

COLLECTIVE

Sindh Education Foundation

Government of Sindh



Accelerated Curriculum for Out-of-School Children

The Rural Based Community Schools Project is one of Sindh Education Foundation's key initiatives tailored for the out of school children. The RBCS Project utilizes an accelerated curriculum for these children that achieves primary level competencies as per the National Curriculum in 1 and 3 years respectively. [Page 2](#)

Training for Enhanced School Management

The Sindh Education Foundation is a strong proponent of building capacities and developing the abilities of its people. The Foundation held different training sessions for the teachers and entrepreneurs of its Promoting Private Schooling in Rural Sindh Program to improve the quality of education imparted and enhance school management skills to provide a better learning environment. [Page 6](#)

Regional Launch of Annual Status of Education Provincial Report (ASER) 2012

The Sindh Education Foundation in collaboration with South Asia Forum For Education Development (SAFED) and Idara-e-Taleem-o-Aagahi (ITA) launched the Annual Status of Education Provincial Report (ASER) 2012. With 252,000 children aged 3-16 across 136 rural and 6 urban districts of Pakistan covered in the report, ASER 2012 is even more comprehensive than the previous editions. [Page 9](#)



PPRS holds Assessment for 30,000 Students

The 'Promoting Private Schooling in Rural Sindh (PPRS) Program', launched by the Sindh Education Foundation in collaboration with the Reform Support Unit and the World Bank, aims to improve the quality of education provided to children in marginalized areas of Sindh. Phase III of the Program brings the number of schools supported close to 400 with the objective of reaching a total of a 1,000 schools in its proposed 10 year plan. Per-child subsidy is provided on a regular basis by the PPRS Program in addition to trainings for entrepreneurs and teachers and provision of free books and educational material to schools.

Subsidy was released for the last two quarters for all functional PPRS schools during the Jan-June 2013 time period. Furthermore, the program conducted district wide assessments in all 10 districts in the months of January and June. In PPRS phase I & II schools, 2 classes were selected on a random basis from

grade I to grade IV while in PPRS phase III, grade I students were selected for assessment. Over 30,000 students were assessed during the activity. The assessment was based on student knowledge of four subjects namely Science, Math, Sindhi, & English. The activity served to gauge the level of improvement in student learning outcomes with regards to the curriculum and to identify gaps in intervention efficacy.

Annual monitoring was undertaken to gauge and access the strength and competencies as well as the needs and issues of 387 PPRS schools under phase I, II & III to strengthen the program in multiple areas. Programmatic activities, processes and inputs shall be assessed by analysis of data collected on entrepreneurs, teachers, students, facilities and infrastructure. In addition, training of the PPRS team, teachers and entrepreneurs was conducted to enhance capacities to improve Program performance.



Contract Signing for IELP Schools

A collaborative effort between the Government of Sindh and Sindh Education Foundation, the Integrated Education Learning Program (IELP) extends support to 1,300 new and existing private schools (primary, elementary and secondary) across Sindh. Through public-private partnerships IELP brings together the Government, NGOs, CBOs, trusts and individuals to increase access and improve the quality of education in the province.

Post regularization of the IELP Program by the Government of Sindh, an inspection survey was undertaken by the Sindh Education Foundation to gauge IELP schools on the basis of functionality as per criteria. The inspection survey was strategized to collect current data, verify the results and to subsequently carry out follow ups. Visits were executed across 23 districts with a two tier inspection strategy;

the regional staff visited all schools while the head office reviewed the schools based on a sample. Over 1,250 schools were inspected and information on relevant indicators was collected for analysis. The information verified by the inspection survey will provide the foundation for upcoming initiatives by the Program.

IELP School Contract Signing Activity was conducted in the month of June, 2013 in Karachi. Moreover, orientation on new contract agreement was given to school operators so as to instill strong understanding of the objectives of the new contract. The signing of school contracts will ensure financial and technical support to schools which were found functional during the school inspection visit.



Established in 2009, the Rural Based Community Schools (RBCS) Program is a 4 year initiative operating in 10 districts of Sindh (Larkana, Qambar-Shahdadkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur & Sukkur). The 250 non-formal schools target asset-poor and vulnerable communities and are being operated through NGOs responsible for RBCS Program aims to provide operation at the grassroots level. The RBCS Program aims to provide access to quality education for out-of-school children so they can achieve primary level competencies as per the National Curriculum in three years. Direct beneficiaries comprise 500 teachers, 250 support staff and more than 14,000 students under their tutelage.

Accelerated Curriculum for Out-of-School Children

As per directives of the Managing Director and Director POR, the RBCS Program disbursed the Jan-March 2013 salary of teaching and non-teaching staff. The program collected and verified the teachers' data with the help of respective EOs, RBCS field team and concerned partner organizations after which the salary for over 500 staff was disseminated. A ten days field visit was conducted by the team in the 10 RBCS districts to distribute school certificates for students who completed their Behtareen and Taiztareen courses. The aim of the activity was to promote the students to class 6 and to acknowledge and encourage the children to keep up their hard work and focus on their studies. During the visit teachers and students actively participated and shared their progress and issues with the RBCS team.



Commitment to Public Private Partnership

SEF's Adopt a School Program (AASP), initiated in 1998, continuously strives for greater public-private partnerships for improving education delivery in public schools.

AASP provides technical support in the school adoption process which includes needs assessment surveys, organizing adopters' visit to the respective schools, development of school improvement plans, introductory meetings with school management and official correspondence with government

functionaries. During the Jan-June time period, SEF facilitated additional school adoptions for 10 schools.

The school adoption details are:

- 4 schools in Cantt. Karachi adopted by Ms. Asma Tahir of Save Our Welfare Organization
- 5 schools in Karachi adopted by Mr. Mohammad Mashkoor of SEED Pakistan

- 1 school in Sukkur adopted by Mr. Basheer Ahmed of PORAB

The Program continues to provide assistance to 167 partner schools across 12 districts which involve school support visits and meetings with stakeholders to facilitate the proceedings between the adopters and school staff. Furthermore, the AASP team worked towards academic enrichment by teaching selected subjects at different AASP schools and conducting assessment to gauge learning outcomes of the activity.

Bettering the Lives of Working Children

SEF initiated the Child Labor Program in 2001 to provide support to the working children of Shershah through its Child Development Center (CDC). The Program extends educational, recreational and self-development opportunities for 300 children through free and flexible facilities which are tailored around their working commitments.

Along with the standard curriculum, CDC children and the community are given life skills education to provide them with valuable life lessons. CLEP in collaboration with the NGO AAHUNG are offering Life Skill Based Education (LSBE) at the CDC to enhance information on sexual and reproductive health of target communities. Teachers were given training on Adolescent Sexual and Reproductive Health (ASRH) and Child Sexual Abuse (CSA) which they in turn will disseminate to the community. Children were given lessons on self-awareness and self-respect as well as communication skills to equip them with enhanced socialization tools. Health Education is also an essential component of the CDC, aimed to raise awareness regarding health issues and safety measures to create a safe environment and induce good and healthy habits amongst children and their families. The topics covered included the importance of cleanliness.

Since the establishment of CDC, the CLEP team has developed linkages with likeminded organizations to seek support for the wellbeing of CDC students. Muhammad Shafee Technical School shall be accommodating 22 graduating CDC students where they will be provided with free of cost educational facilities in order to complete matriculation.

Institutionalizing ECE in Government Schools

Education plays a crucial role in development and it has the most impact when implemented during a child's early years. Education imparted during the early years directs growth for years to come. Positive results can be observed when comparing those who have had the benefit of early childhood education to those who have not. Thus keeping in view the obvious advantages of Early Childhood Education, the Sindh Education Foundation initiated the Early Learning Program in 2008 for the marginalized children of Sindh.

SEF's Early Learning Program (ELP) focuses on implementing Early Childhood Education (ECE) in 150 government schools across 5 districts of Sindh. The Program emphasizes on cultivating the academic and physical environment within public schools targeting katchi classes (pre-primary) and grades 1 and 2. The ELP initiative has benefited more than 10,000 children, 450 ECE teachers and 150 teaching assistants in Tando Mohammed Khan, Badin, Khairpur, Nausheroferoze and Ghotki. The ELP team visited 150 schools in all Program districts for the purpose of physical verification of ELP teachers. ELP employment contracts were renewed and salaries distributed for the 450 Grade 1, lead and assistant teachers who form the core of the Program and continue to undertake interventions in katchi classes supported across the target public schools in Sindh. In addition the Program conducted teacher training in key areas of Early Childhood Education and pedagogical techniques to develop professional capacities for educational enrichment.



Reintegration into Society

The Sindh Education Foundation aims to promote access to quality education for the marginalized children and communities across the province. To uphold its commitment to education SEF is piloting a small scale intervention, Sukkur Jail School Project, for juvenile delinquents – one of the most vulnerable groups that urgently requires educational access. The target participants have had no formal education and thus are in dire need of functional literacy, numeracy and social skills. The Project hopes to enable juvenile delinquents to reintegrate into society as responsible and contributing members.

The pilot was initiated in the Sukkur Jail where basic education is being provided to a group of 30-40 male prisoners aged between 8-15 years. Through an accelerated and integrated curriculum, Taiztareen, grade 5 competencies of the National Curriculum will be imparted over the

course of two years. Children are not only involved in studies but also encouraged to participate in extra-curricular activities to inculcate discipline, responsibility and self-confidence. The SJSP also provides free textbooks and learning material, hires teachers and conducts their training as well as implements project supervision and management. The Project carried out assessment activity in order to assess students learning outcomes vis-à-vis the Taiztareen syllabus during their stay in Jail School. The activity gauged the performance of students, teachers and took account of additional factors that contribute towards running the SJSP. The assessment provided critical feedback on the teaching/ learning processes and acknowledges the efforts of the teachers in meeting the objectives of the Project.

Supporting Women Empowerment Initiatives



The Women Literacy and Empowerment Program (WLEP) works towards providing disadvantaged adult women with educational and self-development opportunities and contributes to their process of empowerment. The program initiated in 2001 under the umbrella of Sindh Education Foundation has reached out to many diverse and marginalized women and communities. It presently operates through 13 Women's Literacy and Empowerment Centers (WLECs)

in underserved areas of Karachi (Malir) and Jamshoro (Sehwan), providing learning facilities to more than 387 women

WLEP recently relocated 13 WLECs (6 in Sehwan and 7 in Karachi) to focus on new areas where a need for women empowerment and literacy has been identified and recruited 10 teachers for the newly located centers. Furthermore, the WLEP team distributed 425 Ujili Rahain Qaidas, copies and other stationery items to the new learners. This

material was provided to aid the learners in their studies, to provide learning support to the facilitators and to help in the proper implementation of the curriculum. SEF provided financial support to its implementing partners (GNACD/AGNSCD/SDS) including teacher's salaries, center support and monitoring cost. In addition quarterly contract signing was also undertaken with partner NGOs.

Highlights



BOG Board of Governors meeting held to monitor the Sindh Education Foundation's progress and achievements



Meeting held with MD SEF to present the progress of the Adopt a School Program



Fazallullah Pechuho, Additional Chief Secretary, Education & Literacy Department discusses educational initiatives with SEF Management



Special Secretary Education, Nazir Ahmed Jamali, talks on educational opportunities in Sindh



Head of Oxford University Press, Amina Syed, visits Prof. Anita Ghulam Ali at SEF Head Office



Javed Sadiq at his discourse on 'The importance of effective communication skills'



MD SEF in a meeting with Masuma Lotia, Fazal Karim Khatri and Riaz Gill



Members of the Executive Committee in session with SEF Management

Training for Enhanced School Management

A 3 days teachers' training refresher of Grade III along with a 6 days teachers' training for Grade IV was initiated for PPRS Phase II and III school teachers in March in all 10 PPRS districts of Sindh. The session was to enhance the teachers' English and Sindhi reading and comprehension skills supplemented with basic grammar included in the OUP text books. It also inculcated activity based techniques to be utilized in Islamiyat, Social Studies, Mathematics and Science subjects to produce improved teaching efficiencies as an English medium school teacher. The workshop gave 173 teachers the opportunity to develop and improve proficiencies in school curriculum subjects and encouraged exploration of activity based teaching.

On behalf of the newly generated child profiling data base and software, a one-day orientation of PPRS team (H.O & Regional) was carried out with the support of SEF EMIS Unit. The main objective of the orientation was to update the understanding of the team regarding the utilization and operation of the child profiling software. It is expected that

the provided knowledge will help the PPRS team update the child profiling data of the PPRS Program in the software, understand user rights management and aid in report generation.

Keeping in view the programmatic objectives, the PPRS Program team conducted a 2 days orientation session with all PPRS entrepreneurs of Phase I, II and III round 1. The main purpose of this activity was to orient school entrepreneurs on revised contract under SERP 2 intervention in PPRS; the orientation also catered discussion and hands on working on the annexes of the contract. The training included a variety of delivery methods, including presentations, participatory activity based exercises, discussions, and visuals/snap shots. The participants were asked to openly express their understanding and disagreements, so contractual terms of the school contract could be clarified enough to be mutually agreed upon to sign and execute.



Capacity Building of Elementary School Teachers

The Sindh Education Foundation consistently implements capacity building sessions for the personal and professional development of its people to ensure that high standards of education are maintained at all times. The Integrated Education Learning Program has benefitted significantly from the SEF training sessions, which is evident from the improvement observed in the learning outcomes of its students.

A 12 day training of IELP elementary school teachers was held in the month of June, 2013. The training was aimed at the capacity building of 262 elementary school teachers in Hyderabad, Mirpurkhas, Shaheed Benazirabad and Dadu cluster. The Learning Support Unit led training served to enhance teachers' pedagogical skills in Science, Mathematics, English and Social Science. The sessions focused on improving teachers' ability to plan and teach and to tailor the lesson

plans to be as child centric and interactive as possible.

Earlier to teachers' training, a three days training of trainers was held at the Hyderabad district. The training envisions a long-term institutional development of schools by promoting Public Private Partnerships at community levels.

Learning Sessions for Staff

The Foundation is a strong advocate of building capacity and professional development and thus always encourages an environment of continuous learning for the growth and development of its employees and stakeholders.

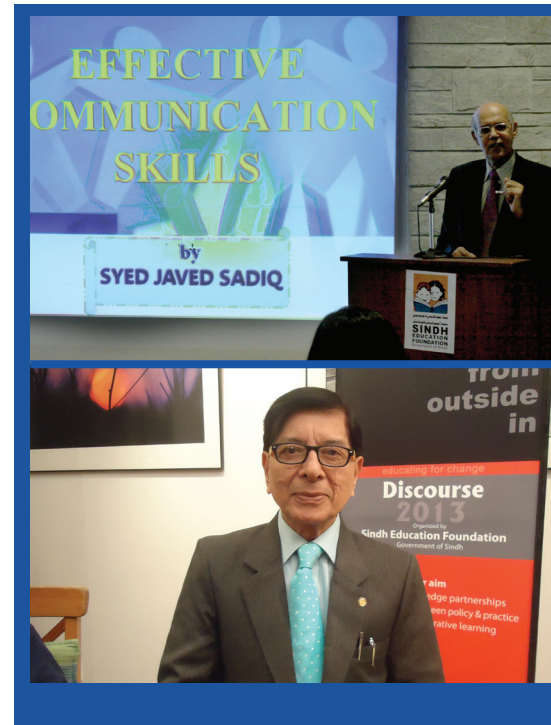
Over the last 6 months, experts from diverse fields were invited by the Foundation for capacity building sessions on a variety of subjects which proved to be a source of great learning for the SEF staff.

Prof. Mohammad Rais Alvi has been a professor over the years at various educational institutes in Pakistan as well as in Japan where he was a guest professor at the Tokyo University of Foreign Studies. In the month of January, Prof. Rais, given his extensive international experience with the Japanese culture and writings, spoke on the subject of 'Poetry across Cultures'. He shared his vast experience on translating various works of Japanese poetry and spoke at length on its intricacies. Prof. Rais continued to give an in-depth comparison between Urdu and Japanese poetry, expounding on the similarities and

differences in artistic thought between the two societies.

Javed Sadiq has served as Senior Advisor at the Foreign Diplomatic Mission and has had extensive experience in the work environment. Mr. Sadiq is currently a corporate trainer and a consultant in public affairs & social development. During his discourse held in May, Mr. Sadiq highlighted the importance of effective communication skills. The speaker shared the essentials of critical cutting edge communication tools utilized to be understood better both on a personal and professional level. Mr. Sadiq's talk and sharing of ideas originated from experiences culled from more than forty-two years of interaction mostly in public diplomacy with people of varied cultures and religions. The speaker said that communication plays a crucial part in creating a greater consciousness in society.

The sessions remain a source of continuous capacity building and provide a deeply enriching learning experience that is highly appreciated by the SEF staff.



Session on Early Childhood Development

Early Learning Program (ELP) in collaboration with Learning Support Unit (LSU) organized a 6 day teachers training workshop for ELP Grade 1 teachers in five districts (Badin, TMK, Khairpur, Nausheroferoz and Ghotki). The training covered on the National Curriculum and the teaching pedagogies for Grade 1. The training focused on orienting the participants with the National Curriculum, orienting the participants with competencies mentioned in National Curriculum for Early Learners, explaining the term pedagogy and the importance of acquiring and implementing pedagogical skills for grade 1 learners and identifying the teaching strategies and developing their capacity in activity based teaching of language, numeracy and health.

Another 6 day training program for 150 ECD Lead teachers was held in the five targeted districts simultaneously in the month of June. The training focused on the role of the teacher, factors affecting children's development,

health and hygiene, the classroom environment, learning corners and their importance and lesson planning. The training provided teachers an opportunity to learn and reflect critically upon their current teaching practices. Furthermore, the sessions provided the facilitators an opportunity to share their experiences regarding the ECD curriculum and promote successful methodologies for teaching children effectively.

Prior to the teacher trainings, a 3 day training session was held for the LSU trainers from May 20th to May 22nd 2013 in which trainers from Karachi, Sehwan and Larkana participated. The basic objective of the activity was to make the trainers aware of the training content, the agenda and how to conduct training for ECD teachers. In the three day session, trainers were involved in developing no-cost and low-cost material, as well as different themes to stimulate the interest of ECD teachers at the time of training.



Monitoring & Evaluation

The Sindh Education Foundation conducts Monitoring and Evaluation routinely across its programs and schools to study school performance, students' progress and efficiency of implemented initiatives to advise areas of improvement in programs. The details are as follows:

The Monitoring Unit undertook and completed Annual Monitoring of the PPRS Program for the year 2013. Data was collected from 387 PPRS schools across the 10 PPRS districts (Badin, Dadu, Khairpur, Larkana, Sanghar, Mithi, Umerkot, Benazirabad, Qamber Shahdadkot, and Thatta).

The survey gathered data on basic indicators such as student enrolment, teacher attendance, teacher training, retention, curriculum progress and the physical school infrastructure. Upon completion of the monitoring and gathering process, the data was forwarded to SEF sub office and regional offices for data entry, cleaning and consolidation. Post consolidation, the data has been submitted for further analysis and is to be compiled in report format. The findings in the report shall facilitate in determining the standard of education being disseminated and provide guidelines for future interventions. Situation Analysis Activity was carried out for the 250 RBCS schools to authenticate school proceedings, determine and guarantee a healthy and secure learning environment and ensure the provision of basic amenities such as clean drinking water. Furthermore, the team reviewed the building structure and furniture provided to verify that the schools met the stated tangible requirements. Specific tools were designed which entailed school profiling and interviewing of the parents management body to make data accumulation during the activity as accurate as possible.

The RM&E team is also in the process of developing an extensive research study on "Investigating the factors that contribute dropout of teachers in Promoting Private Schooling in Rural Sindh (PPRS)". Data was collected from entrepreneurs, head teachers and focus group discussions with teachers from selected PPRS schools. The study will provide key insights to the reasons behind teacher turnover and the optimum approach to curtail the occurrence.

Publications

SEEK

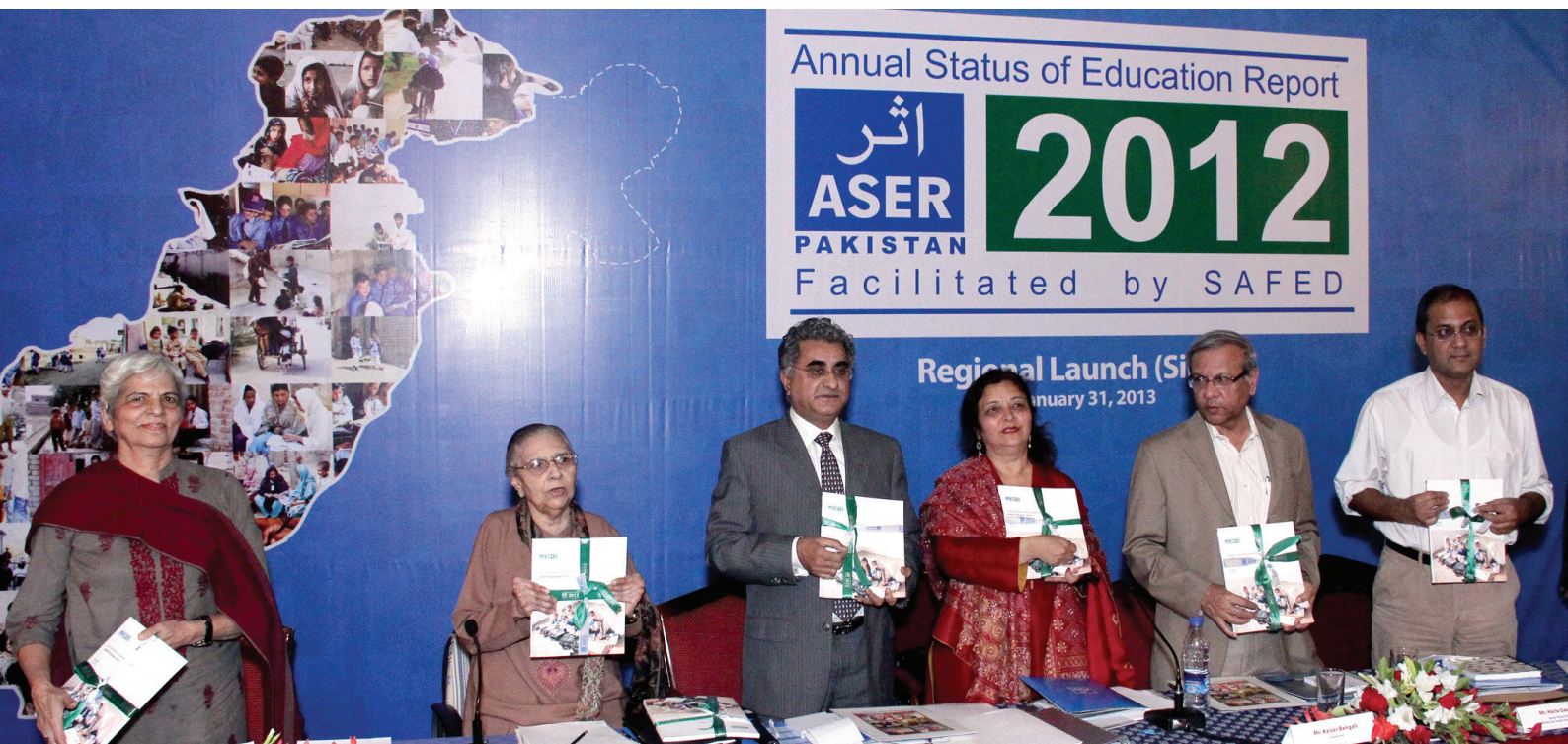
SEEK, a magazine on education and development, is part of the Sindh Education Foundation's continuing efforts to promote intellectual discourse on the issues surrounding the educational sector. It aims to question on all fronts the disparities in the existing models of learning and development in order to bring a shift in existing ideologies and encourage social action. The publication provides an in-depth look at the various matters ranging from the impact of the 18th amendment to the different education systems operating in Pakistan and their effects on the masses. The magazine is soon to complete its designing phase after which it shall go into print and be available for dissemination.



Kids' Magazine

The Foundation is in the process of developing a magazine specifically for kids focusing on the fun side of learning. The magazine will be child centric and employ techniques that will provide learning to children in the form of entertainment. The Kids' Magazine will feature a reading section through which children will be able to learn about specific animals, countries and distinguished worldwide personalities. The publication will also include fun, intellectually stimulating activities relating to a range of subjects including English, Math, Science, Sindhi and Urdu as well as riddles and quizzes to encourage lateral thinking. Furthermore, the magazine will comprise of material promoting hygiene, cleanliness and safety for the betterment of its young readers and their families.





Regional Launch of Annual Status of Education Provincial Report (ASER) 2012

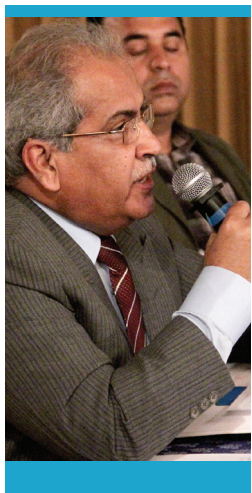
The provincial launch of the “Annual Status of Education Report ASER Pakistan – 2012” (ASER) was held in Karachi on January 31st by the South Asia Forum For Education Development (SAFED) managed by Idara-e-Taleem-o-Aagahi (ITA) and Sindh Education Foundation (SEF) along with other partner NGOs. Over 150 people which included major stakeholders belonging to the field of academics, practitioners working in the field of education, representatives from the Government and media personnel attended the event. This was the third Sindh launch of ASER in Pakistan and the report was the most comprehensive one yet. The national survey of education undertaken by over 9,000 youth volunteers covered 252,000 children aged 3-16 across 136 rural and 6 urban districts of Pakistan. Specifically in Sindh, all 23 Districts and 2 Urban Cities were also surveyed.

Since 2008/9, Pakistan through its civil society and expert led groups has been undertaking a rural household based learning survey, called the Annual Status of Education Report (ASER). ASER 2012 is said to be a testimony to civil society’s commitment

to evidence-based planning and collaborative action with the government. ASER 2012 assists governments, private sector and other research/ think tanks with vital information regarding 3-16 years old children and learning outcomes for 5-16 years, the precise age group stipulated under Article 25- A for extending education as a fundamental constitutional right.

Fazal Ullah Pechuho, Secretary Education, presided as the Chief Guest at the event. To discuss the findings and results of the 2012 report in detail, esteemed panelists such as Prof. Anita Ghulam Ali (MD, SEF), Mr. Tanveer Ahmed (CEO, HANDS), Mr. Kaiser Bengali (Economist), Ms. Baela Raza Jamil (Director Programs, ITA), Dr. Haris Gazdar (Senior Researcher, Collective for Social Science Research), Mr. Javed Jabbar (Chairman, JJ media), Ms. Zubeida Mustafa (Senior Journalist) and Dr. Sajid Ali (Assistant Professor, Institute for Educational Development) were invited to the forum.





Prof. Anita Ghulam Ali hoped that the ASER report has a positive effect on the future of education by providing vital information to those in decision making positions. She stated that the report did not cover up anything and showed harsh realities that we needed to face.

Baela Raza Jamil stated that it was heartening to see ASER carry momentum on a global scale as well as in Pakistan. She said that the report was a completely citizen led initiative and it showed the power of citizens. Baela said that the ASER report served to hold a mirror to the Government in regards to its progress in the field of education.

Kaiser Bengali stated that it was very difficult to monitor the state of education in the country and instead focus should be given on motivating the people to work towards their own betterment. He said that it is essential that results of the report be shared with those at the decision making level to be effective.

Harris Gazdar said that ASER has been a pioneering survey in the field of education in Pakistan. He stated we should look at other countries who have initiated education for all systems to learn how the same can be done in Pakistan. He said that we need to be unified politically to ensure further progress in education.



The Secretary Education, Fazalullah Pechuho said that the issue to focus on was the management of teachers. He stated that it was the Government's responsibility to make sure that we have enough teachers to teach the children. He said that the Government was in the process of using technology to help reduce the issue of teacher absenteeism.

Zubeida Mustafa said that it was important to find out why despite greater government funding, the state of education has still not been seen to improve in the country. She also talked about the issue of the language in education stating that the option of teaching in our national language should be explored.

Dr. Sajid Ali said that what was alarming was not where we are educationally but where we are heading. He said that the education of parents was very important and also the education level of out of school persons should be kept in mind. He said that even people who have not had formal schooling end up learning functional literacy required for daily survival.

Tanveer Ahmed stated that he greatly appreciated the work and commitment undertaken to compile the nation-wide report and it was an excellent source of information. He said that the participation of the civil society was essential and can really aid the cause of education.



Public-Private Partnership for Sustainable School Improvement

The 'Adopters' Appreciation Event' was held in Karachi on April 18th by the Sindh Education Foundation to showcase the progress and the achievements attained by its ongoing 'Adopt a School Program'. More than 100 participants, including government officials, adopters and prospective groups from the private sector aspiring to adopt schools, discussed past achievements and future challenges in the implementation of the program. The event brought forward the success stories and highlighted the efforts put in by the adopters, the work, time and money that goes into improving and running an effectively administered school.

Prof. Anita Ghulam Ali, MD SEF, talked about the history of the Adopt-a-School Program and commended the commitment of the adopters who put in so much into the initiative. She said that through their efforts so many children have gotten a chance to a better education and that was a great success in her books. Prof. Anita Ghulam Ali stated that she was really grateful for the effort the adopters put into their work.

Mr. Aziz Kabani, Director SEF, gave an overview on the public-private partnership model used in the Adopt-a-School Program. He said that internationally public schooling is a benchmark for educational standards but unfortunately that is not the case in Pakistan. He said

that Sindh in particular suffers from poor educational standards. He said that privatization of education makes it a commodity which benefits only those with purchasing power while leaving out the rest. That is why he felt that it is essential that the quality of public schooling be improved and access to it be given to everyone. He stated one of the best ways to do so was through the aid of public-private partnership.

Guest Speaker Elahi Bux Baloch, Regional Head Strengthening Participatory Organizations, gave a presentation on conflict and community mobilization. He stated that educating someone who comes from an underprivileged background will bring about a much bigger change in their lives than those that are affluent. He said that it is imperative that proper steps be taken for successful community developments for the most effective results.

Reputable adopters the likes of Lt. General (Retd.) Moinuddin Haider also attended the event. After the discussion the stakeholders were given adopter appreciation shields in honor of their hard work and commitment.



SEF emphasizes the Importance of Early Childhood Development

Educationists, policy makers, NGOs and representatives from the media attended the Seminar on Early Childhood Education (ECE) which was held by the Sindh Education Foundation at a local hotel on June 13th 2013 to discuss child education and to showcase the progress and the achievements attained by its Early Learning Program (ELP). The ELP works on enhancing the physical and learning environment of 150 government schools with special focus on Katchi, Grades one and two and directly benefits over 10,000 children, teachers, parents, caregivers and communities. The Seminar focused on the challenges and achievements of the program at the grass root level and deliberated upon how to improve the quality of learning and teaching during the early years.

The event hosted esteemed panelists such as Ms. Baela Raza Jamil (Director Programs, Idara-e-Taleem-o-Agahi), Dr. Almina Pardhan (Associate Professor, Institute for Educational Development, Aga Khan University), Dr. Shahida Mohiuddin (Associate Professor, Ismaili Tariqah and Religious Education Board), Ms. Mariam Shera (Principal, Froebel Education Centre), Ms. Mahenaz Mahmud (Advisor, Teachers' Resource Centre), Ms. Amima Sayeed (Senior Manager Advocacy & Programme Development Teachers' Resource Centre), Mr. Abdullah Khan (Head of ECD Bridges Rupani Foundation) and Prof. Anita Ghulam Ali (Managing Director, Sindh Education Foundation).

The panel said it was essential to focus on the children for the Nation to progress and a lot more needs to be done in this area. It stated that early childhood is a crucial stage in an individual's life and the failure to invest in ECD can result in development delay and disability as well as inhibit the optimal development and performance of children throughout their lives. It was felt that multi-stakeholder partnership with the parents, teachers and community is the key to Early Childhood Development and to ensure growth and effectiveness there is a dire need for an ECD policy at the National level.



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