



December 2012

Collective



AASP Committed to Enhancing the Public Education Sector

The Adopt-A-School-Program (AASP), SEF's pioneering initiative engaging the private sector and communities in revitalizing government schools, saw exercised within the existing adopted schools as well as in 31 new school adoptions in different parts of Sindh province.

The Program support continued across 163 partner schools across 11 districts which involved regular school support visits and stakeholder meetings to help resolve any issues faced by the adopters and school staff. A data collection exercise was also conducted in 80 AASP partner schools. Information regarding student enrollment, teacher attendance as well as other qualitative and quantitative data from AASP schools was collected on which future interventions are to be based.

The Program also provided training to the public school teachers on Early Childhood Development concepts and subject based concepts to develop professional capacity and enhance educational quality in the classroom.

New school adoptions facilitated by the SEF over the past six months comprised:

- 4 schools in Badin adopted by Society for Science Education and Research
- 4 schools in Matiari adopted by Friends Human Development Organization
- 4 schools in Matiari adopted by Sindh Health and Enterprise Development Organization
- 5 schools in Badin adopted by Fundamental Human Rights & Rural Development Association
- 1 school in Mirpurkhas adopted by Mr. Faisal Rajar
- 2 schools in Mirpurkhas adopted by Village Community Development Organization
- 2 schools in Mirpurkhas adopted by Youth Welfare Organization
- 3 schools in Hyderabad adopted by Rural Development Coordination Council Sindh
- 1 school in Thatta adopted by Bulri Education Health and Rural Development Organization
- 2 schools in Sukkur adopted by Pakistan Organization for Rural Advancement and Betterment
- 1 school in Karachi adopted by Human Rights Forum
- 2 schools in Karachi adopted by E-Newspaper

The AASP made concentrated efforts in including computer studies into the adopted schools' curriculum. Linkages were developed with the corporate sector. Philips Pakistan (Pvt) Ltd. donated 10 computers, set up a computer lab for classes, held a workshop and conducted short courses on basic computer skills in different schools to inculcate a technology based curriculum. In addition, AASP held summer camps in collaboration with NGOs Justuju, Taleem Sab Kay Liye, Delta Educational Trust and Teach for Pakistan in which recreational activities such as art, public speaking and painting classes were offered to the children.

Good health being considered as essential in ensuring

a positive learning experience for children has always remained of key importance across SEF's educational interventions. Medical camps were also set up at schools by Justuju for the month of July and August to offer health services for the community and students. Moreover, SEF also collaborated with Unilever to organize Global Hand-washing Day in which 120 AASP partner schools participated. Hand washing activities were held throughout the month of November in which 8,000 students were made aware of the importance of washing hands and the hygienically correct method of doing so. Lifebuoy hand washing materials, made available by Unilever, were also distributed in schools to promote health and hygiene.

Educational Reforms through Public Private Partnership

450 private schools are presently being supported as part of the 'Promoting Private Schooling in Rural Sindh (PPRS) Project', SEF's key initiative under the Public-Private Partnership component of the Sindh Education Reform Program 2008-09. Initiated as part of Phase I, II and III (Round 1), the schools are located in 10 underserved localities of Sindh. The Project extends per-child subsidy on a regular basis and offers professional development to entrepreneurs and teachers in addition to the provision of educational material for school children.



During July to December 2012, subsidy for two quarters was released for all functional PPRS schools from the three phases. District wide child profiling activity was initiated to collect current child enrolment data and pictures for 65,000 plus students and accumulated data was forwarded to data entry firm for input into digital format. Personalized bar coded profiles of all the

students will be developed with the help of the acquired data to make certain that records reflect accurate enrollment in schools to assist in future assessment. To ensure much needed clean drinking water for Phase I and II PPRS schools, the World Bank announced the handing over of 700 water filters. For dissemination purposes, a distribution company was contracted and a baseline survey of the schools was initiated.

The Project conducted regular inspection visits to resolve any concerns faced by the schools in a timely manner and to ensure quality of the physical and social learning environment. Teacher training was carried out by the Foundation to facilitate the professional development of its instructors in providing quality education.

The Project has also planned a centralized students' assessment across the schools. Orientations were held across districts to share details of the activity with school entrepreneurs and teachers. Assessment procedures and school staff's responsibilities were discussed in detail during these sessions. Furthermore, SEF will hire external invigilators for conducting the assessments at school level. Interviews were conducted at Karachi and Sukkur for selection. 80 invigilators have been short-listed who will be provided details of the activity which is being planned in early 2013. The invigilators will work under the supervision of the SEF staff for the duration of the activity.

Providing Support to 1,300 Private Schools

The 'Integrated Education Learning Program' (IELP), extends support to 1,300 new and existing private schools (primary, elementary and secondary) through Public-Private Partnerships. The Program has contributed effectively to improving access to and quality of educational services in underserved areas in the province.

Over the last two quarters, the IELP partner schools received educational resources for classrooms as well as for the students. Category wise (Primary, Elementary and Secondary) learning material was disseminated across Sindh. This included pictorial charts, flash cards, books etc. to be utilized by the students. In addition, 85,000 school bags were also provided to the children.

The student profiling forms previously disseminated were received by IELP after completion. Over 136,000 forms from more than a 1,000 schools were extensively coded to avoid any ambiguity and confusion in school identification. The coded forms were subsequently forwarded to the data entry firm for the information to be digitized for future ease of use.

The Program staff maintained consistent contact with its grassroots stakeholders to provide resolution to any issues and challenges they faced in school administration and management. Field visits and learning support visits were conducted by the staff at the field office.

After the conclusion of the Program, efforts are in place



to acquire continued funds so that 150,000 children across the 23 districts of Sindh continue to receive free and quality education through the IELP school network.

Breaking the Cycle of Crime and Delinquency



For over twenty years, The Sindh Education Foundation has remained committed to improving access to basic education for the marginalized. Hence, the Foundation in collaboration with the jail authorities established the Sukkur Jail School Project (SJSP) for one of the most disenfranchised segments, the juvenile delinquents. The core objective of the Project is to provide an alternative and break the cycle to a life of crime and delinquency for these young adults. SJSP provides a productive outlet for children and adolescents and equips them with practical skills needed for further education and income generation avenues.

SJSP currently has an enrolment of 30-40 male inmates in the 8-18 year old age bracket. Through the utilization of the accelerated and integrated curriculum, Teztareen, grade 5 competencies of the National Curriculum are being imparted to students over the course of 18 months. Further support from the Foundation includes provision of textbooks, supplementary learning material, the recruitment of teachers and development of their professional capacity in addition to project supervision and management. In conjunction with their studies, the students are also greatly encouraged to take part in healthy extra-curricular activities that emphasize on important values such as teamwork and discipline.

Sessions in handicrafts were led by a skilled inmate who taught craftwork to the delinquents. The students learnt the intricacies of the Sindhi Topi and are currently learning the production of key chains, hair clips and gun belts. Monitoring and observation of academic and recreational activities held at the SJSP was conducted through regular school support visits. Assessment was also undertaken to gauge the comparative difference in the students' initial academic qualifications and their subsequent improvement in learning outcomes. The objective of the exercise was to explore available scope for enhancement within the limitations of the Project to enable further enhancements wherever gaps are identified.

Focusing on Early Childhood Education

The Early Learning Program (ELP), launched under the Public Sector Development Program 2007-2008, utilizes the Early Childhood Education (ECE) framework to improve the physical and academic environment within public schools targeting katchi (pre-primary) classes, grades 1 and 2. The ELP initiative has benefited more than 10,000 children and 450 teachers in Tando

Mohammed Khan, Badin, Khairpur, Nausheroferoze and Ghotki.

Salaries for all lead and assistant teachers were processed and distributed in 5 districts in conjunction with their respective contracts. During the salary distribution activity the Program also gathered information on

latest students' enrollment, teacher profiles and the attendance figures for the ELP partner schools.

Educational materials were disseminated to Hyderabad and Khairpur offices to be distributed to the 150 ELP

schools. These comprised Children's Newsletters, health, hygiene and safety charts and game boards. The learning material is to be utilized to promote an atmosphere of self learning and enhancing student learning through the use of supplementary reading materials.

Improving the Lives of Working Children



SEF's Child Development Center (CDC) established under the Child Labor Education Program (CLEP) at Shershah in 2001, provides a program design which empowers working children to gain access to opportunities for improving the quality of their lives and that of their families, without pulling them away from their income-generating routines. The CDC extends free and flexible facilities to 300 working and street children through educational, recreational and co-curricular initiatives, counseling services, and health interventions.

Assessment was undertaken at the CDC to gauge the learning levels of the students. 293 out of 326 students appeared for the exams out of which 75 percent cleared the papers and were promoted to the next grade. Moreover, recreational activities at the CDC were undertaken to help enhance children's progress and development. The International Literacy Day was celebrated with fervor through which awareness was raised regarding the importance of literacy among children and community. The students at CDC also celebrated the Universal Children's Day which focused on child rights, good parenting and risk-free working environment.

The Center also conducts awareness sessions regularly for the local community at Shershah. Recently more than 100 people comprising students, their families and other community members participated in a session on 'Oral Cancer'. Conducted by experts from the Child Aid Association, NICH Karachi, affects of harmful substances (such as gutka, pan, chaliya, etc.) were discussed and causes and symptoms of oral cancer were shared. The community particularly the mothers were made aware of the harm caused to both the mother and child of continued use of these readily available abusive substances.

Moreover, the program is also in the process of signing MoU with Aahung, an NGO focusing on Life Skill Based Education (LSBE), in order to improve sexual and reproductive health of target communities. In collaboration with Aahung, CLEP will conduct community awareness session and organize teacher training programs. The training will be focused on sexual and reproductive health to develop teachers' knowledge and essential communication skills, so that they can effectively communicate with community members and children on this highly sensitive issue.

Commitment to Women Empowerment

The Women's Literacy and Empowerment Program (WLEP) works towards providing disadvantaged adult women with educational and self-development opportunities and contributes to the process of women empowerment. The Program operates through 13 Women's Literacy and Empowerment Centers (WLECs) in underserved areas of Sehwan and Malir,

providing learning facilities to more than 380 women. An integrated curriculum implemented across the WLECs addresses several key areas of the Millennium Development Goals (MDGs) including primary health service, Early Childhood Education, and women's economic empowerment through teaching and vocational skills.

Final assessment was held at all WLECs in which 300 out of 388 learners attempted the exam. The learners' literacy and functional literacy capabilities were assessed through the use of different tools including multiple response questions, picture comprehension, fill in the blanks, matching, true/false, short responses and reading. The assessment results will help acquire a clearer picture of the Program in planning future interventions for the betterment of women learners. The Program also disseminated stationery and bags in all WLECs for new graduate learners.

In addition a comprehensive capacity building workshop on Ujlee Rahein (a publication for neo-literate adults) was held for WLEC facilitators. Facilitators took part in the workshop which better familiarized them with the curriculum through explanation of techniques like letter recognition through idioms and phrases, utilization of newspaper clippings etc. Furthermore, income generation skill training was specially organized



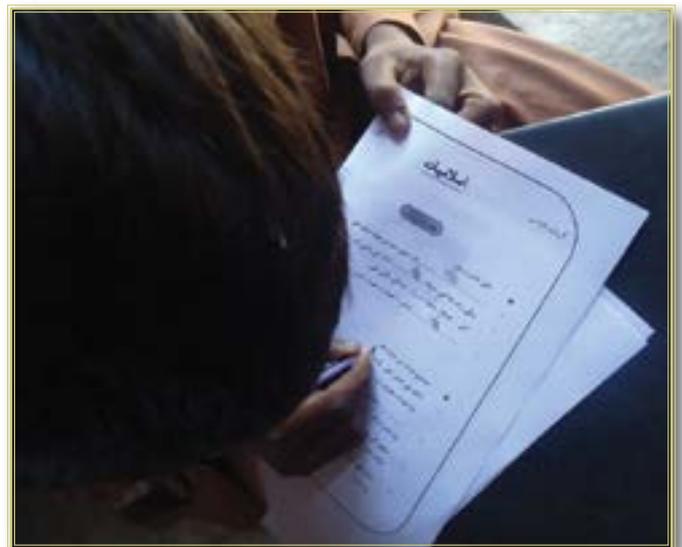
for WLEP teachers by the Foundation to provide and develop skills in arts and crafts that generate revenue for women working from home. Participants received technical training in textile designing, block printing, fabric painting, fancy hand embroidery, jewelry making and bead work. Through the use of these skills SEF aims to economically empower women and through income generation, alleviate poverty in the community.

Non-Formal Education for the Underserved

The Rural Based Community Schools (RBCS) Project, initiated in 2009, is a 4-year initiative being implemented with the support of district based NGO partners to provide educational access to out-of-school children in the marginalized areas of Sindh. The 250 non-formal schools in 10 districts of Sindh (Larkana, Qambar-Shahdadkot, Dadu, Jamshoro, Karachi, Hyderabad, Mirpurkhas, Sanghar, Khairpur & Sukkur) utilizes an accelerated curriculum (Behtareen for primary children aged 3 to 6 years and Teztareen for secondary children aged 9 to 15 years) for the students to achieve primary level competencies as per the National Curriculum in three years. Direct beneficiaries include 14,000 students under the tutelage of 500 teachers in addition to 250 support staff.

A 10-day assessment activity of Teztareen Batch 1 students was conducted simultaneously in 10 project districts. The assessment gauged student competencies in subjects such as English, Urdu, Sindhi, Mathematics, Islamiyat, Science and Social Studies and involved over 2,100 students from a 100 selected RBCS schools. The assessment will enable the Project to gauge the learning imparted to the students and identify any strategic gaps that need to be addressed.

The Project distributed teaching resource material which included teacher's flash cards and also informative material on hygiene. The flash cards will aid teachers manage subject wise classes effectively and the hygienic informative material will promote healthier practices leading to a cleaner, safer environment at the school. Newsletters for children and teachers were also disseminated which communicate achievements, provide stories and share new ideas for further



discussion in the classrooms. The RBCS team successfully distributed material/stationery as well as 12,000 bags to RBCS schools across Sindh to equip students with the required learning material. In addition, 16,150 books for Sindhi, Urdu, English, Islamiyat, Science, Social Studies and Math were distributed to Behtareen Level III schools in Karachi, Khairpur, Sukkur, Larkana, Qambar Shahdadkot, Dadu and Jamshoro districts.

For educational quality enhancement, extensive teacher training was conducted for Behtareen Level III teachers in 10 districts simultaneously. A refresher was also held for 250 Teztareen teachers during the same time frame. The objective of the trainings was to strengthen the capacity of Behtareen & Teztareen teachers to assure the quality of teaching and learning and to orient/re-orient teachers with classroom management of day wise subject/lesson planning.



(Then) Director, British Council discussing educational initiatives with MD, SEF



MD, SEF presenting an adopter appreciation shield to Mir Ghulam Ali Talpur



Steering Committee deliberating on Adopt-A-School framework and guidelines



Dr. Khalil Chishti, retired virologist, shares the experience of his incarceration in India with SEF Management



Dr Philip Powell-Davies of Senior Development Advisor, DFID in a meeting at SEF Head Office



Distinguished panelists talking on challenges faced in educational governance in Sindh



Mr. Sohail Muhammad Ali explaining the phenomenon of 'Zen Koan' and its function in the art of Zen learning



The PPRS Team take part in a training session to develop professional competencies



Prof. Rehana Mughni elaborating on the 'Impact of Sir Syed Ahmed on Modern Education'



Mr. Karim Aman speaking on the 'Impact of Modernity on Islamic Intellectual Discourse-SEF Critical Discourse Session



Expert panelists discussing the state of literacy and education in the country



Teachers participate in capacity building session focusing on ECE principles

I G H T S



Literacy Day event celebrated at SEF's AASP Schools



SEF students participate in the Global Hand-Washing day



Mr. Nick Bilbrough, foreign trainer, conducts a classroom learning activity at a public school



Training in progress to enhance subject based competencies of PPRS Teachers



Mr. Arshad Mahmud stressing on the 'Value and Quality of Arts Education'



Learning Support Unit giving a presentation to the SEF Management



SEF staff on a school support visit to a RBCS School



CDC children on a visit to Safari park, Karachi



Esteemed educationists highlighting the importance of teachers' professional development



Income generation skill training for women organized by WLEP in collaboration with Rangoonwala Community Center



Contract signing and salary distribution activity by SEF for ELP teachers



Dissemination of school bags to IELP school children underway

Orientation on Fast-Track Curriculum

Capacity building of teachers is essential to the enhancement of quality standards in education and serves as a vital area of focus for the Rural Based Community Schools Project. The RBCS fast-track curriculum consists of Behtareen, an accelerated curriculum which spans over 3 years and is tailored for children below the age of 9, and Teztareen, an accelerated 1 year curriculum targeting children over 9 years of age.

A 9 day district based teacher training program was organized in the 10 project districts namely Dadu, Larkana, Khairpur, Kambar-Shahdadkot, Hyderabad, Jamshoro, Karachi, Sanghar, Sukkur and Mirpurkhas. Held from October 10 to 18, 2012, 250 Teztareen teachers and 250 Behtareen teachers attended the district wide training.

The session included a 3 day refresher training on Teztareen Primary followed by 6 days training focusing on the Behtareen level 3 module. The Teztareen teachers were re-oriented with concepts and content in relation to Teztareen at the primary level. Effective methods and



practices of teaching were focused upon and teachers were instructed on efficient content delivery and effective use of the classroom environment. Teachers' comprehension of the subject matter of Behtareen Level-3 was also enhanced by orienting them with effectual teaching strategies and strengthening their capacity in regards to planning and assessment. Teachers were guided on how to actively engage children in the learning process and involved in discussions to ensure successful academic interventions.

Capacity Building of Adult Educators

A comprehensive 3 day capacity building workshop was held for Adult Learning Facilitators (LFs) from the 10 Community Learning Centers of SEF's Women's Literacy & Empowerment Program. The sessions were based on adult education post-literacy material, 'Ujlee Rahein', generated in-house by the SEF. Conducted in Karachi from August 3 to 5, 2012 the training was attended by 15 participants.

SEF's adult education expert, Prof. Rehana Mughni, focused on the vision and the utilization of the resource material for educating young and adult women. The sessions served to enhance the LFs understanding of the content through the explanation of techniques such as letter recognition through idioms and phrases, newspaper clippings and the introduction of the latest letter writing techniques.

Furthermore, a comprehensive 10 day training program was conceptualized to enhance the women's income generation skills. The skill enhancement aims to alleviate poverty and provide economic empowerment to women learners. The training was held in Karachi



from October 3 to 13 and in Sehwan from October 16 to 25, 2012. Expert trainers from ZVMG Rangoonwala Community Center oriented the 27 participants in block printing, fabric painting, hand embroidery, fancy bags and pouches production, jewelry making and bead work.

The training seeks to enhance skills amongst women to help them in generating income and attain economic empowerment.

Training for Primary School Teachers

Under the 'Promoting Private Schooling in Rural Sindh Project', a 9 day training was held which entailed

orientation on text books published by the Oxford University Press that are being used in SEF partner

schools. A 3 day refresher from December 5 to 7, 2012 for grades 1 and 2 teachers was organized on 'Get Ahead Series Book 3'. Moreover, 6 day training on 'Get Ahead Series Book 4' was held for grade 3 teachers from December 8 to 13, 2012. 202 teachers from Phase II and 358 teachers from Phase III partner schools across the 10 PPRS districts participated in the training.

The teaching competencies enhancement program focused on the English language, Mathematics and Science and was principally aimed to facilitate the

teachers. The session aimed to enhance the instructors' English reading, comprehension skills and activities supplemented with basic grammar surrounding the course books. Activity based techniques in regards to basic mathematics were also introduced to improve teaching efficiency in classrooms. The training enabled teachers to understand the techniques for improving literacy, numeracy and critical thinking skills of students. The sessions served to further demonstrate and gave the facilitators the opportunity to reflect critically upon their teaching practices in line with the given lesson plans.

Session on Early Childhood Education

SEF's Adopt-A-School Program (AASP) has remained committed in improving the quality of education in government schools through the utilization of public-private partnerships. In order to enhance the educational quality, the Program has organized various training sessions for professional development of the teachers.

A 6 day teachers' training was conducted in Hyderabad from November 5 to 10, 2012 focusing on principles of Early Childhood Education (ECE), behavior management of students, and subject based knowledge in teaching with limited resources. 20 government teachers from

Matiari and Badin attended the sessions. Roles and qualities of an ECE facilitator were discussed, along with developing a curriculum for an ECE class.

The teachers were provided detailed lesson plans and introduced to interactive teaching/learning techniques in classrooms. Topics of health and hygiene were also covered as well as techniques of integrating subjects like Science and Social Studies into literacy and numeracy concepts. The training also focused on imparting subject based learning implemented on the knowledge base and lesson plans for enhanced learning outcomes.

Learning Sessions for Staff

Over the last 6 months, experts from diverse fields were invited by the Foundation for learning sessions on a variety of subjects for the professional and personal development of the SEF staff.

In the month of August, Prof. Rehana Mughni, an educationist, gave a talk on Sir Syed Ahmed Khan, an educational visionary and reformer who changed the face of the sub-continent landscape and more specifically the future of Muslims. She discussed the impact Sir Syed had in making Muslims understand the significance of modern education and its necessity in gaining self reliance. Prof. Rehana Mughni shared her views on how Sir Syed's ideology holds true even today and how it is an essential component for progress and prosperity of the Nation.

In another session in October, Mr. Sohail Muhammad Ali, consultant and trainer, talked about 'Zen Koan' and its function in the art of Zen learning. He explained that as an eastern perspective of wisdom, Koans are very powerful tools especially designed to stimulate the mind and thinking power that have been clogged by habitual responses to the world and reality. He elaborated on Koans as a method of training the mind in order to achieve the state of 'Satori', or awakened mind. Mr. Sohail explained Koans as simple teaching instruments, an aid to self inquiry and realization, to be used to break down

the barriers to enlightenment.

In a discourse held in November on 'The Value and Quality of Arts Education' Arshad Mahmud, renowned composer and musician/actor, stressed that it is essential that creativity in children be encouraged through Arts. He explained that children who are encouraged towards the arts and have the freedom to be creative so as to enable them to adapt to diverse environments by creating different solutions rather than adhering to a set of rigid rules and regulations, thus insulating them against 'Future Shock'.

An educationist of repute, Mr. Karim Aman, discussed the 'Impact of Modernity on Islamic Intellectual Discourse' in a session held in December. During the talk Mr. Aman illuminated the transition of Muslim society towards modernity in the context of changing empirical, rational and spiritual landscape. Furthermore, he offered insight on how elements of western modernity (political, intellectual, cultural and material modernity) have influenced Muslim societies and presented the educational movements which were initiated by various Muslim scholars in response to the growing change.

The sessions have been a source of continuous capacity building as they provide a deeply enriching learning experience that is highly appreciated by the SEF staff.

MONITORING ACTIVITIES

The Sindh Education Foundation regularly conducts Monitoring and Evaluation activities to observe school performance, gauge the efficiency of implemented initiatives and gather information on areas of improvement in SEF partner schools. The details of these activities from July to December 2012 are as follows:

Monitoring Unit took lead in coordinating with the third party research firm for End-of-Term Evaluation of two initiatives, the Integrated Education Learning Program and the Early Learning Program. The activity included review and finalization of inception report of the study, quality check of training of enumerators by the research firm to ensure capacity and also gathering of soft data from the research firm during the field to assess the quality of the data. Preliminary drafts of the report were reviewed by RM&E and comments were given, which were incorporated by the third party. After finalization the report was submitted to Director POR for approval. The findings in the report will facilitate guidelines on which future interventions are to be based.

The Sindh Education Foundation in collaboration with ITA and other partner NGOs conducted the Annual Status of Education Report (ASER) Survey in 10 districts of Sindh. The review and consolidation of the data acquired through the survey was also spearheaded by RM&E for development of the database and analysis process. The RM&E Team also provided technical input on workshops held by the ITA for the training of enumerators who were tasked with collecting the data. The workshops elaborated on tool orientation, piloting of tools, tool revision and survey planning. Furthermore, topics such as gender equality, educational assessments in Pakistan and research methods were discussed.

Data analysis of the information collected during school support visits across 187 RBCS project schools was also undertaken. The survey was carried out to collect data on basic school indicators (student enrollment, head count, teachers' attendance, retention of trained teacher etc.), assess NGOs' involvement and support to schools. It also verified that school records are updated and ensured a conducive learning environment for children including optimum usage of furniture and learning resources as well as safe and child friendly conditions of school infrastructure including provision of basic facilities i.e. clean drinking water and functional toilet.

Verification visits of all PPRS schools of Phase I, II and III were carried out in the targeted districts. The verification aimed to follow up on the entrepreneurs' commitment to improve the conditions of the schools as per their contract. The team conducted a survey to verify the status of, and collect information on, the 70 government schools that were identified as falling within the restricted criteria of 1.5 km radius of PPRS schools. To ensure whether these government schools were defunct or not, a follow up survey carried out in October 2012 and was continued in November to gather the required details with regards to their existing status.

The RM&E unit also worked on developing research studies focusing on teachers' role and effectiveness in the current educational scenario. The work on literature review of the research study "Teachers' Professionalism in Rural Sindh" is in progress whereas the literature review of the study entitled 'Teachers' Turnover' has been completed. The research studies are to provide invaluable insights into teacher behavior and capacity.

Sujaag

Published in Sindhi language, 'Sujaag' aspires to reach out to grassroots communities while facilitating and enhancing information sharing in our society. The fourth issue of the magazine will be disseminated to its subscribers that mostly consist of SEF partner school communities in Sindh. The latest issue features articles on the services of revered educationists in the province/ country and the celebration of our community heroes which includes stories of teachers who made a real difference in the lives of students. It also focuses on encouraging education for girls and integrating health awareness, values education and art into mainstream curriculum. Other sections include case studies, illustrations and poems many of which are contributed by community children. Sujaag is a very sincere effort to engage with local communities in order to ensure that educational interventions by SEF are responsive to people's real needs and contribute to the process of grassroots level transformation.



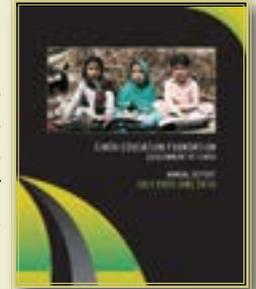
Dialogue on Governance of Education in Sindh: A Synopsis



The Synopsis of SEF and AKU-IED's Dialogue on Governance of Education in Sindh has been published and documents recommendations by experts in the field of education, policy, planning and development. The publication provides an overview of the current educational status in Pakistan and the crucial need for effective governance. Specifically with the introduction of the 18th Constitutional Amendment – Article 25-A – the synopsis presents a roadmap and offers recommendations that will provide researchers, educationists, policy makers, political leadership and relevant organizations with critical input for devising future strategies that will enable greater progress and development in the education sector.

SEF Annual Reports

The SEF Annual Report highlights the progress and accomplishments the Foundation has achieved during the preceding year. It provides a snapshot of the Organization and gives stakeholders and other interested people information about the Foundation's activities and financial performance. The 2009-2010 annual report has been printed and is ready for dissemination. The 2010-2011 annual report has been finalized and is ready to go into print.



SEF Website redesigned

The SEF website (www.sef.org.pk) is the first contact point for various audiences including donors, project partners and school stakeholders and thus plays a critical role in information dissemination both locally and beyond. The last quarter saw the re-designing of the organizational website in terms of content, images and an interactive navigation menu in order to allow easy navigation and readability for enhancing end user experience. The website carries latest information on various initiatives, intervention details across Sindh, online publications as well as video resources. The website is consistently updated with the current happenings and events. A section 'Making a Difference' carries compelling accounts of stakeholders who have been key recipients of SEF's educational interventions over the last two decades. Please visit the website for details on SEF interventions for increased access and improved educational quality in the province.

SEF Craft Corner

To encourage adult women learners from the Women's Literacy & Empowerment Program to use their skills to develop local handicrafts, an initiative titled 'SEF Craft Corner' has been initiated. The adult learners have been provided with capacity building in the field of handicrafts and are now developing hand-embroidered motifs which are used for making greeting cards, bags, pouches and frames. The SEF website is being utilized to market the work of these local women in an attempt to provide them with an avenue for income generation. To get further information on SEF Craft Corner, please visit www.sef.org.pk/craft.php.

Institutional Stationery

Institutional stationery which includes planners and notebooks were developed and disseminated to stakeholders and SEF staff for advocacy purposes.

Policy Dialogue on Governance of Education

The Sindh Education Foundation in collaboration with the Aga Khan University – Institute for Education Development conducted a Policy Dialogue on the subject of the 18th Amendment to encourage open communication and constructive debate among stakeholders for proposing practical and viable solutions. More than 120 people which included major stakeholders belonging to the field of academics, practitioners working in the field of education and representatives from the Government and media personnel attended the event held on July 10, 2012.

The experts panel presiding at the event comprised Dr. Ishrat Hussain (Dean and Director, Institute of Business Administration), Mr. Javed Hasan Ali (Former Secretary, Establishment Division), Dr. Kaiser Bengali (Economist, Applied Economic Research Center, University of Karachi), Mr. Parvez Sehar (Chief Program Manager, Reform Support Unit), Mr. Abdul Wahid Uqaily (MD, Sindh Technical Education and Vocational Training Authority), Mr. Ahson Rabbani (CEO, The i-Care Foundation), Capt. (R) Dr. U.A.G. Isani (Vice Chancellor, Iqra University), Dr. Mohammad Memon (Director, Agha

Khan University – Institute for Education Development), Prof. Anita Ghulam Ali (MD, Sindh Education Foundation) and Dr. Javed Leghari (Chairperson, Higher Education Commission).

The panelists stated that the 18th amendment should not be viewed as a challenge but as a great opportunity. They agreed that the crucial issue is not financing but governance and in that regard the province of Sindh has a lot of room for improvement. Need for government to

work with NGOs and the private sector was emphasized in order to help improve the situation by delegating the management of the schools to them. The panelists felt that there is a dire need to have capacity to plan, implement, monitor and evaluate at the local level, the lack thereof being primarily the reason we are not doing well in the field of education. They emphasized on the necessity of significant measures to be undertaken by the government in order to achieve the goal of education for all children as set under the 18th amendment.

SEF Celebrates International Literacy Day 2012

The Sindh Education Foundation celebrated the International Literacy Day themed 'Literacy & Peace' on September 8, 2012 to help raise public awareness of literacy and its issues. Over a 100 participants comprising educationists, government officials, NGO representatives and media personnel participated to celebrate the International Literacy Day 2012 and to discuss the current state of literacy & education in Pakistan.

In accordance with the year's theme, literacy and education's impact on the state of peace and harmony in a country were discussed. The panel of experts present at the forum comprised notable personalities such as Prof. Anita Ghulam Ali (MD, Sindh Education Foundation), Mr. Abbas Rashid (Chairperson, Society for Advancement of Education), Mr. Arshad Mahmud (Director Programmes, National Academy of Performing Arts), Ms. Baela Raza Jamil (Director Programs, Idara-e-Taleem-o-Aagahi) and Mr. Karamat Ali (Executive Director, Pakistan Institute of Labour Education and Research). The panel discussed the impact of literacy on peace and how the situation of

the nation can be improved by focusing on education.

Panelists highlighted that literacy is a necessary condition for fostering peace and harmony and that a lot of divisions in the country today can be remedied to a great extent through the power of education. Education's role in encouraging tolerance and advancing the cause of peace were highlighted. Furthermore, it was added that though the overall state of literacy in Pakistan was dismal, there were islands of excellence present in the country and people working hard to improve the field of education. The panelists believed that questions need to be raised and asked on the current conditions and not just be borne quietly by the people. They felt that our ability to think, rationalize and imagine is being constricted by today's curriculum and needs to be set free, fostered and nurtured. The panel said this was essential in bridging the gaps that have been created and that the society needs to come together and work towards its own betterment.

2nd Policy Dialogue on Governance for Quality Teachers

The Sindh Education Foundation (SEF) and the Agha Khan University – Institute for Education Development (AKU-IED) held its 2nd Educational Dialogue titled 'Governance for Quality Teachers' in Karachi on 31st December, 2012. Education experts and members of academia gathered together to discuss measures which could be promoted in the field of education and to collectively arrive at some core recommendations and observations (specifically in regards to teachers) that can be forwarded to the relevant policy makers as a roadmap. Solutions were proposed that can be carried forward to the policy level for broader impact to aid the province of Sindh in particular and other provinces in general.

The panel at the event included esteemed persons such as Mr. Taj Haider (Policy Planner and Founding Member, Pakistan Peoples' Party), Dr. Zubair Shaikh (Executive Director, Sindh Teachers Education Development Authority), Mr. Asghar Soomro (Advisor, Communication

and Outreach Social Policy and Development Centre), Mr. Karamat Ali (Executive Director, Pakistan Institute of Labour Education and Research), and Ms. Baela Raza Jamil (Director Programs, Idara-e-Taleem-o-Aagahi).

The panelists said that the professional capacity of teachers must be developed in the country and that the latest methodologies and technologies should be used to help enhance the teachers' skill set. The grave issue of ghost employees (teachers drawing salaries without doing the job) in Pakistan was also discussed, which it was believed is now gradually being rectified with the use of technology. There was concern over the issue of politicization in the field of education and was deemed essential to be resolved for further development and progress. The panelists also believed that parents and the civil society on the whole should have higher involvement in the children's education which would undoubtedly help improve the current situation.