.



### Latest Issue of ECD Magazine

The past quarters saw the development and publication of the 4th Issue of Nurture (English) and Parwarish (Urdu) magazines. Nurture and Parwarish are SEF's pioneer publication on Early Childhood Development

(ECD) published as part of the Releasing Confidence & Creativity (RCC): Early Childhood Development Programme; RCC is an ECD intervention coordinated by the Aga Khan Foundation (AKF) and funded by the Royal Netherlands' Embassy (RNE).

Nurture is an innovative attempt towards promoting ECD concepts, research and practices in Pakistan. The magazine is aimed towards simplifying approaches and theories regarding early childhood development to make it practical and applicable for parents, teachers, educationists and caregivers. The latest issue of Nurture and Parwarish feature an overarching theme that links learning as a concept to early childhood. It also highlights the role of learning in the formative years and explains how children and adults engage in the learning process. All of these articles, plus much more information on Early Childhood Development can also be found online on our website: [www.ecdpak.com](http://www.ecdpak.com). For a direct link to previous issues of the Nurture magazine, visit: [www.ecdpak.com/nurture/nurture.asp](http://www.ecdpak.com/nurture/nurture.asp).



# INTERVIEW

## with our School Adopter

### Adopt-A-School Program

SEF has pioneered in effectively engaging the private sector and the communities in public school revival through the Adopt-a-School Program. Ms. Fatima Haider, with a Masters in Business Administration from LUMS University, brings to this partnership her professional expertise towards educational and humanitarian causes. Ms. Haider and her group of friends, known as the Delta Group, have been associated with the Foundation's Adopt-a-School program since 2003. Delta Group adopted the Government Boys Shireen Jinnah Primary School located in Karachi. During 2008, the principals of two other schools in the same compound approached the Delta Group and their adoption was undertaken as well.

We met with Ms. Haider to talk about her experiences as a school adopter:

**Public Private Partnerships (PPP) represent a promising direction for bringing about an improvement in educational quality. How critical is the role of each stakeholder in ensuring effective implementation at the school level?**

As a private sector adopter, I feel that investing resources in a public school will result in great synergies since the government has already invested in the infrastructure and made certain initial provisions for school resources as well. However, what is critical to the partnership is the need for continuous coordination between all the stakeholders i.e. the government departments and the adopters.

Beyond the initial MoU signing for formal school adoption, I see the Education Department's role to be that of a facilitator between the school management and the adopter as well as in provision of school management funds. Moreover, the department can be instrumental in establishing a smooth working relationship between the adopter and the government school teachers since cooperation of the school staff is critical to a successful partnership. In fact I feel the coordinator for the entire adoption should be the existing School Head who ought to be part of the adoption team and provided capacity building accordingly. The Delta Group works in total consultation with the School Head and that strategy has worked well.

SEF's role as that of technical support agency is also crucial and we look for their support in carrying out school quality assessments, monitoring adopter's performance and providing guidance vis-à-vis school development planning.

**Speaking of educational quality, what specific steps have you taken to enhance academic performance within the adopted school?**

We have kept a clear focus on improving the standard of educational provision for the school children. Various steps taken in this regard include the introduction of time-tables and school based planning as well as capacity building programs for improving the pedagogical skills of teaching staff. Moreover, this year we have hired the services of the Education Resource Development Centre (ERDC), an education consultancy firm who organize training workshops for our teachers, provide classroom level learning support and guide us in designing and implementing the national curriculum. We have also introduced performance based incentives for boosting staff morale and acknowledging good pedagogical performance. All throughout our aim is working towards provision of a better schooling experience for children by combining the good features of both the existing and proposed management systems.

**Comment on the challenges brought about by our present educational system and how this affects you as an adopter of a school, and what steps are you taking to overcome them?**

While working with the public sector one thing is certain: that it is going to be a long drawn process and one has to be very patient. I was fortunate that the school head and school teachers were cooperative but only as long as we did not bother them. However since academics was the weakest area, we continued our efforts and cultural change did happen over the years. Teachers have now become our closest associates.

Under-staffing is a big issue and we have had to hire more teachers; this of course comes with financial responsibility. Managing the government appointed teachers and privately hired staff as a team is also challenging. The government department should play a more proactive role and help us in working with teachers.

I further feel that we need to clearly define the roles of an adopter and the school. Many a times I have seen that the adopters work parallel to the original school management owing to various reasons. The key to a successful partnership is working in collaboration. In my case, I always take the School Head into confidence since she/ he is the supreme authority within the school.

Last but not the least, ensuring a smooth flow of funds remains a continuous challenge for the adopter and takes half our efforts towards school reform. We have dedicated contributors from close family and friends circle who give regular donation for the school. However, besides staff salaries and electricity provision, the schools have no fund allocations from the government for operational expenses. Limited funds are a barrier to development and upkeep of the school.

**What are your recommendations to strengthen the collaboration amongst all the public and private partners in order to ensure greater success?**

Poorly implemented partnerships for education amongst the public and private sectors can end up being just another reform effort that promised a lot. From experience I know that working with the public sector is challenging and requires tremendous amount of patience. Having said that I will emphasize that PPP has the potential to reap tremendous results. Therefore I wish to encourage the private sector to participate proactively in school reform. The government ought to facilitate the partnership by clearly defining roles, ensuring routine stakeholder meetings and hiring a coordinator from the public sector for managing the school adoption. We must not lose sight of our objective which is providing quality education to our children.

# Sindh Education Foundation Government of Sindh Organizational Overview

## Programs/Projects

ADOPT-A-SCHOOL PROGRAM	no. of schools	222
CHILD LABOR EDUCATION PROGRAM	no. of center	1
COMMUNITY SUPPORTED SCHOOLS PROGRAM	no. of schools	100
FELLOWSHIP SCHOOLS PROGRAM	no. of schools	104
HOME SCHOOLS PROGRAM	no. of schools	100
IMPROVING QUALITY OF EDUCATION PROGRAM	no. of schools	30
WOMEN'S LITERACY & EMPOWERMENT PROGRAM	no. of centers	40

## New Initiatives

EARLY LEARNING PROGRAM	no. of schools	150
PROMOTING LOW-COST PRIVATE SCHOOLING IN RURAL SINDH	no. of schools	1000
RURAL BASED COMMUNITY SCHOOLS PROGRAM	no. of schools	250

## Organizational framework

1992	established
CHIEF EXECUTIVE OF THE PROVINCE, SINDH	chairman of the board
MINISTER FOR EDUCATION, SINDH	vice chairman of the board
PROFESSOR DR. RAFIQ A. SIDDIQUI	managing director
QUALITY ASSESSMENT LEARNING SUPPORT & DEVELOPMENT PROGRAM SUPPORT & DEVELOPMENT RESEARCH, MONITORING & EVALUATION MARKETING, ADVOCACY & PUBLICATIONS	quality assurance framework
KARACHI HYDERABAD KHAIRPUR LARKANA SEHWAN	SEF offices
www.sef.org.pk	more about us

# FOR YOUR INFORMATION



## Meeting of the SEF's Board of Governors

The latest meeting of the Sindh Education Foundation's Board of Governors (BoG) was held at the SEF Head office on March 01, 2008. The meeting was chaired by Honorable Justice Rtd. Abdul Qadir Halepoto, Chief Minister, Sindh. Board members including Prof. Anita Ghulam Ali (S.I.) and the Sindh Minister of Education, Mr. Shuja'at Ali Baig, as well as secretaries from Finance, Education & Literacy, and Planning departments also attended the meeting.

## Senior Minister for Education & Literacy's first visit to SEF



Honorable Senior Minister for Education, Pir Mazhar-ul-Haq visited the Sindh Education Foundation in April 2008. A briefing about SEF projects and efforts was presented to the Minister. He advised SEF to conduct a survey of the schools in Kacho area (a region extending from Jacobabad to Indus Delta) established in 1975-76 during the Government of Shaheed Zulfiqar Ali Bhutto in order to know the current status of these schools. As per the directives, the SEF undertook a survey in 119 schools in the districts of Dadu, Ghotki, Jamshoro, Khairpur, Larkana, Naushero Feroz, and Sukkur. The minister really appreciated SEF endeavors towards improving quality education in the disadvantaged areas of Sindh.



Sindh Government has given additional charge of the Managing Director, Sindh Education Foundation to Prof. Dr. Rafiq Ahmed Siddiqui effective from July 31, 2008. Dr. Siddiqui is presently Director General Colleges, Government of Sindh.

## MD visits SEF Partner Schools

Prof. Dr. Rafiq Siddiqui visited SEF partner schools in districts Hyderabad, Jamshoro, Matiari, Dadu, Qambar-Shahdadkot, Larkana and Khairpur. During the visit, he interacted with students and teachers and discussed details of schools teaching-learning environment. He emphasized the role of SEF in providing learning support for improving the quality of education within schools. The MD also met with the field staff during his visit to the SEF regional offices. He shared his field observations in a presentation to the Honorable Senior Minister for Education & Literacy and recommended that greater infrastructure support and increment in teachers salaries should be provided to the schools by the government. His efforts were acknowledged and appreciated by the Senior Minister.