



Collective

June 2012

1300 private schools in Sindh promised continued support by the government



The Integrated Education Learning Program (IELP) was successfully implemented during the past 3 years reaching out to 1300 schools across the Sindh province. The program, a collaborative effort between the Government of Sindh and the Sindh Education Foundation has provided new and existing private schools (primary, elementary and secondary) with support to enhance the level of access to educational services in the province as well as to improve the quality of education. The Program has achieved this through providing regular subsidies to the schools, capacity building for entrepreneurs and teachers and dissemination of free learning materials to children.

The school inspection was carried out in December 2011 and per-child subsidy was provided to schools based on the enrolment data and headcount taken during inspection. Schools established in early 2012 were revisited. After the commencement of new academic session in April, 100000 school bags were disseminated to the schools. 85000 additional bags were purchased and provided to meet with the requirement as per the enrollment. Furthermore, students' profiles from the IELP partner schools were recorded between May and June through student profiling forms. The forms were printed and disseminated to the schools and the data from completed forms is being maintained in digital format.

The program also organized a Concluding Event in June 2012 which was attended by entrepreneurs from across Sindh. Chief Guest, Hon'ble Pir Mazhar-ul-Haq (Senior Minister & Minister for Education & Literacy, GoS) commended the initiative of enhancing education at grassroots and assured of continued government commitment to the schools.

The Sindh Education Foundation believes IELP a successful public-private partnership initiative reaching out to more than 250000 beneficiaries across Sindh. The Foundation remains committed to establishing and supporting such educational initiatives to enhance education in the province.

Students' assessment in PPRS schools gauges learning outcomes

The Promoting Private Schooling in Rural Sindh (PPRS) Project is a public-private initiative established by the Sindh Education Foundation in conjunction with the Reform Support Unit and the World Bank as a component of the Sindh Education Reform Program 2008-2009. Over 450 new private schools have been established under Phase I, II and Phase III (Round 1) in 10 underserved districts of Sindh. The schools receive per-child subsidy on a regular basis in line with the government's objective of 'Free Education for All' so no child is charged any fee.

A district wide assessment was initiated in 102 schools randomly selected from Phase I and II schools. More than 5000 students were evaluated. The assessment sought to gauge the standards of learning and determine the impact of teachers training on learning outcomes. To ensure transparency, external invigilators were hired to conduct the assessment activity. Participating schools were provided orientation during which entrepreneurs were briefed about the objectives of the assessment exercise and roles and responsibilities of entrepreneurs and teachers. Sample assessment questions and marking details were also shared as well. The students results will inform future project interventions as well as help the schools in increasing student achievement through effective professional development.

The Project conducted regular inspection visits from regional offices to promptly rectify issues faced by the schools. School inspection carried out in early 2012 across the 300 schools established under PPRS Phase I, II and III (Round 1) was followed by a bi-annual

monitoring in March in all the 10 districts. Information was gathered on existing facilities in the schools and further requirements, status of school management bodies and parental/community involvement. The



Project has provided sign boards to the schools and disseminated Oxford University Press syllabus to each child, learning resources (pictorial charts, flash cards, Sindhi-English dictionaries, English, Sindhi and Urdu text books) for classrooms and bags to over 65000 students. Capacity building for entrepreneurs has been undertaken to improve administrative control of school facilities. The Foundation also carried out training to develop teachers' professional capacity, provided support to enrich the learning environment and also conducted school monitoring and assessment to ensure quality education.

Improving the state of public education

The Adopt-a-School Program is a major proponent of public-private partnerships encouraging diverse segments of society (concerned citizens/individuals, social agencies, multi-nationals, private sector and educationists) to invest time, efforts and financial resources in the uplifting of government schools.

During 2012, SEF has made concerted efforts to enhance the learning outcomes amongst children attending the public schools adopted under the AASP. The Citizens Archive of Pakistan (CAP) which has been conducting interactive history lessons for children over the past year undertook capacity building and teacher development for 50 teachers from selected schools. Moreover, Teach for Pakistan (TFP) has provided 22 fellows as teachers in 9 AASP schools. The Fellows will focus on teaching English, Mathematics, Science and Urdu through innovative, target-oriented approaches to lesson planning and delivery, and classroom

management. Linkages were developed also with the Focus Humanitarian Assistance Group and 5 AASP partner schools received training on Disaster Risk Management. School management, teachers, parents and students were provided information on pre, during and post disaster response.

Regular monitoring and school visits were conducted through the two quarters to collect student and teacher data on enrollment and attendance respectively; acquire updated information on school infrastructure; gauge the adopters' contribution and to address any challenges faced by the adopters and schools. Adopters' contributions in 60 schools of primary and secondary levels were documented. The findings highlight the effectiveness of the various interventions on students' academic performance.

Promotional events were also held in different districts

by the program to spread awareness and encourage more of the private sector to step up in contributing for public school reform. 14 public schools adoptions were facilitated by the Sindh Education Foundation over the last six months. The details are as follows:

- 2 schools in Younisabad Manora and 1 in Shamspir Manora adopted by Pakistan Navy
- 1 school in Landhi, 2 in Gujrati Landi and 2 in Mubarak Village adopted by Mr. Adnan Qazi
- 2 schools in Kashmir Colony adopted by Progressive Education Network (PEN)
- 1 school in Khairpur adopted by Bhattai Social Watch and Advocacy
- 1 school in Badin adopted by Mir Ghulam Ali Talpur
- 2 schools in Tando Allahyar adopted by Green Sahara Foundation

The non-profit organizations Ravian Educational

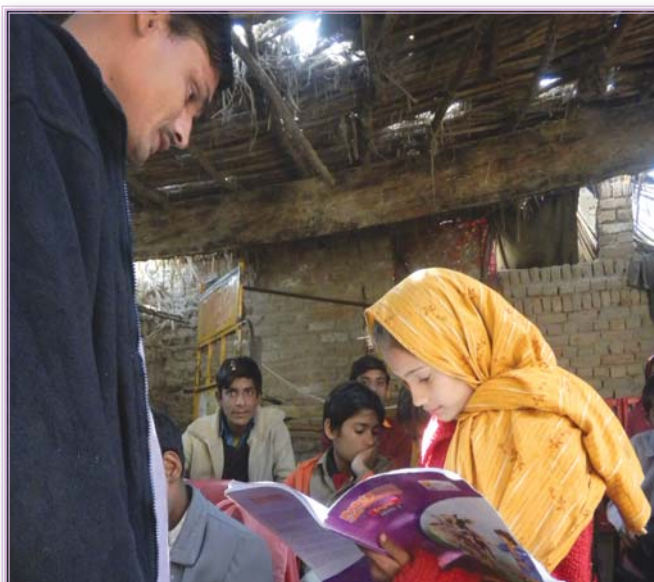


Services Trust (REST) and JUSTUJU jointly adopted 11 schools which were consolidated by the Government of Sindh into one complex. Thus the Lashari Complex Gizri was formed with the two NGOs forming a Governing Council with equal membership. The Lashari Complex Gizri was inaugurated in the presence of Hon'ble Pir Mazhar-ul-Haq and Secretary, Education and Literacy Department, Mr. Siddique Memon.

Accelerated learning program for out-of-school children

The Rural Based Community School (RBCS) Project implemented since 2009 with the support of district based implementing NGO partners is providing access to quality education for out-of-school children in 250 schools across 10 districts of Sindh. More than 13000 students study under the guidance of 500 locally hired and trained teachers. The Project uses an accelerated academic program (Behatareen for primary & Teztareen for secondary) which enables out-of-school children to acquire the requisite competencies in a considerably shorter duration.

More than 60000 books of the Teztareen course, an accelerated one year academic syllabus were disseminated to RBCS students of ages 10-19 years. The course will provide grade 5 competencies of the



National Curriculum to out of school children. Each set comprises 16 books on 7 subjects including English, Urdu, Sindhi, Math, Science, Social Studies and Islamiat. Learning material was also provided to schools to supplement the learning in classrooms.

The project team conducted schools visits to document student enrolment, teachers' attendance and retention of trained teachers. Aspects of infrastructure safety of school premises and efficient use of resources (including furniture and learning aids) provided to schools were also assessed. Individual meetings with partner NGOs were carried out to gauge their involvement and efforts towards improving children's learning.

Students' assessment was conducted for Behatareen (levels 2 and 3) to gauge learning outcomes. Behatareen is a three module accelerated academic program imparting competencies from grades 1 to 5 of the National Curriculum in three years. The assessment was conducted in 100 project schools (10 from each district) randomly selected out of the 250. Students' were assessed for grade 2 competencies. Results seek to inform future strategy by highlighting existing student competencies and future requirements. Initial results have determined the need for improvement in English teaching primarily because schooling is done in Sindhi and no other subject has ever been taught in English.

A 'Teachers Experience Sharing' activity was carried out in the 10 project districts from April 23 to May 8, 2012. Sessions in each district were attended by 50 teachers and 2 NGO representatives adding up to a total of 500 teachers and 20 representatives. This activity proved to

be a good forum for exchanging experiences of teachers in implementing accelerated learning program for out-of-school children. Teachers shared success stories, challenges faced and lessons learnt and highlighted training areas to ensure effective implementation of

the fast track curriculum. The exchange highlighted the need for greater mobilization of communities by teachers and project staff and capacity building for teachers to improve their teaching and observational capabilities.

School enrolment drive to address child labor

SEF's Child Development Center successfully extends educational, recreational and self development opportunities to working children in Karachi's prime industrial area, Shershah. Established as part of the Child Labor Education Program in 2001, the Center made focused efforts for increasing the student enrolment. Visits were conducted to employers/workplaces and homes to share the vision of the program and convince employers and parents to enroll the children at the CDC. As a result, 52 new students joined the center in 2012.

The Center also worked at the community level where it interacted with parents to keep them involved in the children's academics and progress. Under the health component, a regular feature of the program, health screenings, referrals and vaccinations are carried out for not only the students but also the community at large.

During the recent health camp held from May 29 to June 1, 2012, basic screening, de-worming, MMR and Hepatitis-B vaccinations were given to 278 students and 10 teachers. On-the-spot treatment was provided for minor ailments especially scabies, fever and general weaknesses. Awareness sessions were also conducted to promote hygiene and concepts of preventive health and emotional & mental health measures for children and their families.

Besides the routine literacy and numeracy classes, children attended lessons on living values, general



knowledge, creative writing and English language workshops. Sessions are also held routinely to teach basic computer skills.

Recreational activities are also considered an essential part of learning at the CDC and are encouraged. Over the past months, children were provided with opportunity to visit the Zoological Gardens, the Children Benefit Concert, the SIUT Spring festival, Badshahi Mosque and Bambhor Museum. The field visits provided children with the opportunity to learn through observation.

Offering opportunities for reintegration into society



In collaboration with the Sukkur Jail authorities, SEF has initiated an educational intervention for juveniles presently serving terms at the Sukkur Jail. The Jail School Project aims to provide not only literacy and numeracy but also social and life skills through an integrated learning model. Through the intervention,

young learners will be provided opportunities for education and self development to better equip them for integrating back into the society.

Currently, the intervention benefits 30-40 male inmates aged 8-15 years. The two year Project utilizes an accelerated and integrated syllabus, Teztareen, to impart Grade 5 competencies of the National Curriculum. To supplement the initiative, free textbooks and learning material is provided along with teacher recruitment, training and salary and project supervision. Student counseling services have been arranged for the inmates by the Foundation to help students deal with stress, behavioral or any other personal issues that they might be facing. Computers have also been provided for the students to familiarise them with modern learning techniques. The facility has also been equipped with sports equipment in order to encourage healthy outdoor and extra-curricular activities and physical

exercise for inculcating values such as teamwork, discipline, responsibility, self-confidence, sacrifice and accountability among students.

School support visits were conducted over the six month intervention period to observe academic progress. Meetings carried out with the school teacher and Jail Superintendent highlighted areas for

improving the learning environment. Activity-based lesson planning and peer learning were encouraged. An assessment was conducted in June for 23 students to gauge their learning on Class 1 – Level 1 competencies in Math, Sindhi and Urdu. Results highlight the progress and areas of improvement for each of the students and facilitate in planning the academic interventions accordingly.

Women learners hold ‘Kachehri’

As a major proponent of gender equality and women empowerment, SEF's Women's Literacy and Empowerment Program (WLEP) has continued to work tirelessly in the areas of education, health, economic empowerment and self reliance of young and adult women of Sindh. 380 women learners are presently enrolled in the 13 centers situated in Sehwan and Malir (Karachi) districts benefitting from educational, self-development and empowerment opportunities. The interventions undertaken by the Program have had a positive effect on the learners and their families and also the community on the whole.

Recently the program team initiated the "Weekly Kachehri" as a community mobilization technique. The weekly forum served as an exchange of knowledge, awareness on issues and challenges faced by the community and also as a means for encouraging new enrolment. The sessions are held at a learner's or a community member's home. These sessions serve to empower women by making them aware of their own importance and the role they play in the community. The program's vision and objectives, and several themes including health and hygiene, environment, education and conflict resolution have come under discussion at the forum.

The program staff, learning facilitators and members of the local community bodies, the GNACD and AGNACD, also conducted awareness sessions on different community issues and health related topics. These sessions were carried out at the centers in



Sehwan and Malir on a regular basis. Several important aspects including that of early age marriages, daily life skills for income generation, and self medication were highlighted and discussed with the community women. In addition learners visited the Rangoonwala Community Center where they observed ongoing classes on textile designing, grooming, sewing, glass painting and handicrafts to name a few. The aim was to give an exposure and encourage learners to not only explore various skills but also acquire and apply those through entrepreneurship.

Furthermore, handicrafts were developed by learners from Sehwan and Karachi centers including intricately designed products such as embroidered greeting cards, handbags, clutch bags and wallets. SEF aims to promote work of local artisans, and to empower women by developing and promoting their skills.

ELP develops databases for schools and students performance

The Early Learning Program (ELP) launched under the Public Sector Development Program 2007-2008, has improved the physical and learning environment of 150 government schools in 5 districts of Sindh. The program directly benefits around 450 teachers and over 10000 children in addition to parents, caregivers and communities.

Over the last six months, the Program completed infrastructure work in 150 public schools particularly for classes Kachi, Grade one and Grade two. This related to

the repainting of the schools, plaster, and electrical and plumbing work. The program also provided furniture, fixture & electrical fittings to the schools.

Classroom support visits were undertaken as a routine to assess physical condition of classrooms, learning environment and health and hygiene condition in the schools. The program team developed a database which contains information on the physical aspect of the educational facilities and their respective capacity to provide an enabling learning environment for the



Hon'ble Imtiaz Ahmed Sheikh (Minister for Special Education) discussing capacity building for teachers



Mr. Raja Muhammad Anwer (Chairperson, PEF) sharing educational initiatives in Punjab during visit at SEF



Hon'ble Jam Madad Ali (MPA, Sindh) commending SEF's emergency education initiative in flood hit areas



USAID Mission discussing education sector initiatives for Sindh



Mr. Siddique Memon (Secretary Education, Sindh) highlighting opportunities for education in Sindh



Students from AKU Institute of Educational Development during a study visit to SEF



SEF's training experts sharing academic interventions for children in remote localities across the province



Mid term exams being held at an SEF partner school in Karachi



Citizens Archive of Pakistan conducting sessions during public school teachers training on Effective Pedagogy



Adopters, ADOs and school heads during AASP session on School Development Planning



Medical check-ups during the health camp organized for working children at the Child Development Center



Learning Support Unit giving orientation on IELP teacher training to the SEF Management



SEF's subject-specialist conducts district-based training session for PPRS school teachers



Assessment Unit preparing to pilot students' assessments in SEF partner schools



Class in session in IELP partner school, located on a boat at Manchar lake



Students participating with great interest in a learning session conducted at a partner school in Dadu



Teacher conducting an interactive session in ECE classroom of a public school in Sindh



Weekly Kachehri being held by the Women's Literacy & Empowerment Program in Karachi



Prof. Dr. Arfa Syeda Zehra speaking on the 'Importance of Language in Education' at a Discourse session at SEF



300 staff members attending a capacity building session in Karachi



Dr. Al-Karim Datto explaining the implications of 'Globalization, Media & Youth Identities' on shaping cultures



RBCS partner school teachers in Larkana sharing experiences of implementing accelerated learning program



Distinguished panelists deliberating on the opportunities and challenges of public school reform



Expert panelists at SEF highlighting education and training essential for addressing child labor issue

children. The schools were categorized under excellent, good and need improvement categories.

The Program has also developed a child tracking database

for Kachi grade students. Information pertaining to the skills of every student and his / her progress during the academic year will be tracked through this program over the coming months.

Subject-training for private school teachers



The SEF's Integrated Education Learning Program (IELP) remains dedicated to making schools better places of education for children. Teacher training programs are therefore routinely conducted to positively and sustainably affect student educational attainment.

During May and June 2012, a 12-day training was organized for IELP primary school teachers and conducted in two cycles across 19 districts, April 19 to May 30 and May 3 to May 14 respectively. Altogether 785 schools were included and around 1500 teachers

participated in the training. Three days were dedicated to Early Childhood Education (ECE) while the remaining nine were based on subject specific training for Grades 1 to 3. The ECE sessions were designed to strengthen teachers' capacity in creating an enabling environment to support children's learning and development. Effective approaches and pedagogical skills to enhance learning during the early years were discussed and techniques and methodology for developing language, numeracy, art and health competencies were illustrated through practical demonstration. Subject specific sessions were designed to orient teachers with the teaching strategies and methodologies as well as content relevant classroom activities for teaching the Sindh Textbook Board curricula.

Furthermore, a 12-day training program was arranged for 800 teachers of 415 IELP schools from June 21 to July 2, 2012 in districts Larkana and Khairpur. The training was designed for the elementary level and was meant to orient the teachers with the strategies and methodologies for teaching Sindh Textbook Board curricula. The sessions were used to improve the understanding of content and knowledge base of the teachers and to provide them an opportunity to reflect upon and enrich their learning and classroom teaching practices.

Training in accelerated curriculum

The Rural based Community Schools Project (RBCS) organized a 6-day district based teacher training program from January 25 to 30 in Dadu, Khairpur, Larkana, Khairpur, Qambar Shahdadkot, Hyderabad, Jamshoro, Karachi, Sanghar, Sukkur and Mirpurkhas respectively. Teachers from 250 schools attending the training were oriented with concepts and content pertaining to primary level teaching of Teztareen – an accelerated course that provides learners primary grade proficiency in the span of one year. Emphasis was given on efficient

content delivery, lesson planning and effective classroom environment. Additionally, 3-day refresher training was conducted from February 21 to 23, 2012. 250 teachers from the 10 RBCS districts attended the training. The sessions covered content of Behtareen (Level 2) and aimed at improving teachers' comprehension of the course and strengthening their capacity in content delivery. Effective teaching strategies, lesson planning techniques and student assessment framework were demonstrated by the trainers in detail.

CAMAL Program for adult learning facilitators

The Women's Literacy & Empowerment Program (WLEP) organized a 'Combined Activities for Maximized Learning' (CAMAL) Program for promotion of literacy in marginalized communities. The 7-day CAMAL workshop for the Learning Facilitators and their assistants was held first in Sehwan from May 21 to 27 and later in Karachi from June 4 to 10. A total of 25 participants

including programme staff attended the sessions. The training aimed to provide learning facilitators with skills, awareness and information to help them work on content delivery more effectively and independently and to motivate them in their efforts and commitment towards women empowerment. The knowledge and understanding regarding the curriculum content and

learning methodologies will enable the facilitators to apply innovative techniques for inspiring greater

involvement of learners and in effectively mobilizing the community.

Training to promote critical thinking skills

An 8-day teacher training workshop was held for the academic staff of the Child Development Center, the primary operating unit of SEF's Child Labor Education Program.

Held from June 4 to 12, 2012, the training aimed to

enhance content knowledge and subject based teaching methodologies for the 20 trainees. Learning approaches for Science, Mathematics, English and Social Studies were demonstrated to allow teachers to teach subjects through inculcating the habit of critical thinking in young minds.

Capacity building for enriched public school environment

Student-centered education approach is the most conducive towards creation of an effective learning environment in the classroom. This approach was highlighted in the recent teachers training aimed to provide necessary competencies to 46 primary, secondary and elementary teachers from 23 Adopt a School Programme (AASP) partner schools.

The 2-day training was held at the SEF Head Office on May 15 and 16, 2012 in collaboration with the Citizens Archive of Pakistan. The workshop encouraged teachers to draw from their experiences and explore how different elements can be used to support effective learning.

These elements included curriculum design, assessment, teaching approaches, learning resources, motivation, relevance and relationship development. The session demonstrated how these elements may be brought together to achieve cohesive strategies in teaching practices. The overall agenda of the training was

directed towards an understanding of student's learning techniques, maintaining healthy student-teacher relationships and transferring knowledge from peer to peer to enrich the learning experiences. The workshop emphasized on the benefits of 'deep and constructive learning' compared to that of 'surface learning'. Moreover, it also led to the self analysis of issues faced in classrooms and how personality traits of teachers can efficiently tackle these. The training equipped the teachers with pedagogies to create an effective learning environment.

An 'Orientation on School Development Planning' was also organized on May 29 and 30 for the 150 participants including school adopters, school heads and district-based ADOs. A training module comprising the fundamental concepts of School Development Plan, activities for sensitization and relevant formats were developed and shared with the trainees.

Early Childhood Education professional development

A 9-day workshop was organized for newly established schools under PPRS Project Phase III (Round 1). Held in 10 districts of Sindh from January 2 to 10, 2012, the training was attended by 370 teachers from 185 schools. The workshop aimed to enable teachers to grasp the ideas of developing competencies in language, numeracy, art and early exploration of health covered as part of the ECE Curriculum. English Language Competency Enhancement Program was also conducted to enhance English reading and comprehension skills for enhanced teaching efficiency as an English medium school teacher. Methods and techniques for effective teaching in early years' classrooms as well as usage of additional learning aids to enhance learning were demonstrated by the trainers.

A 3-day refresher training was held for the teachers of Grade I of PPRS Phase III schools. Held in June 2012, in the districts of Badin, Benazirabad, Dadu, Khairpur, Larkana,

Qambar Shahdadkot, Sanghar, Thatta, Tharparkar (Mithi) and Umerkot, the sessions were refreshers for the teachers on the contents of the Get Ahead Series I (Oxford University Press). The training also discussed use of child-friendly pedagogical practices within the classroom. Another 3-day refresher training for the teachers of Grade II and a 6-day refresher for Grade III teachers of PPRS Phase II schools was conducted in June concurrently across the 10 project districts for re-strengthening the combination of content and strategies as covered in the previous training. The thematic areas of OUP Get Ahead Series II and III were revised during the refresher. The sessions provided a forum for information sharing as well as an opportunity to reflect upon teaching practices for improving pedagogical approaches for enhanced students' learning outcomes. SEF trainers demonstrated ways to actively engage children in the learning process and discussed matters relating to lesson planning and academic interventions.

300 SEF employees attend capacity building session

The Sindh Education Foundation promotes an environment of continuous learning to foster elements of general awareness, innovation and creativity in its employees. The discourse forum organized on March 1, 2012 was attended by 300 staff members working as part of SEF across Sindh.

The key note speakers, Dr. Arfa Syeda Zehra and Dr. Al-Karim Datoos shared their valuable knowledge and experiences at the forum. Dr. Arfa Syeda Zehra, an educator with over 40 years of experience, spoke about the role language plays in the education of an individual and the importance of a national language in our core curriculum. Dr. Arfa also called for schools to be a place for generating tolerance and harmony for society. Dr. Al-Karim Datoos, an accomplished educator and researcher, illustrated how the ever increasing exposure to varied media effects our culture through the interaction of global and the local contexts. He further explored the role of education in this negotiation of cultures.

In a following session, the regional staff shared experiences and learnings from the field, elaborating upon the challenges faced and lessons learnt from implementation at the grassroots. The forum also provided opportunity for artistic and creative expression to promote integral learning and mutual understanding. Interesting methods of delivery were utilized such as role playing and the exhibition of documentaries and videos to showcase different subjects relating to the field of learning and education. The participants were also treated to the rich culture of Sindh in the form of Sindhi musical performances and the recital of poetry of Shah Latif Bhittai, etc. Events such as these serve as a source of great learning and also as recognition for the individual and collective contribution towards achieving the organization's credo and efforts for 'Education for All'.

It is hoped that such sessions go on to reinforce the commitment towards educational interventions for the marginalized communities of Sindh.

Discourse on Pakistan's State of Education

Keeping in line with the organization's focus on developing human capital, a learning session was conducted on March 7, 2012 with Dr. Rafiq Dossani, a senior research scholar and a writer. Mr. Dossani illustrated the difference between the educational styles of the west and the east, emphasizing the need to learn from a western style which encourages independent thinking. He felt the mode of teaching emphasizing rote-learning is detrimental to the future of the student and needs to be rectified if Pakistan is to progress. He correlated workforce readiness to tertiary education

and found Pakistan lacking severely towards that end. He said that faculty requirements need to be drastically improved and the role of the state should be to provide funding and set educational priorities.

Mr. Dossani currently chairs FOCUS USA, a nonprofit organization that supports emergency relief in the developing world, and is also a senior research scholar at Stanford University's Shorenstein Asia-Pacific Research Center (Shorenstein APARC) and Director of the Stanford Center for South Asia.

MONITORING ACTIVITIES

Annual Monitoring of 250 schools operating under the Rural Based Community Schools Project was carried out across 10 project districts from May 7 to 23, 2012. Data was gathered for analysis regarding number of enrolled children, school infrastructure and facilities, teacher participation, role of community/Parent Management Bodies and to verify the physical availability of resources provided by SEF through partner NGOs. The findings aided in documenting the physical state of the facilities available for the students and the quality of education that is being provided by the private schools.

Bi-annual monitoring for PPRS Phase I, II & III commenced in March for the 10 project districts. The survey gathered data on availability of facilities, role of school management bodies and parental-community involvement in the education process. During the activity the performance indicators for effective schools were also shared with the entrepreneurs. Analysis of data gathered during monitoring will facilitate the project team to take informed interventions in the field.

Field visits to partner schools of the Early Learning Program were conducted from March 27 to 29 across Tando Muhammad Khan, Badin, Ghotki, Noshero Feroz and Khairpur districts. The teams interviewed teachers regarding their experience of teaching as part of the program, the progression observed in students' learning, dynamics of their working relationships with colleagues and the community especially parents. Requirements of professional development and suggestions for ensuring sustainability of programmatic interventions in the public schools were also gathered. The findings will indicate success factors as well as highlight the areas of improvement for effective early childhood education interventions in government schools.

Educational Flashcards



Educational flashcards titled Learning through Nature were developed as a teaching-learning resource for classrooms. The cards are being disseminated to promote cost-effective learning in RBCS Project schools. The pack comprises 16 educational cards with activities designed to be a source of learning for children through the element of play. These exercises aim towards reinforcing the basic concepts of language development, addition & subtraction and weights & measurement. All the activities can be conducted with the help of no-cost material including branches, leaves, stones etc. that can be gathered from the surrounding environment. Such learning aids not only remove the barriers to accessibility that specialized equipment may promote but also encourage the children to interact with and appreciate their environment.

Adult Literacy Reader



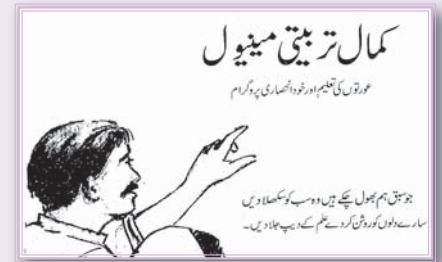
The 'Ujlee Rahain' Beginners Book authored by SEF's adult education expert, Prof. Rehana Mughni is the latest addition to the resources developed by SEF for neo-literate adults.

The Reader focuses on developing basic reading and writing skills in Urdu. Content of the resource draws from the culture of the learners and has been developed after in-depth social research in the communities. The words included comprise vocabulary which evokes the social, cultural and political contexts in which learners use them. Words beginning with each alphabet are also depicted through pictorial images to stimulate interest and promote the development of learners' visual skills in combination with the development of their verbal and reading skills. Practice exercises at the end of each lesson provide teachers with ideas to

generate discussion on themes of importance and interest to adult learners, drawn from their real life experiences.

A handwriting book accompanying the resource allows learners to trace letters and words as well as write new words so they can practice writing legibly and fluently.

CAMAL Guide



To aid in the training and professional development of adult learning facilitators, SEF's Learning Support Unit developed a guide for the CAMAL (Combined Activities for Maximized Learning) Program. Manuals included in the guide provide an orientation to the basic concepts in Mathematics, Sindhi and Urdu. The subject matter is explained through activity based exercises and illustrative examples. Phonic based words, poems, stories, role playing activities and flashcards are included in the aid to promote interactive teaching-learning.

ADVOCACY EVENTS

Session on Teaching Accelerated Learning Programs Effectively

SEF acknowledges that teacher input is fundamental to promoting student-centered learning and a successful school environment. Sharing of experiences of academic and administrative staff can bring to the fore real success stories as well as help highlight teachers' role in effectively enhancing learning in children. Lessons learnt in the field can also help improve future program strategy. As part of the Rural Based Community Schools (RBCS) Project, a learning session was organized with the school teachers so they could share their experiences of implementing an accelerated learning program for out-of-school children in Sindh. Half-day sessions in each of the 10 RBCS Project districts were conducted from April 23 to May 8, 2012. More than 500 participants across the 10 districts attended the sessions. The sessions provided a platform to discuss success stories and the challenges

faced in teaching a fast-track curriculum. Teachers shared various factors including societal and cultural norms and limited importance attached to education, as causes for resistance to an educational program for out-of-school children. Such attitudes, they added, manifest in low enrolment and high absenteeism (especially in the case of girls). Distance of villages from a school was also specified as a discouraging factor making it harder to mobilize communities for registering their children in schools. The RBCS project has tried to address these factors by taking schools right into the communities and introducing an accelerated learning program for the older children and school dropouts. The sessions aimed to share and build a common understanding and appreciation of effective teaching of accelerated learning programs.

Stakeholders' Meeting on Strengthening Public Schools

Representatives from the private sector participated in an advocacy event held on June 19, 2012 by the SEF to highlight its pioneering Adopt-a-School Program. The program has mobilized private sector support for public school reform and undertaken more than 250 successful adoptions benefiting thousands of children belonging to marginalized areas of Sindh. The first session invited the current school adopters to participate in a panel discussion and share the challenges and responsibilities for adopting a school. The panelists comprised school adopters including Former Governor, General (Rtd.) Moinuddin Haider, Mr. Agha Shahid from Progressive Education Network and Abdul Wahid Uqaily, Consultant as well as Director British Council, Mashhood Rizvi and

District Officer (Education) Farahnaz Riaz. Discussion brought out key insights and practical solutions to enhancing the public education system by increased partnership with the private sector. The adopters were presented shields as a token of appreciation for their hard work and commitment to public education. A dedicated second session invited the private sector to undertake school adoption. Contributions were encouraged through the donation of time, expertise and resources for improving school environment and implementing child-centered pedagogy in government schools. Diverse segments of society including concerned citizens, social sector organizations, educationists and representatives of the private sector were present at the forum.

A Dialogue on Addressing Child Labor in Pakistan

The dialogue on addressing child labor in Pakistan was organized by SEF as part of the Child Labor Education Program. Held on June 26, the event was attended by 150 participants comprising government officials, policy makers, educationists, NGO representatives, CDC teachers, students and SEF staff.

Distinguished panelists debated the issues faced by working children in the manufacturing, construction, wholesale and retail trade in harsh, hazardous and abusive work environments. Poor health and nutrition and inaccessibility to educational facilities were also pointed out as the major cause of the incessant cycle of poverty which push children into the labor market from a very young age. Karamat Ali, Director PILER, felt that child labor could be eradicated from Pakistan if we endeavor to do so and that it should be mandatory under the law for all children to attend school. Zubeida Mustafa,

a senior journalist, highlighted the very important role which media can play in the reduction of child labor. Dr. Habiba Hassan, pediatrician and human rights activist, stated that impoverished children face multiple health problems due to poverty and the poor working conditions at their workplaces. She explained that the children who work in industrial areas are faced with toxic fumes and other hazards which can be a cause for health related problems. Salam Dharejo, Country Coordinator Terre Des Hommes, revealed that 70 percent of child labor works in the agricultural sector and laws should be made so that abuse towards children working today can be stopped. Panelists highlighted that education and training is an essential measure to eradicate poverty and address child labor issues. MD SEF, Prof. Anita Ghulam Ali stressed the need for multiple sectors to work in close coordination for achieving a nurturing environment for the children of the country.

Concluding Seminar for Integrated Education Learning Program

The concluding seminar for the Integrated Education Learning Program (IELP) was held on June 28, 2012 in Karachi. The event highlighted the milestone achievements during the 3-year intervention provided. The program has provided per-child subsidy to 1300 private schools, benefited around 90000 children and generated employment opportunities for around 4000 teachers in far flung areas. The event was attended by over 800 people including government representatives and school entrepreneurs. The school owners shared success stories, challenges faced and lessons learnt during the course of the initiative and appreciated the Foundation's training, monitoring and assessment interventions. Presiding as Chief Guest, Hon'ble Pir Mazhar-ul-Haq, Senior Minister & Minister for Education

& Literacy, Government of Sindh, lauded the role the program has played in furthering the cause of education in the province. He exclaimed that it was heartening to see the success the Public-Private initiative had garnered over the years. Adviser to Chief Minister, Khawaja Izhar-ul-Hassan, during his speech commended SEF and the program for its remarkable results and great promise in enhancing access and quality of education in the province. Prof. Anita Ghulam Ali (S.I.) acknowledged the hard work and dedication of the school representatives and declared that the Foundation remains completely committed in establishing and supporting other such educational initiatives that encourage learning and knowledge sharing to bring forth a prosperous future for the Nation.