



Sindh Education Foundation
Government of Sindh

Empowering Through Education



ANNUAL REPORT 2020-21



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ABBREVIATIONS

AALTP	Adolescent and Adult Learning And Training Program
AKU	Aga Khan University
AASP	Adopt a School Program
ESSP	Existing School Support Program
ECCE	Early Childhood Care and Education
FAS	Foundation Assisted School
GOS	Government of Sindh
GPA	Grade Point Average
ICT	Information and Communication Technology
INSTAL	Introducing Smart Teaching and Learning
IT&EMIS	Information Technology & Education Management Information System
LRF	Legal Rights Forum
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
MDCAT	Medical Dow College Admission Test
MS Teams	Microsoft Teams
PDMA	Provincial Disaster Management Authority
PPRS	Promoting Private Schools in Rural Sindh
P&P	Programs and Planning
PPP	Public Private Partnership
PSP	People's School Program
QRWS&Cs	Quaid-e-Azam Rangers Welfare Schools & Colleges
RFP	Request for Proposal
SAS	SEF Assisted Schools
SDS	School Data Sync
SEF	Sindh Education Foundation
SE&LD	School Education and Literacy Department
SLOs	Student Learning Outcomes
SMHSP	SEF Middle and High School Program
SMU	Subsidy Management Unit
SSESP	Sindh School Education Scholarship Program
T&A	Training and Assessment
TFC	Teach for Change
TSAs	Teaching Support Associates
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
YEEEP	Youth Education, Employment and Empowerment Program

CONTENTS

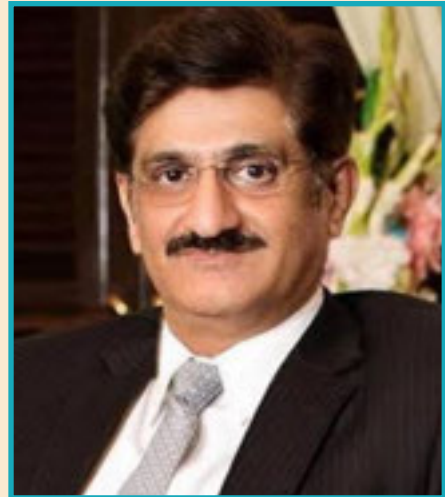
ABBREVIATIONS.....	4
MESSAGE: Chairperson Board of Governors.....	6
MESSAGE: Vice Chairperson Board of Governors.....	7
FOREWORD: Managing Director SEF.....	8
Members SEF Board of Governors	9
Members Executive and Finance Committee.....	10
Organogram: Division of Responsibilities.....	11
SINDH EDUCATION FOUNDATION: An Overview.....	12
Vision, Aims and Objectives	14
SEF: Partnering for Change	15
Highlights of the Year	18
STRATEGIC RESTRUCTURING	24
INTERVENTIONS BY SEF.....	26
DEVELOPING ALL ROUND LEARNERS	28
COVID RESPONSE AT SEF	30
SUCCESS STORIES	36
NEW INITIATIVES	54
ROAD AHEAD.....	58
FINANCIAL HIGHLIGHTS.....	61

MESSAGE

Syed Murad Ali Shah

Chief Minister, Sindh

Chairperson, SEF Board of Governors



The Government of Sindh is keenly concerned in widely addressing the issues of the education sector by owning the slogan i.e. “Education for All”, aiming to meet the learning needs of all children and youth.

The Sindh Education Foundation, a major arm of the Government of Sindh for Public-Private Partnerships in the education sector, is playing a vital role in assuring access to quality education throughout the province in a credible manner for formal and non-formal education for children, youth, and adults.

The portfolio of the Foundation has greatly expanded in 2021 with almost a thousand new schools in targeted areas all across the province, especially the underserved communities, deep rural pockets, and far-flung difficult-to-reach areas.

MESSAGE

Mr. Saeed Ghani

Minister for Education and Literacy

Vice Chairperson, SEF Board of Governors



The Sindh Education Foundation is pivotal part of the Ministry of Education & Literacy Sindh. In the recent years, the Foundation exhibited a vivid progress in ensuring the access of the quality education in the remote areas of the Sindh through the Foundation Public-Private Partnership (PPP) framework.

The PPP framework of the Foundation has successfully evolved in the educational canvas of Sindh and has produced and nourished human resources in form of the students, teachers, partners, communities and other stakeholder to raise the modern and competitive process of instituting a progressive and dynamic education sector that ultimately is attaining the objectives and the goals of the province in pursuance of the commitments of the Government of Sindh under the 18th Amendment of the Constitution of Pakistan which prescribes that *“the states shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by the Law”*.

FOREWORD

Mr. Abdul Kabir Kazi

Managing Director

Secretary, SEF Board of Governors



The Sindh Education Foundation with the support of the Government of Sindh aims to improve the access and the quality of education in all corners of the province using a modern, latest, and scalable approach.

In FY, 2021, the Foundation in pursuance of its mission and the commitments of the honorable Chief Minister, Sindh awarded 944 sites for opening new Foundation Assisted Schools to educate approximately 300,000 out-of-school children.

Besides, the Foundation Assisted Schools program, Foundation has been entrusted by the Government of Sindh to run the People's Schools Program (formerly the English Medium & Comprehensive High Schools) through its PPP modality.

Members Board of Governors



Mumtaz Ali Shah

Chief Secretary
Government of Sindh,
Member



Ahmed Bukhsh Narejo

Secretary SE&LD,
Government of Sindh,
Member



Mohammad Wasim

Chairperson P&D Board
Government of Sindh,
Member



Mr. Hasan Naqvi

Secretary, Finance Department
Government of Sindh,
Member



Dr. Kaiser Bengali

Member



Dr. Qazi Masood

Member



Dr. Mohammad Memon

Member



Mr. Nazir Tunio

Member



**Mr. Hussnain
Qamar Shah**

Member

Executive and Finance Committee



Dr. Kaiser Bengali

Chairperson



Dr. Mohammad Memon

Member



Dr. Qazi Masood

Member



Mr. Ahmed Bukhsh Narejo

Secretary SE&LD
Government of Sindh,

Member



Mr. Hasan Naqvi

Secretary, Finance Dept.
Government of Sindh,

Member



Mr. Abdul Kabir Kazi

Managing Director,
Sindh Education Foundation

Secretary

ORGANOGRAM

At Head Office Level

Division of Responsibilities





SINDH EDUCATION FOUNDATION

An Overview

The Sindh Education Foundation (SEF) is a dynamic, and autonomous organization mandated by the Government of Sindh since 1992, under the Sindh Education Foundation Act, with the goal to improve the quality of education in the province with a fundamental objective to undertake necessary steps for the expansion of educational facilities. The headquarter of the Foundation is based in Karachi, supported by four regional and thirteen district offices across the entire province.

Starting with the provision of financial aid to the community and home-based learning setups followed by fellowship schools, the Foundation is progressing to provide free-of-cost quality education to the underserved corners of the province through its Public-Private Partnership (PPP) modality having multifarious interventions. The interventions of the Foundation cover the educational needs of students of all ages and ethnicities in formal and non-formal streams starting from Early Childhood Care and Education (ECCE) to Higher Secondary level and empowering adults through accelerated literacy programs and youth with technical training opportunities.

The Foundation has introduced innovative teaching and learning approaches to acquire 21st-century skills for students of underprivileged areas. The Foundation manages to provide scholarships to meritorious students to continue their post-primary education in reputed educational institutions across Pakistan. To comprehend the issues of girls' education, particularly post-primary level, the Foundation introduced a monthly stipend to support and encourage the girls to attend school.

The Foundation works towards achieving its mission by providing financial and technical assistance as an operational framework of PPP that constitutes the provision of subsidy based on per child per month, and quality input that mainly includes professional development of service providers, designing of the scheme of studies, provision of textbooks, and other supporting learning materials. The Foundation also has an effective quality assurance mechanism through the assessment of students and monitoring of schools in order to assess the performance of the school and the eligibility for continued financial assistance.

Henceforth, SEF continues to be a trailblazer by operating approximately 2600 schools in marginalized communities. The Foundation promotes innovation and experimentation to bring educational reforms and access to underprivileged communities in Sindh. Consequently, every child has access to quality education to break the vicious circle of poverty and improve their future prospects.





Vision

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

AIMS AND OBJECTIVES

We create, facilitate and support opportunities to ensure access to free quality education across Sindh.

According to SEF Act 1992, Para 09, the main objectives are:

- To evolve programs for raising the standard of education and improvement of literacy rate;
- To conduct research or surveys or hold workshops, conferences, symposiums to study the educational system, identify its shortfalls and weaknesses and to make suggestions or measures for its improvement.
- To prepare plans and schemes for the establishment of the mentally-retarded and handicapped children;
- To conduct workshops and short courses for training of teachers and other related staff to improve their working;
- To develop the course of studies and curriculum in accordance with religious and Islamic aspirations;
- To establish and assist in the establishment of institutions in the less developed or less privileged.



SEF: Partnering for Change

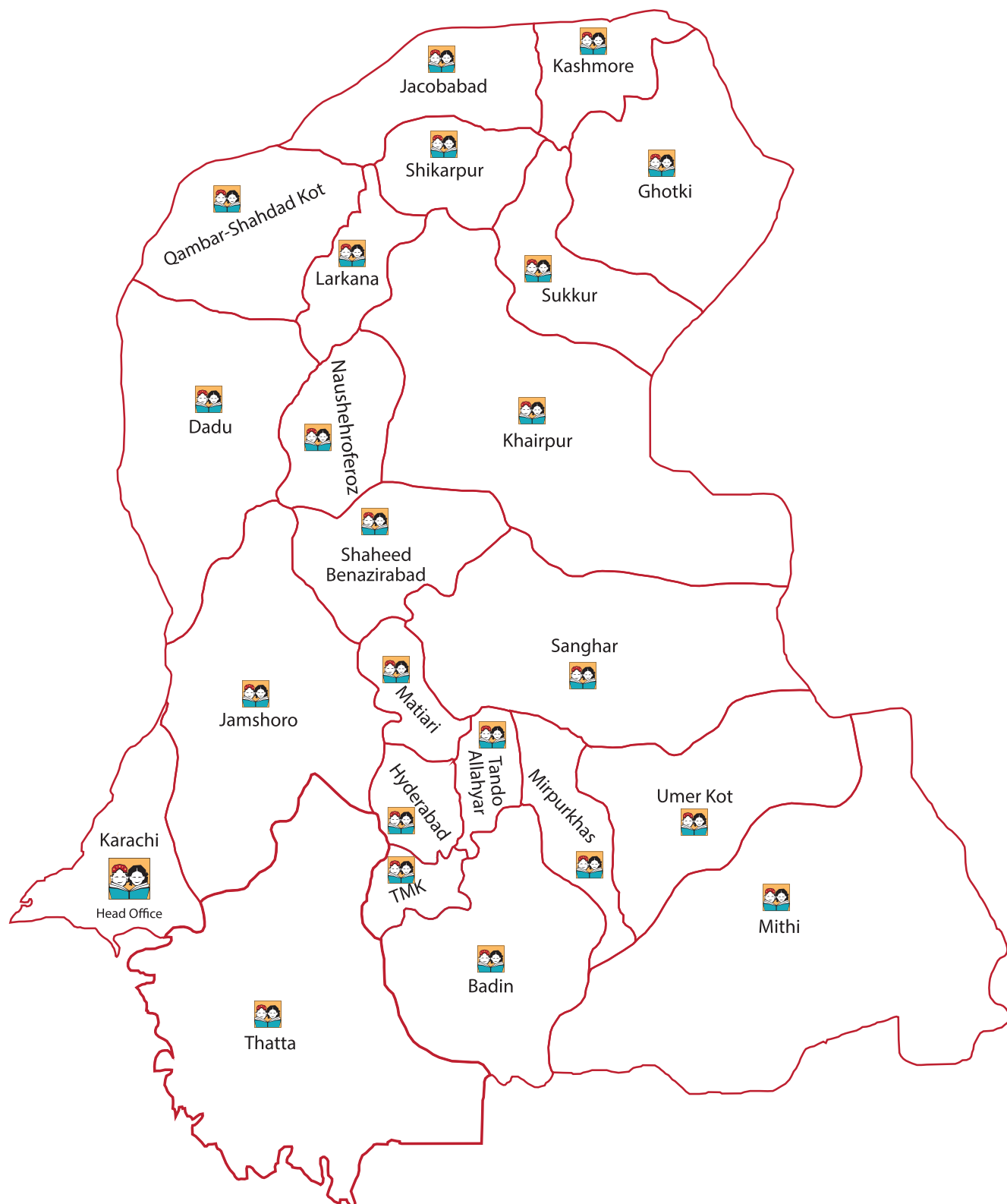
HOW WE WORK

Sindh Education Foundation, Government of Sindh is governed by a 'Board of Governors' i.e. the overall regulatory authority is headed by the Chief Minister of the province while the Managing Director leads the operational, developmental, and strategic objectives of the Foundation.

The operational framework of the Foundation is based on Public Private Partnership (PPP) modality. This has helped in mobilizing technical, and financial resources of the public sector accompanied by human resource services of the private sector for the revitalization and enhancement of educational opportunities for the marginalized segments of society. The human resource of the private sector is the individuals or organizations, selected through a competitive process to manage, operate and support free-of-cost quality education on predefined standards.

The financial resources of the PPP operational framework comprise per-child per-month subsidy rates/scholarships cost and girl's stipends. However, the technical resources related to quality inputs, quality assurance, and monitoring mechanism are carried out at regular intervals that reinforces the quality and access components. Through a collaborative and participatory approach, the Foundation has been striving for almost the last three decades to overarching goal of providing free-of-cost quality education to underserved communities.

OUTREACH



PORTFOLIO OF SCHOOLS

1	Primary Schools	1,157
2	Elementary Schools	328
3	Middle Schools	54
4	High Schools	61
5	Secondary	45
6	Higher Secondary	26
7	Non Formal	62
8	Total Number of Schools and Non Formal Centers	1,735
9	Number of students	470,477
10	Number of Adult and Adolescent literacy learners	4,383
11	Total Number of Students and Learners	474,860
13	Total New Foundation Assisted Schools Awarded	944
12	Number of scholarships provided (2017-2021)	2,679

HIGHLIGHTS OF THE YEAR

ESTABLISHMENT OF A SUBSIDY MANAGEMENT UNIT

Subsidy Management Unit (SMU) has been established in Sindh Education Foundation with an overarching objective of processing the matters pertaining to the financial assistance to schools in accordance with the SEF programs. The unit ensures a transparent, efficient, and integrated mechanism of processing subsidies, grants, scholarships, etc. to the schools. The unit has its standard operating procedures for the Pre-disbursement stage, disbursement stage and post-disbursement stage.

ESTABLISHMENT OF NEW FOUNDATION ASSISTED SCHOOLS

In pursuance of the Article 25-A of the Constitution, 1973 and The Right to Free & Compulsory Education Act, 2013 of the Government of Sindh, SEF undertook the expansion of its existing portfolio under the FAS umbrella.

In two rounds of inviting Requests for Proposals (RFPs), for new partnerships either having existing school setups or new construction schools, the Foundation received more than 6,000 RFPs of which 944 new sites have been approved for the establishment of schools through a competitive process that will bring around 300,000 out of school children to schools. Hence, SEF assures increased access to education to disempowered communities by awarding new schools under PPP modality.

YOUTH EDUCATION, EMPLOYMENT AND EMPOWERMENT PROGRAM (YEEEP)

In an effort to constructively engage the youth of the province to become positive and contributing members of society, SEF has started working with youth between the ages of 15-35 years to be trained in demand-driven skills. A total of 15,000 young people will be given skill development training under this program. This is a joint project spanning over 3 years between United Nation Development Programme (UNDP) and the Government of Sindh. YEEEP embraces skill development as an entry point for youth engagement to nurture the skills and capacities of youth. With the help of academia, civil society organizations, and the private sector such that their potential is unleashed to contribute to the economic upliftment of the province and the country as a whole.

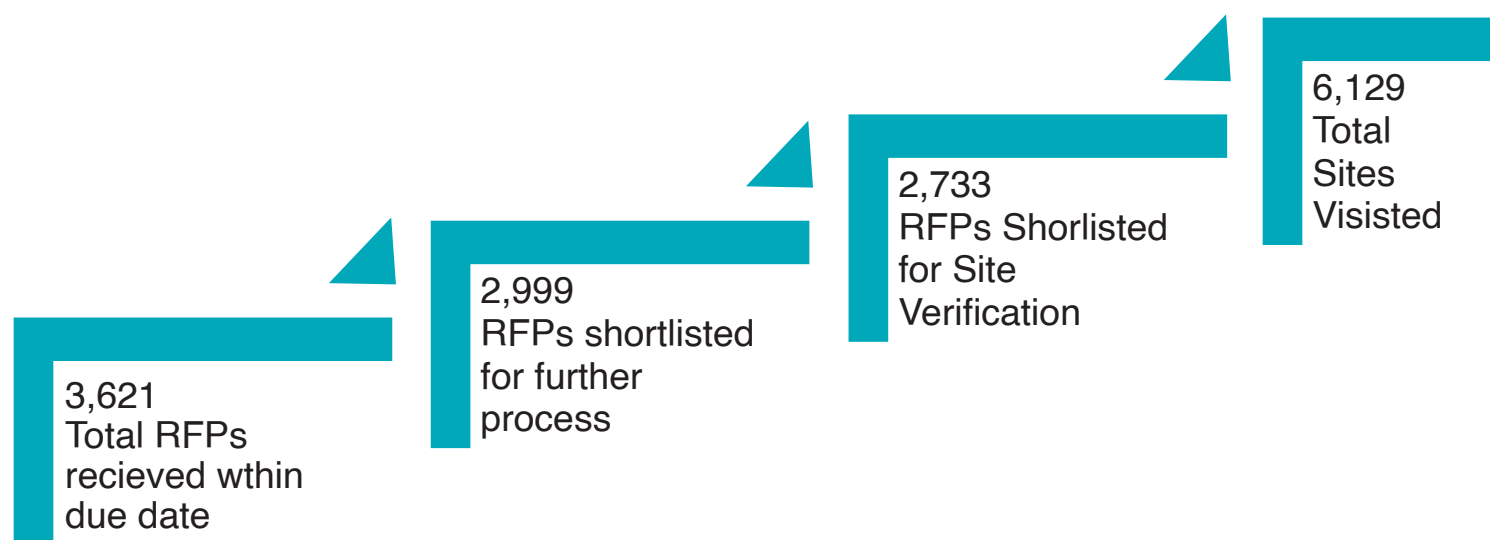
INCREASED PARTNER NETWORKING

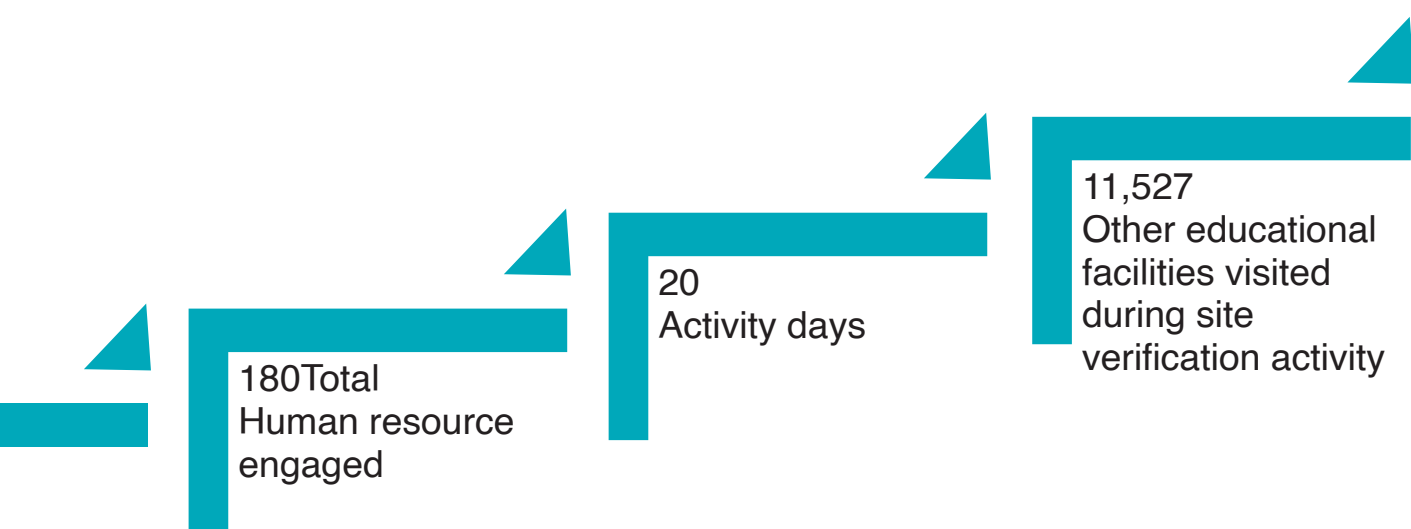
SEF increased its networking circle to include new partners to provide quality education in Sindh. 26 Quaid-e-Azam Rangers Welfare Schools & Colleges (QRWS&Cs) operated by Pakistan Rangers (Sindh) are provided per child support. The Board accorded approval for supporting the Quaid-e-Azam Rangers Welfare Schools under the Foundation's per-child subsidy model by the signing of an MOU. In addition to this, SEF has also extended support to provide annual grant upto one third of the total recurring cost for managing, maintaining, operating Quaid-e-Azam Rangers Special Children school; an educational institution for differently-abled children (hearing impairment) in Karachi. This school is equipped with state-of-the-art facilities and is catering to the most deserving strata of society.



RFP evaluation and site verification for new Foundation Assisted Schools

PROCESS FOR NEW FOUNDATION ASSISTED SCHOOLS







Inauguration Ceremony of SEF District Offices; Jamshoro, Naushehro Feroze and Ghotki.

At the same time Cadet Colleges and public schools are active partners of SEF, providing opportunities for students hailing from some of the most remote and underserved areas of the province to access quality education in a competitive setting. This is going to contribute to a richer learning experience for many students.

UPGRADING, RELOCATING & DOUBLE SHIFT SCHOOLS

Having provided learning opportunities to remote communities for almost past 30 years, SEF believes that there is a dire need for upgrading current schools to ensure children, especially girls, to continue their education close to their area of residence. The Foundation has upgraded around 100 schools this year to provide post-primary education (elementary & secondary). It is estimated that more than 10,000 students especially girl students will benefit from this vertical expansion. Relocating primary, elementary and secondary schools contributes to the stemming of dropouts, especially for girls, as they move from primary to elementary to secondary sections. Additionally, SEF is also working on a double shift policy in existing schools. This step will increase the number of children accessing quality education at no cost to economically struggling families.

ENHANCING OUTREACH BY ESTABLISHING DISTRICT OFFICES

Sindh Education Foundation has established district offices in Jamshoro, Naushahro Feroze and Ghotki. Establishing district offices have streamlined service delivery by decentralizing operations and improved accessibility to strengthen coordination and operations by having the representatives of the Foundation closer to the people they serve. This makes it easier for Partners to access assistance, have their issues and concerns heard, and get timely support to specific needs, while fostering a sense of community engagement, ownership and involvement in SEF's District Team. Hence, improving efficiency in the overall systems of the Foundation.

DIGITALIZATION AND COLLABORATION WITH MICROSOFT

Inclusion of technology in management and learning initiatives has been at the forefront of SEF's activities this past year. Following a collaboration with Microsoft® all SEF offices and schools are now having better coordination and connectivity through the use of multiple applications. In the first phase SEF officials, teachers and students were trained on Office 365 by generating their respective accounts. The accounts could only be generated on the basis of the availability of smart phones and internet connections in schools with teachers and at home for children. There were around 71 master trainers in SEF who trained head teachers and teachers on the use of MS Office-365.

During last one year, the SEF IT team with the help of Microsoft has generated 15,100 user accounts across all districts. There are total 163 schools on School Data Sync (SDS), that basically creates classes and groups for Microsoft Teams. Total 10,757

STRATEGIC RESTRUCTURING



Programmatic Merger Under the Ambit of the Foundation Assisted Schools Program (FAS)

Restructuring efforts are directly aimed at improving school governance, ensuring the quality of teaching and learning in the classroom, and improving access to students across the province. Concisely, in order to have a more comprehensive and well-rounded educational experience, all the existing programs have been merged under the banner of Foundation Assisted Schools (FAS). This includes the SEF Assisted Schools (SAS), Promoting Private Schools in Rural Sindh (PPRS), SEF Middle and High School Program (SMHSP), and Existing School Support Program (ESSP).

1,735 schools that composite Primary, Elementary, Secondary, and Higher Secondary level starting from grade K to 12 across Sindh will be regulated through a unified contract for all FAS to have identical managing, reporting, curriculum, training, quality assurance framework and organizational structure. The FAS are being managed by providing subsidies on per-child per month basis to the partner.

Regional Distribution of Schools

In a bid to improve coordination, extend reach and ensure individual attention to all partners, SEF embarked upon a restructuring process within the organization.

The entire province was divided into four distinct regions for improved service provision. These regions comprise.

Sukkur Region:	(8 Districts, 723 Schools)
Hyderabad Region:	(9 Districts, 454 Schools)
Mirpurkhas Region:	(6 Districts, 405 Schools)
Karachi Region:	(7 Districts, 153 Schools)

- SEF Office in Sehwan is “Satellite Office” under District Office Jamshoro, managing school’s portfolio of Sehwan Taluka only.
- Regional Offices Dadu, Larkana and Shaheed Benazirabad have become District Offices reporting to their concerned Regional Offices.
- District Heads report to the Regional Heads. Regional Heads shall report to the Director Program and Planning (P&P) through Deputy Director Programs.
- Four Program Heads with their support teams have been posted in FAS at Head Office, who shall coordinate/facilitate with their concerned Regional/District Heads on matters pertaining to programs.

Collaborations with Microsoft

SEF was in discussions with Microsoft to virtually connect all operations throughout the province. This partnership came through at the most opportune moment, right before the world was hit by the Corona Virus Pandemic. Microsoft provided plan A1 for educational institutions like SEF; the Foundation’s offices and all employees were virtually connected through Microsoft teams. This service enabled instant messaging, audio and video calling, rich online meetings, mobile experiences, and extensive web conferencing capabilities.

SEF went a step further and connected all its schools, teachers and students registering them with Microsoft through unique IDs. Microsoft provided assistance to the Foundation through the provision of complete training for trainers in the first round. These trainers went on to equip all other users through a cascading system of training to use the system effectively and efficiently.

SEF has since trained teachers through virtual trainings, conducted online classes for students who have access to technology and connectivity, connected schools online from some of the most remote regions of the province, uploaded training and learning videos, and created a library of knowledge accessible by users for learning and reference.

Microsoft also handed over the kits to the students. The kits have been distributed across the province, to the students who attended the online classes most frequently and regularly.

INTERVENTIONS BY SEF

FOUNDATION ASSISTED SCHOOLS (FAS)

SEF's partners are education-oriented social entrepreneurs and schools as more than just instruments of providing basic learning and improvement in functional literacy. The unifying features of the Foundation Assisted Schools (FAS), include provision of per child subsidy, free text books and learning materials, schools upgradation to enroll students in higher grades, no multi-grade teaching, appointment of school head teachers and subject specific teachers, and special attention to Early Childhood Education & Care (ECCE) and integration of Information and Communication Technology (ICT) into learning culture. Introduction of co-curricular activities and library classes for the students. Furthermore, there is a renewed focus on climate-friendly solar energy options to power school buildings and the provision of water and separate bathroom facilities for girls and boys.

ADOLESCENT AND ADULT LEARNING AND TRAINING PROGRAM (AALTP)

SEF's work is not focused on school-going children alone. It is cognizant of the fact that there are hundreds of thousands of children who have missed opportunities to be a part of mainstream schooling. Literacy rates have reduced from 62.2% to 58% in the province (Economic Survey of Pakistan, 2020-2021) with rural areas most widely affected and women notably absent from the education sphere. The aim of AALTP is functional literacy, skills development and market connectivity for adults and equivalency certification and mainstreaming for the younger segment.

The AALTP focuses on out of school adolescents aged between 9 and 17 years, providing them formal accelerated primary education. Additionally, it also provides basic literacy and numeracy along with training in contextual trades to improve economic opportunities for adults. SEF is currently working with 8,000 adolescents in 105 centers across Sindh to educate and provide them with primary school equivalency certificates. In addition, SEF is supporting 18,000 girl students in collaboration with 'Legal Rights Forum' (LRF) for their Post Primary education in difficult areas of Shikarpur.

ADOPT A SCHOOL PROGRAM (AASP)

Bringing in the private sector and actively engaging communities in the education of their children, the AASP continues to be the flag bearer in the field of Government school revival in Sindh since its inception in 1998. This program differs from other partnerships in that there are no subsidies provided by SEF for these schools. Individuals and organizations adopting these schools are completely responsible for the school's running expenses, with SEF only providing technical assistance. As a reflection of the growing interest and inclination of the civil society and the private sector in the improvement of public sector education, there are 405 Government

schools under the Adopt-a-School Program supported by 65 school adopters in 22 districts of the province benefiting over 94,317 children from some of the most disadvantaged regions in the province.

SINDH SCHOOL EDUCATION SCHOOL SCHOLARSHIPS PROGRAM (SSESP)

SEF provides scholarships for meritorious students through the Sindh School Education Scholarship Program (SSESP). This Program was designed to provide students of exceptional merit hailing from School Education and Literacy Department (SE&LD) and SEF preferably with specified quota of 75:25 respectively. To give a chance to pursue post primary education in prestigious schools and cadet colleges across Pakistan, SEF is partnering with the following esteemed institutions.

1. Sukkur IBA Community Colleges
 - a. Community College, Ubaro
 - b. Community College, Khairpur
 - c. Community College, Dadu
 - d. Community College, Naushahro Feroze
2. Public Schools Managed by Sukkur IBA University
 - a. IBA Public School, Hyderabad
 - b. IBA Public School, Sukkur
 - c. IBA Public School, Larkana
3. NJV Higher Secondary School, Karachi
4. Public School Gadap
5. Public School Mirpurkhas
6. Dr. A.Q Khan School System Ibrahim Campus Islamabad.

TEACH FOR CHANGE (TFC)

Teach for Change (TFC), is an innovative program of SEF-GOS introduced in 2016. A batch of 77 Teaching Support Associates (TSAs) was hired and then extensively trained by SEF. These TSAs support other teachers through classroom observations and specially designed training sessions along with serving as administrative support for head teachers. They also took classes on regular basis.

TSAs are in a special position to analyze the problems specific to a school, and design interventions aimed at increasing teachers' capacities and improving overall learning outcomes for the entire school. Based on TSA observations and recommendations, specialized annual training caters to teachers' overall needs, tied closely with the learning outcomes students most struggle with.

The first batch of TSAs completed in 2021. Based on successful experience, SEF inspires to launch the second batch of 300 TSAs in the upcoming year. It aims to further strengthen the support mechanism contributing to achievement in student learning outcomes in all its schools.

DEVELOPING ALL ROUND LEARNERS

SEF believes the center of all its efforts is the child in the classroom. Bringing children off the streets and into schools is just one part of our efforts. We believe that these children should be provided quality education in even the most remote corners of the province. SEF works closely with all its partners to strengthen school administration, enhance teachers' capacities and incorporate education technology in learning methodologies. SEF provides a unified mechanism for measuring student learning outcomes (SLOs) across its network of schools. The Foundation thus believes in investing in improved teaching methodologies for teachers and ensuring students are developed as critical thinkers and decision-makers capable of standing alongside their peers at all levels.

Capacity Building

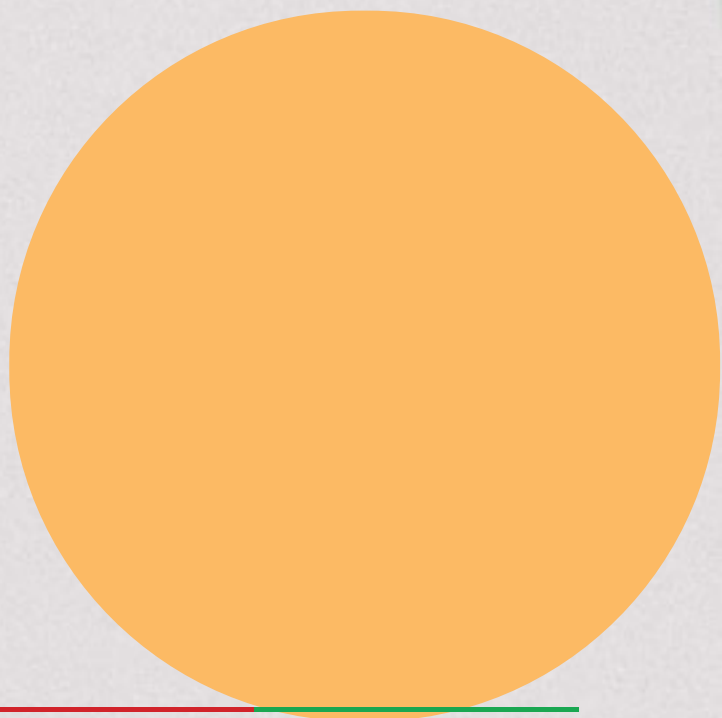
Strengthening Head Teachers as leaders under the initiative of 21st century school and effective leadership, SEF provides head teachers the opportunity to become better administrators. These trainings are aimed to prepare head teachers as the change agents of SEF school system to enhance learning outcomes and emphasize on personal development of students.

Taking learning outside the archaic rote learning methodologies in widespread use across the public and low-fee private school systems, SEF envisions classrooms, where head teachers strengthen processes such that teachers are enablers and students, are active participants in their learning. Training and capacity-building sessions at SEF utilize cascaded learning methodologies, where nominated teachers come to enhance their capacities with the support of peers. They can then share their learnings with their colleagues at school through a training session, translating their learnings contextually for the improvement of all the staff members.

SEF utilizes specialized trainers skilled in pedagogy and subject-specific experiences. Trainings are specialized and focused to improve student learning outcomes which are specific and measurable. Whereas final testing methods are the same for all schools, each institution can utilize its own methodology for producing optimal learning outcomes among students.



COVID RESPONSE AT SEF





COVID RESPONSE AT SEF

I. The Covid-19 Pandemic and Ensuing Challenges

Temporary school closures were observed in over 180 countries around the world following the outbreak of the Coronavirus pandemic, leaving 1.6 billion children and youth out of school 85% of children worldwide were affected (The World Bank, 2020).

The Sindh Education Foundation supports 1,253 Primary, 293 Elementary, 58 Secondary and 129 Higher Secondary schools in Sindh, providing quality education to over 431,834 students across the province. School closures meant that all these students were out of school experiencing learning losses in already strained situations, resulting in devastating and far-reaching consequences. A global study found that if learning in grade three is reduced by one-third, roughly the amount of time many children were initially estimated to be out of school, learning levels in grade 10 would be a full year lower than would have been the case in the absence of COVID-19 (Lemieux, 2020). An emergency response was required!

SEF responded by pivoting its examination/assessment resources into a continued learning resource and distributing them as homework for kids to use while at home. Teachers then collected and checked the booklets and returned back to school. SEF regrouped to come up with an ideal solution where the maximum number of students could be engaged in learning while schools remained closed. About 83,392 students successfully received the worksheets.

ii. Revolutionizing Teaching and Learning Through Technology

SEF had set out on a journey to revolutionize teaching and learning in schools in 2018. 600 schools had been selected for the INSTAL project, whereby blended learning through tablets was introduced to children hailing from urban slums to remote locations in rural areas. Continuing on this trajectory, SEF was in dialogue with Microsoft to digitize offices and schools for improved communication and coordination. A major round of teacher training for the use of the application was also in the works when the pandemic struck. Microsoft provided the A1 package plan for educational institutions to SEF to promote the use of Microsoft 365 and Teams. Distinct IDs for students, teachers, schools and SEF employees were created enabling them to converge on a single platform to connect and share information and data.

Along with school closures, the first lockdown saw all economic and business activity come to a standstill as offices, markets and factories were closed. Intercity transport came to a standstill and flights both local and international were canceled. At this time, Microsoft teams connected all SEF employees enabling them to continue working from home. Microsoft conducted training for Master Trainers, who were to cascade their learnings to the regions and then schools. Over 4,343 teachers and 10,757 students have registered users on the Microsoft teams app. Microsoft Teams is now used to conduct online classes, as a resource for teacher refresher trainings, a repository for learning materials, and an interactive medium for communication and learning. Here, it is worth mentioning that SEF also initiated online classrooms with the help of TSA in different region where number of schools with some number of students got online classes with MS Teams. Even Microsoft distributed the prizes with help of IT&EMIS. T&A and IT&EMIS can have detail numbers of such students and sessions conducted during COVID-19 beside distribution of homework.



iii. Continuity of Learning in Remote Locations

Considering the rural location of most SEF schools, it was envisioned that using technology for learning was not an option as most children would be left out of any online programs due to lack of access to devices and online connectivity. When the second round of school closures came about, as expected, SEF was prepared. A fresh round of homework worksheets was prepared which were to be printed by the school and distributed to students. Teachers were also encouraged to create their own worksheets with a focus on each child's problem areas ensuring a reinforcement of old concepts learnt in school, along with exploring and expressing their individual realities. At the same time, online classes were introduced to all regions. Children imbued with the love of learning came up with pragmatic solutions to their lack of access. Families would share devices, children would converge in homes with smart phones and internet connectivity, and friends would work on projects together. Teachers were surprised when children from remote locations would exhibit their proficiency in using the Teams application. The biggest surprise came when the Education Minister participated in an online class, seeing first-hand how excited and participative the children were.

Teachers were instructed to make online learning fun using the Maslow before Blooms educational theory. Children's socio-emotional needs are to be responded to before



insisting upon learning new concepts in the online classrooms. Microsoft provided free access to its very popular online game “Minecraft” for SEF students. Children and teachers can access videos based on the National Curriculum in Urdu and Sindhi through the app. At the same time, teachers are participating in online trainings and accessing classroom resources through the app to use with their students.

iv. Partial School Re-Openings

SEF had also ensured that all schools are ready to receive students once schools reopen. Informative posters have been put up around the school, and teachers educated in how to help children settle into the new normal. Schools are to open six days a week with students attending classes on alternative days to ensure social distancing protocols are being followed. Masks and hand washing are mandatory and teachers check students’ temperature prior to attendance. Group activities such as assembly and break time have been rescinded.

Studies have shown that girls and older boys are at a risk for dropping out due to extended school closures. Girls are likely to be married off while older boys join the workforce to augment their family income. SEF’s continuity of learning programs has ensured that children and their parents remain connected to their schools and teachers by way of physical worksheets and online classes. Most children returned to their classrooms once schools reopened. SEF is now working towards ensuring that learning losses are minimized and children are well settled in the classrooms, on their way to a brighter future.



SUCCESS STORIES





SUCCESS STORY 01

TEACHING SUPPORT ASSOCIATES:

Supporting Faculty and
Management for a Stronger
School System



*I know
each of my
students'
parents
personally,
they are like
family!*

Shah Abdul Latif Fellowship High School Khairpur is situated adjacent to a date palm field right next to the main Highway. The two-story building, which I'm told has been extended to accommodate all the students, serves children

aged 4-17 from the neighboring village. With 332 boys and 290 girls enrolled in the school from grades Nursery to 10th, the school is supported by SEF under its SAS programme. The classrooms are spacious and airy, the premises are clean, and there are separate toilets for boys and girls. The school also has a backup generator, considering the unstable power supply in rural areas.

Tuba Gul Baloch, the Head Teacher at Shah Abdul Latif Fellowship High School, started out as a teacher in the same school some five years ago. Seeing her dedication to the children and her skillful handling of both staff at the school and parents from the community, she was promoted to Head Teacher in 2018.

"I know each of my students' parents personally," she claims confidently, "they are like family!" I was intrigued as to how this was possible, considering her responsibilities at the school. Tuba Gul had explained her administrative responsibilities, along with her dedication towards improving the quality of learning and resultant student learning outcomes (SLO) in her school.

"The Teaching Support Associate (TSA), Nuzhat Channa is my pillar of support," she continued. "My responsibilities are now shared with Nuzhat and she does a great job of working with the teachers," says Tuba.

Ongoing Teacher Training

TSAs were introduced to SEF supported schools in order to provide much-needed continuous support to the faculty. Having undergone rigorous training in both pedagogy and content knowledge, these TSAs work as part of the faculty in the school. After teaching their own classes, the TSA observes other teachers in the classroom, identifies areas for improvement, provides feedback and then also delivers trainings to the teachers. Regular training for teachers from far-flung rural areas is a time-consuming and administratively cumbersome process. Moreover, training needs can differ from school to school, and catering to specific training requirements is not always possible for SEF. The TSAs were selected and positioned in each school where SLOs were not satisfactory or SEF was receiving multiple requests for teacher training.

Tuba and Nuzhat struck a friendship on their first day together, which has positively impacted their collective efforts towards whole school improvement. Whereas Tuba

The women in our village are the main breadwinners, While the men do work as daily wage workers, plumbers, car mechanics drivers and skilled laborers, it is the women's skill at making the traditional Sindhi patchwork and cutwork quilts called Rillis which is the main source of income for nearly all the households. Girls as young as 11 can work the sewing machine and make 3-4 rillis a week. Earning anywhere between Rs. 200-300 (\$1.25-1.9) on each rilli.

was earlier struggling to maintain a balance between dealing with the administrative and functional challenges of the school and ensuring the teachers were delivering quality education in the classroom, Nuzhat's participation has reduced the burden on her to a great extent. Tuba and Nuzhat work together when giving feedback to the teachers and arranging for in-school trainings. Tuba supports Nuzhat in all her efforts, while she now also benefits from a confidante and advisor who helps in introducing new initiatives in the school.

Increasing girls' participation in education

While nearly all children are enrolled in the school, attendance is an entirely different story in Shah Abdul Latif Fellowship High School. Villagers have a laid back attitude towards education, parents not being very educated themselves. Poverty is an additional issue which affects students', especially girls', attendance.

"The women in our village are the main breadwinners," says Tuba. While the men do work as daily wage workers, plumbers, car mechanics drivers and skilled laborers, it is the women's skill at making the traditional Sindhi patchwork and cutwork quilts called Rillis which is the main source of income for nearly all the households. Girls as young as 11 can work the sewing machine and make 3-4 rillis a week. Earning anywhere between Rs. 200-300 (\$1.25-1.9) on each rilli, the girls contribute to their household income, along with having spending money for themselves.

This means the girls regularly miss school so they can complete their orders. Additionally, the girls weren't even putting in significant efforts to complete their homework or study at home. Having the TSA around meant that Tuba had additional time to engage with the girls' parents. She would visit them at home personally, asking them to send their girls to school, along with talking to them about the importance of education for girls. The general attitude towards girls' education ranges from indifference to considering it an inconvenience for the family. Tuba tries to make them understand that educating their girls will not only enable them to read and write, but also benefit future generations, as an educated

mother will ensure her children are educated too.

The Head teacher and TSA have come up with new ways of increasing girls' participation and interest. Each class now holds a competition where the best performing student bags a prize every month. The prize consists of stationery and books. This one initiative has worked wonders in the school. The girls not only started taking interest in the classroom, they also ensured they did well in tests and participated in class discussions.

Covid-19 Pandemic

Upon hearing first reports of the Covid-19 pandemic and the need for hand washing to stay safe, the Head Teacher-TSA duo came up with an idea to promote hand washing. Using the schools' resources, they purchased individual soaps for all the kids and held a "Hand washing day" in school. The children observed a demonstration by the TSA how to wash their hands for 20 seconds and then washed their hands too. The teachers spoke about the Covid-19 pandemic and how it was affecting people across the world, impressing upon the kids the need for social distancing and personal hygiene.

Schools closed down the following week, making the abstract concept of the pandemic a reality. However, very little changed in terms of everyday life for the residents of rural areas. There was widespread rejection of the concept of the pandemic altogether and life continued as normal. "At least we managed to create some conversation around Covid-19 with the children before schools closed down. We just kept hoping they would incorporate our discussion in their lives and stay safe," says Nuzhat.

SUCCESS STORY 02

COMMITTED TO GIRLS' EDUCATION:

How leadership development changed attitudes

I go to pick my girls up myself every day, I can't have them miss school.



Shameem Akhtar Pathan's day starts at 5 am. After her morning prayers, she gets ready for her day at Jawad model high school in Simak channa town near Khairpur city. "I go to pick my girls up myself every day," she says, "I can't have them miss school."

Established in 2015, Jawad Model High School is supported by SEF under its SAS programme.

Running from classes 6-9, it has an enrollment of 265 students of which an overwhelming three fourths are girls.

Shameem joined the school in 2016 as Head Teacher. She had been working in her neighborhood school as a teacher for the past 5 years and was deeply invested in her students. Along with her regular responsibilities of planning her classes and checking homework, Shameem also created strong bonds with her students. When they missed school, she would land up at their homes to speak to their parents. Both enrollment and attendance in her classes improved due to her consistent efforts. She was recognized by parents and educationalists

for her dedication and perseverance. Shameem was offered a job as Head Teacher at Jawad Model High School, which she accepted happily.

Fighting antiquated beliefs

As Head Teacher Shameem's responsibilities multiplied. And so did her worries. Most of the girls in the neighboring villages did not go to school due to archaic customs and gossiping neighbors. The school's co-education policy made the parents uncomfortable as it was not customary for unrelated boys and girls of the same age to mingle in villages. Shameem put the parents' mind at rest, going door to door and assuring each one of them that she would be personally responsible for each child in the school.

Cognizant of the challenges of teaching in a classroom, Shameem has come up with a system whereby the Implementing partner/school owner, Teaching Support Assistant, teachers, and herself work together to maximize their school's potential. "I want the teachers to be free to concentrate on classroom activities and build strong bonds with the students. This age is especially challenging for both girls and boys as they navigate new feelings and external challenges. Girls cannot talk to their fathers or brothers and need additional support and encouragement."

Shameem discovered that one of the major reasons for girls' low attendance and high dropout rates was the absence of transport facilities. The School Operator was supportive when she voiced her concerns and arranged for free transport for the girls. Initially it was one auto-rickshaw Shameem would use to pick and drop the girls. Now she has two mini-buses. Seeing her passion, dedication and enthusiasm, reticent parents are now vociferous supporters of both the school and girls' education. They introduce her to girls who want to go to school and help

win over other parents to the cause of girls' education.

Girls' education changing the status of women in society

It was her personal struggles that made her resilient and a firm believer in girls' education. Shameem was only 15 when her mother died. "I had to take care of my siblings and four buffaloes. I had no idea how I was going to do it," she says tearfully. Her father remarrying added to her problems. Shameem was promptly married off to a man ten years her senior. She soon found out he was also suffering from Tuberculosis. Instead of pulling her down, her resolve strengthened amidst these misfortunes. She took care of her family, and continued her education. As it was, her husband became her biggest supporter, taking care of the kids when she had to study and encouraging her to follow her dreams. "Now I am the Queen of my home," she says. "If a woman is educated, the man will also respect her and heed her advice. Otherwise she'll be relegated to the position of a housekeeper only. This is the change I want for my girls in this school."

Training for leadership skills

Head Teacher trainings arranged by SEF helped strengthen Shameem's administrative skills. She has attended two trainings where she learnt about community participation, discussed ideas pertaining to increasing attendance in school, and was informed about child psychology and how to use it when dealing with children and adolescents. These activity based trainings emboldened her, widening her horizons and helping her to see challenges from a new perspective.

Shameem is an inspiration to the entire



school staff. Seeing her coming in to school every morning with the girls in tow gives them an added sense of responsibility and ownership. The teachers agree that with Shameem at the helm, they feel a sense of protection and guidance. There is not one task which she feels is beneath her; she will just as merrily take over a class, as go out in the community to distribute homework and inquire about the wellbeing of her students.

When the Covid-19 pandemic struck in March 2020, resulting in nationwide school closures, bringing with it a sense of uncertainty and confusion, Shameem rolled up her sleeves once again. She refused to put her teachers in harm's way, insisting she would be able to handle students' testing by herself. Masked and armed with her bottle of sanitizer, she set out collecting students in small groups and administering tests sent out by SEF. "I kept talking about how we should all be careful about hygiene and wash our hands with soap. There is very little knowledge about the spread of disease in these areas, so I felt it was my responsibility to engage in discussion to spread awareness, wherever possible."

Unsurprisingly, all of Shameem's students, including the girls, returned to

school once it reopened in September. She had kept in touch with all of them over the telephone during the school closures, encouraging them to read something, anything. "It was reading that brought me where I am today. When my mother died and I was taking care of my siblings alone, I would stay up the entire night with the lights on and read to distract me from my fear. And I am the richer for it today!"

With the second lockdown having started towards the end of November 2020, Shameem is still hopeful. She laments the fact that her students have had to face severe learning losses, but she is not about to give up. Once she receives homework from SEF to be distributed to the students, she asks her teachers to prepare additional assignments based on the areas of study they believe the students would find more challenging. She goes door to door herself to distribute the homework and to keep reminding the parents how important it is for them to continue their education.

"Learning must never stop," Shameem smiles, "I am still learning something new every day and I will not cease my mission until I know that all my students are well established on this path as well!"

SUCCESS STORY 03

Raniya **DARED TO DREAM**

She was told,
“Don’t dream
so big Raniya!”



Tameer e Millat Fellowship School in Malir was Summayya Hammad’s first school as a five year old who had just moved to Karachi. The youngest of four siblings, Raniya’s father was a taxi driver, who had made the move to a new city in search of a better future for his children. She was her father’s darling, the apple of his eye! He loved hearing about her day and everything she had learnt in school, applauding her as she recited the alphabet or showed him she had learnt multiplication.

Her world came crashing around her when her father died of TB aged only thirty-six. Seven year old Raniya found

solace in her studies, vowing to make her father proud. Her teacher, Miss Mariam took on the mantle of mentor, both encouraging her and giving sage advice, which grew less playful and more serious as Raniya grew older.

First steps to independence

Her mother being the sole supporter of the family, and an older brother in his mid-teens, Raniya understood that finances were tight in the family. Essentials such as stationery and school supplies were a luxury for her and she watched tearfully as she saw her mother stay up nights

When she expressed the desire to pursue medicine, her family members cautioned her against it.

stitching clothes for a living. Seeing her distress, Miss Mariam suggested Raniya start giving tuitions to younger children from her neighborhood. And so began her journey of independence and self-sufficiency at the tender age of 12.

In ninth grade Raniya decided to enroll for the afternoon shift of her school. Being a stellar student at her school, she received awards and certificates of achievement in every class and extra-curricular activity. Her teachers vouched for her and Raniya managed to obtain

employment as a teacher in the neighborhood school, along with tutoring students after her own school shift was over. In addition to this, she also managed to squeeze in time for attending a coaching center to help her prepare for her matriculation (tenth grade) examinations.

Don't dream so big!

To say that her family was not supportive of her continuing her education would be an understatement. Her elder sisters had barely completed school and she would be the first one who wanted to study further. When she expressed the desire to pursue medicine, her family members cautioned her against it. Not only was it inappropriate for a girl to study in their family, a medical degree would be

unfitting to their social status, she was told. "Don't dream so big Raniya!"

But she did dream. And she dreamt big. And she pursued her dreams with a passion which could not be shaken by any discouragement.

Finding success in defeat

Raniya wanted to join the Pakistan Navy and heard about the entry test in her first year of college. She had enrolled in a small college close to her residence as is the norm for most girls as parents prefer to send their daughters to educational institutions close to their homes. She had also joined a tuition center to help

When she expressed the desire to pursue medicine, her family members cautioned her against it.

her prepare for her intermediate (grades eleven and twelve) examinations. Preparations for the admission test to the Naval academy took up eight months and she sailed through all the tests with flying colors. She had to face a massive setback when she failed the physical exam due to her weak eyesight. Unperturbed, Raniya turned her attention towards preparing for her first year examinations with the help of her tuition teachers. When she managed to score an overall 70% on her exams, everyone sat up and took notice. Her teachers encouraged her to study harder, "If you can get 70% after two months of studying, imagine what you can do if you work hard the entire year," said her teacher.

She put in all her efforts towards her studies. Her family's opposition to her studies just strengthened her resolve to do even better. Raniya managed to score a whopping 94% in her second year examinations. She could now see herself closer to her goal of becoming a medical doctor.

Finances, or the lack of it, were the only thing that stopped Raniya from applying to Dow Medical College. She always knew she wanted to go there. In her mind she could see herself walking with the teachers, examining patients, learning how to cut, suture and bandage and diagnose and prescribe medicines. Taking a year off from her studies was her only choice at this point. She put all her efforts into earning enough money to be able to pay for her entrance fees.

Her extended family came to her aid unexpectedly, nothing short of angels of mercy. They had seen her accomplishments in all these years and when they discovered the reason behind her not joining a medical college, they pitched in to help. Raniya cleared the MDCAT (medical college admission test) and gained admission into Dow Medical College: the college of her dreams!

Even at this point, she faced criticism from her family. Her frail old mother dared not support her. And that is Raniya's only grievance amidst all the hardship she had to bear. "I had no one close to me who would applaud me and celebrate my successes. I could come home with the highest accolades and at best receive stony silence, if not outright resentment. I just wanted to make my family happy and I wouldn't stop trying till I got their approval."

School of her dreams

Surrounded by students coming from privileged backgrounds and elite schools did not faze Raniya. It only strengthened her resolve to outdo her past achievements. Understanding that she would not be able to manage holding down multiple jobs along

with her studies, she had to cut back on all her personal expenses. It was worth it.

Raniya managed to score the highest grade in Dow Medical College, a 4.0

GPA! Her life became easier after that as she got a scholarship. Yet she continued to push herself to do more, to be a better version of herself, every day.

Along with her studies, she would also participate in medical camps, and volunteered her services at various hospitals and charity organizations. Slowly but surely, she was building a network of people who were impressed with her work and would not hesitate to put in a good word for her at every opportunity. When the Provincial Disaster Management Authority (PDMA) offered a training, Raniya was recommended by the charity wing of the famous television program, Sar e Aam, whom she had volunteered with previously. Seeing her performance at the training, Raniya was offered the position of lead trainer at the PDMA.

Don't forget your Roots !

"My chance to give back to my school, Tameer e Millat came during the pandemic. Their students needed to be tested for Covid-19 and I helped process their tests at the AKU with the help of my contacts" says Raniya. "I was happy I could do something for the school that had given me such a brilliant start and set me on the path to success. The Sindh Education Foundation is ensuring so many other children like me get an opportunity to improve their lives through education by supporting schools like Tameer e Millat."

Raniya's journey to more successes is still ongoing. Her story has taken a positive turn, finally. Her family has finally come around, impressed with her achievements and appreciative of her efforts. "I was told not to dream big. Today all those people are cheering me on for persevering on my path to success. I am their pride," she beams a smile as bright as her future.

SUCCESS STORY 04

*Our teachers
were the
happiest when
we gained
admission in
A.Q. Khan
School.*

SEF Scholarships **INSPIRING NEW DREAMS**

Azadar Husain, Vishnu Mal and Wazir Ali are all 9th grade students at Dr. Abdul Qadeer Khan School System in Islamabad. The three friends used to attend Tahira Public school, one of Foundation Assisted Schools, in their village of Zawarabad Keerio. Three years ago, they prepared and appeared for a test, passing which, they gained admission to Dr. A.Q. Khan School System through the Sindh School Education Scholarship Programme (SSESP).

Sindh Education Foundation's Scholarship program was initiated in 2017 with the aim of connecting meritorious students with quality institutions to pursue their post- primary education up to higher secondary level.

The main eligibility criteria for this program include the



applicant to be a student for three years at a SEF/ SE&LD run school, possessing the domicile of Sindh and having passed the school entry test.

The foundation bears all student expenses including boarding and lodging fees, tuition and admission fees, transportation costs, uniforms, shoes, books and other necessary articles for students. Students are also paid a monthly stipend for their personal expenses.



Change is growth

The three friends recall the time when their teachers started preparing them for the A.Q. Khan School entrance test. Tahira Public School, where they had started their educational journey, has consistently performed well on student learning outcomes, even receiving accolades from SEF. “We have great teachers in this school,” says Vishnu. The entire class would stay back after school for extra classes in order to be able to perform well on the entrance test. “Our teachers were the happiest when we gained admission in A.Q. Khan School. It was through their dedication that so many of us managed to obtain scholarships from SEF which has changed our lives,” adds Azadar.

Families hailing from a remote village deep inside rural Sindh were hesitant to send their young children alone to another city at first. Out of sheer excitement, the students and school teachers managed to convince their parents, impressing upon them the importance of exposure along with quality education at such an esteemed institution.

The initial excitement of going to another city, travelling by train with their friends,

receiving their books and uniforms, and settling into their dorms was replaced by homesickness. “We missed our parents greatly in the first few days. Wazir would even cry during meal times,” chuckles Azadar motioning towards his friend. Eventually they settled down into a routine of regular studies, physical activities and games, and pre-defined meal and bedtimes, which were unheard of in the village. “In the village, we do as we please, playing with our friends and cousins with no concept of routines. The fixed timings for studies and games helped us focus on our studies and our overall personalities improved,” adds Wazir, “even the mediocre students started doing exceptionally well once we were at the new school, thanks to our teachers and house masters who were very helpful.”

A special bond grew between the scholarship students while away from home. The Dr. A.Q. Khan school system houses students from all over Pakistan, but the bond of familiarity developed into a deep friendship despite their differences. Children of landowners, teachers, government servants, daily wage workers, laborers and drivers ate and studied together, removing all concepts of social and economic class and creed.



“Although times are changing and the wadera (land owner) system is slowly phasing out, social distances are still prevalent in our village. Living together with students from all over Pakistan has made us more aware, accepting and tolerant of our differences,” says Azadar thoughtfully.

The students have acclaimed somewhat of a celebrity status in the village. Parents present the scholarship students as good examples, urging their children to emulate them in their good behavior and academic achievements. “People can see that we are different from the other boys in our village. Our teachers have helped us refine our presentation and behavior. This change has helped us grow into better contributors to our society,” says Wazir Ali, “we urge our friends to not waste their time playing games on their phones and concentrate on their studies instead.”

The desire for continuous growth

Covid related school closures have resulted in the students having to come back to their village and a disruption to their learning. The past year has been

tumultuous and confusing for these students. At the same time, they claim the people in their village remain largely unaffected by the pandemic. “No one pays any heed to constant warnings of hygiene and safe distancing in our village. This is because the level of education is so low here that people cannot comprehend the magnitude of this problem which has brought the world to a stand- still,” says Vishnu. The students talk to their friends, family members and village people about regular hand washing and social distancing. “People listen to us when we talk now. They say these boys have come from a good school and are very smart,” adds Vishnu.

Online classes on Zoom and Google Classroom helped students retain some links with their school, however, they miss the environment and regular routines. Studying a couple of hours every day after classes and completing their assignments does not measure up to the studies during in person classes. However, the boys are hopeful. “We plan on completing our intermediate degrees from the school and then going on to higher education. SEF’s Scholarship has ensured that there is a desire for more growth within our hearts,” ends Azadar.

SUCCESS STORY 05

STAYED CONNECTED TO SCHOOLS AND STUDENTS

During Pandemic



Teachers were instructed to make online learning fun using the Maslow before Blooms educational theory.

Zakia was packing her bags for her field visit to Sukkur the next day when the phone rang at 10 pm on 17th of March, 2020. 'Who's calling at this time,' she wondered picking up her phone. It was her colleague Priyanka, who would be accompanying her for an extended field visit to observe assessments in SEF supported schools across the province. "Schools have been closed indefinitely because of

the Covid-19 pandemic," said Priyanka, "there will be no field visits. Even the teams in the field have been called back." Zakia was flabbergasted. Over 150,000 students between grades 3 to 8 had been preparing for their exams in SEF supported schools. Customized examination booklets had been printed for grades 6-8 bearing a unique bar code to track individual students supported by SEF. Sukkur IBA was the third party contracted to conduct the assessments while SEF field teams from the Assessment department observed the proceedings to ensure all protocols were being followed.

The Covid-19 Pandemic and ensuing challenges

Temporary school closures were observed in over



180 countries around the world following the outbreak of the Coronavirus pandemic, leaving 1.6 billion children and youth out of school. 85% of children worldwide were affected (The World Bank, 2020).

Teachers were instructed to make online learning fun using the Maslow before Blooms educational theory.

The Foundation Assisted Schools supports 2,673 schools in Sindh, providing quality education to over 7,23,000 children across the province. School closures meant that all these children would be out of school experiencing learning losses in already strained situations, resulting in devastating and far-reaching consequences. A global study found that if learning in grade three is reduced by one-third, roughly the amount of time many children were initially estimated to be out of school, learning levels in grade 10 would be a full year lower than would have been the case in the absence of COVID-19 (Lemieux, 2020). An emergency response was required!

SEF responded by pivoting its examination/assessment resources into a continued learning resource and distributing it as homework for kids to use while at home. Teachers would then collect and check the

booklets and return to the students in the next month. However, this was a Band-Aid on a gaping wound and SEF regrouped to come up with an ideal solution where the maximum number of students could be engaged in learning while schools remained closed.

Revolutionizing teaching and learning through technology

SEF had set out on a journey to revolutionize teaching and learning in schools supported by the Foundation in 2018. 300 schools had been selected for the INSTAL project, whereby blended learning through tablets was introduced to children hailing from urban slums to remote locations in rural areas. Continuing on this trajectory, SEF was in dialogue with Microsoft to digitize offices and schools for improved communication and coordination. A major round of teacher training for the use of the application was also in the works when the pandemic struck. Microsoft provided the A1 package plan for educational institutions to SEF to promote the use of Microsoft 365

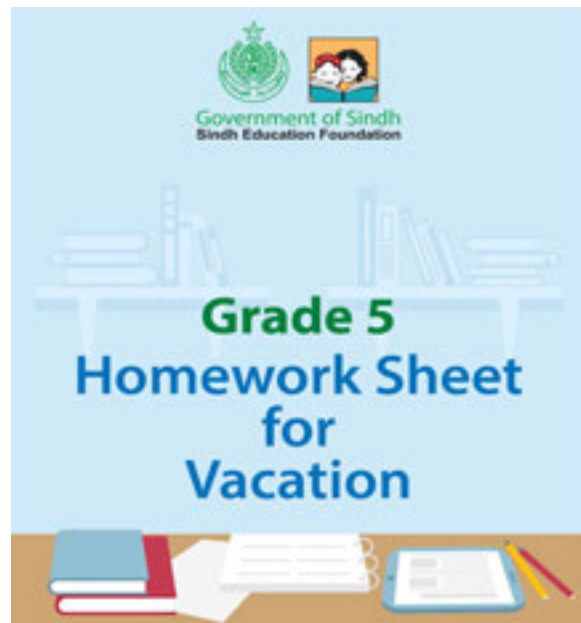


and Teams. Distinct IDs for students, teachers, SEF supported schools and SEF employees were created enabling them to converge on a single platform to connect and share information and data.

Along with school closures, the first lockdown saw all economic and business activity come to a standstill as offices, markets and factories were closed. Intercity transport came to a standstill and flights both local and international were cancelled. At this time, Microsoft teams connected all SEF employees enabling them to continue working from home. Microsoft conducted a training for Master Trainers, who were to cascade their learnings to the regions and then schools. Over 10,000 teachers and 5,000 students are registered users on the Microsoft teams app. Microsoft Teams is now used to conduct online classes, as a resource for teacher refresher trainings, a repository for learning materials, and interactive medium for communication and learning.

Continuity of learning in remote locations

Considering the rural location of most SEF schools, it was envisioned that using



technology for learning was not an option as most children would be left out of any online programs due to lack of access to devices and online connectivity. When the second round of school closures came about, as expected, SEF was prepared. A fresh round of homework worksheets were prepared which were to be printed by the school and distributed to students. Teachers were also encouraged to create their own worksheets with a focus on each child's problem areas ensuring a reinforcement of old concepts learnt in school, along with exploring and expressing their individual realities. At the same time, online classes were introduced to all regions. Children imbued with the love of learning came up with pragmatic solutions to their lack of access. Families would share devices, children would converge in homes with smart phones and internet connectivity, and friends would work on projects together. Teachers were surprised when children from remote locations would exhibit their proficiency in using the Teams application. The biggest surprise came when the Education Minister participated in an online class, seeing first-hand how excited and participative the children were!



A photograph of a person standing on a concrete architectural structure, possibly a staircase or a walkway, against a clear blue sky. The structure is made of large, light-colored concrete blocks. The person is wearing a red shirt and is looking out towards the right. The sky is a pale blue with some light clouds. The overall mood is one of openness and possibility.

NEW INITIATIVES



CARING FOR LIFE EDUCATION



PEOPLE'S SCHOOLS PROGRAM



NEW INITIATIVES

a. Youth Education, Employment and Empowerment Program (YEEEP)

Sindh province possesses a young population. Fifty-seven percent of the population is under the age of 30; 20 percent is between ages 15 and 24 (PWD, 2015). The Government of Sindh is committed to build next generations of economically empowered and socially progressive youth and to transform the youth bulge into a dividend for the province and the entire country. There are no investments that Pakistan can make today that are more important than investing in its youth. These investments, more than all others, are going to be key to unleashing their potential and enterprise; Education, employment, and engagement. However, each requires an important adjective to be truly effective. Education needs to focus on quality; employment needs to be gainful, and engagement has to be meaningful.

UNDP in its Pakistan National Human Development Report 2020 suggested that tackling the challenge of unemployment must rank high among the government's priorities to prevent rising frustration and disengagement among Pakistan's youth. SEF's Youth Education, Employment and Empowerment Program (YEEP) is a joint collaboration between UNDP and the Government of Sindh to consolidate positive social change in economically disadvantaged communities through partnerships with private sector, academia and civil society organizations. Using gainful and sustainable employment as a form of engagement, SEF aims to provide constructive engagement and guidance to the youth to unleash their potential and enable them to play a positive part in social development.

The program will work to identify 15,000 youth between 15-35 years of age, half of which will comprise of women and girls over a period of three years. SEF aims to empower and enable these youth to earn sustainable livelihoods. The identified cohort will be trained in demand driven skills such as garment/textile, automotive, construction, agriculture/livestock, and service (customer care, health care, Education, ICT) sectors. The overall project approach is contributing towards SDG 1, 4,5,8,9, and 17, which are also a top priority of the Government of Sindh.

b. Care for Life Education

Partnering with "Join Hands," a new initiative was launched in August 2021 in schools across the SEF partner school system, Care for life is part of the four pillars of Education for the 21st century that Jacques Delors (2001) refers to UNESCO, comprising: Learning to Know, learning to do, Learning to Live and Learning to Be.

Students learning in the SEF partner schools are not limited to subject knowledge alone. Equipping students with the ability to understand and appreciate the world around them is an essential skill that must be engendered consciously and conscientiously. Caring

for life education is the concept of Humane Education in primary school that encourages critical thinking, allowing students to evaluate and make informed choices through five learning areas and three recurring themes: Know the world, Sense the world, Participate in the world.

This 3 year pilot project has been launched in collaboration with “Join Hands Foundation” in 50 schools in Karachi and Hyderabad regions. Following the findings from this project, learnings can be incorporated and the course tweaked and contextualized to the local needs of SEF partner schools. SEF carried out an extensive exercise to translate and print the learning materials for this project. Two Care for Life instructors have trained 30 Master trainers in Karachi to train and support teachers in the pilot schools for introducing the Care for life curriculum in classrooms.

c. People’s School Program (PSP)

The Government of Sindh anticipated to set up model schools across the province established as centers of excellence with steel pre-fabricated infrastructure and state-of-the-art facilities for the provision of quality education and learning environment.

The basic Implementation Strategy for operationalization of these newly constructed 34 schools are fundamentally based on the premise of already approved policy frameworks. Only credible organizations instead of individual operators will be awarded the schools given the complexity of this intervention and to ensure that time and efforts are minimized to initialize schools for imparting quality education with a standardized approach and embedded measures for accountability and quality assurance.

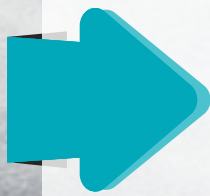
SEF will be providing Rs. 3,500 per student subsidy in primary grades and Rs. 4,000 in post primary grades to these schools. An expected number of 21,700 students will receive quality education. Moreover, 930 teaching and 310 non-teaching staff will be added in the employment net through the operationalization of these schools.

ROAD AHEAD





Foundation will be functionalizing around **500-800 Viable Government Schools' buildings** under the Foundation's Public-Private Partnership Modality.



Upgrade as many schools as viable in order to provide post-primary education. It is estimated that around **15,000 Students** will benefit from this intervention.



Expanding its Non-formal Education portfolio through the present as well as new partners. It is expected that another **20,000 Learners will benefit from the expansion of the NFE portfolio** of the Foundation.



Conduct **Training of all the Post Primary Teachers** in the schools of the Foundation.



Implementation of **EMIS** in schools.

FINANCIAL HIGHLIGHTS



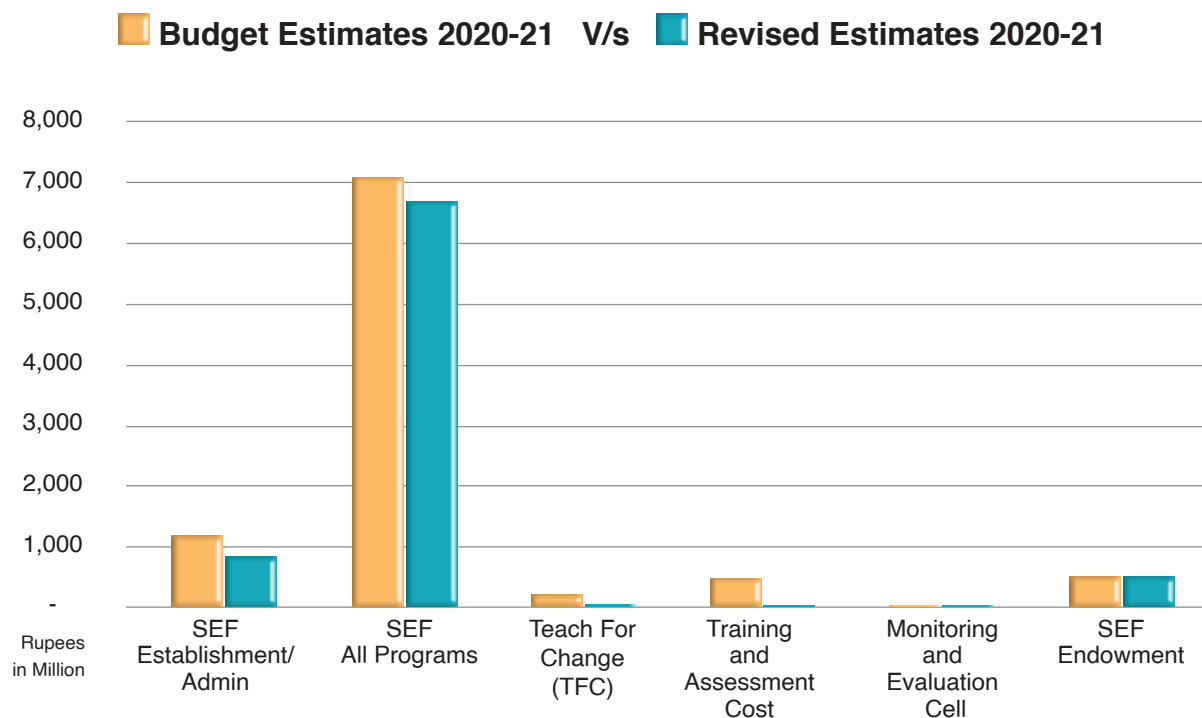
Financial Highlights

The SEF budget for FY 2020-21 was allocated at Rs. 9,526.994 million. The revised estimates of Rs.8,116.282 million were approved by the Provincial Assembly of Sindh.

The budget for FY 2020-21 was broadly classified into sub budget heads. These include; SEF Endowment, SEF Establishment/ Administration, all program portfolio (comprising of PPRS, SAS, SMHSP, ESSP, AALTP, SSESF) and quality components encompassing Teach for Change, Training and Assessment cost, and Monitoring & Evaluation cost.

In terms of the classification of costs, there are three major cost components; Subsidy Cost, School Development Cost and Administration Cost. The Subsidy Cost component comprised 89.32%, School Development Cost covered 1.75%, and the Administration Cost constitute 8.93% of the total actual expenditure for FY 2020-21.

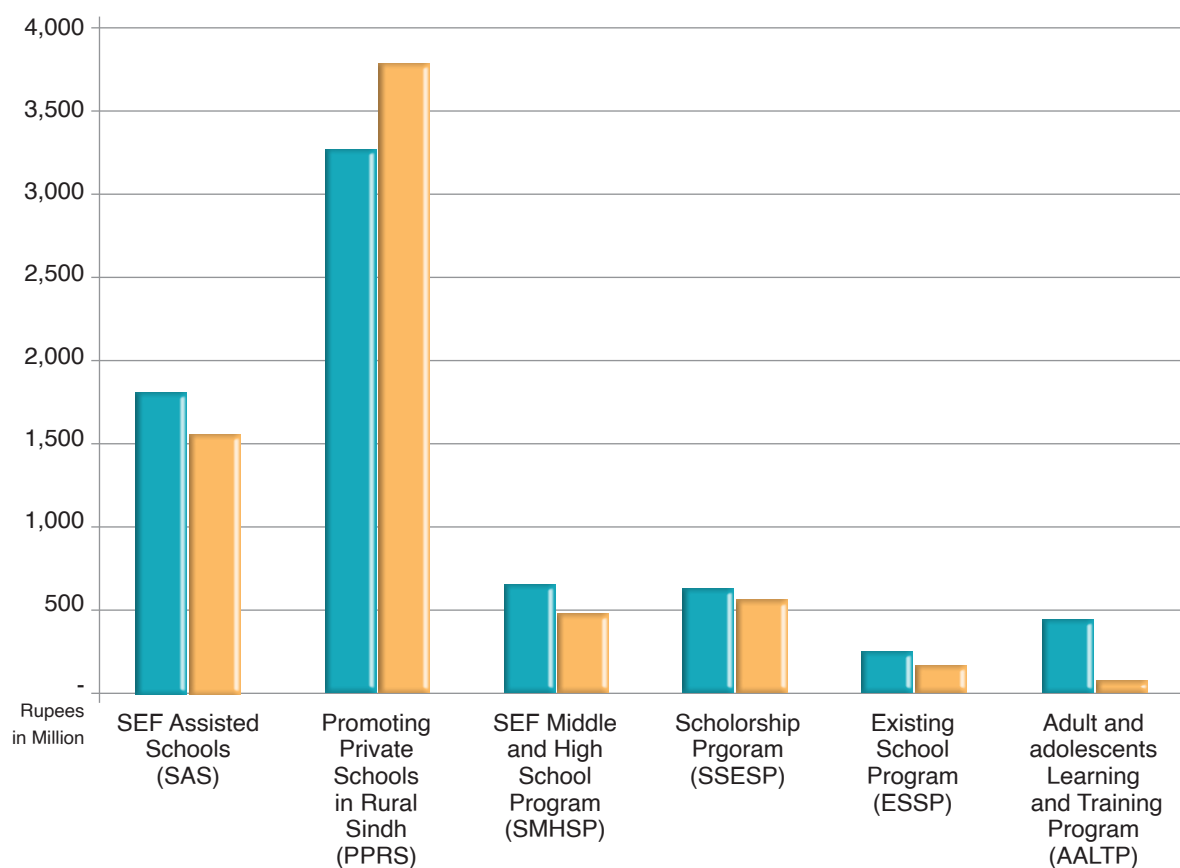
Total Budget Estimates V/S Total Revised Estimates 2020-21



S. No	Name of Budget Head	Budget Estimates 2020-21 (Rs. Million)	Revised Estimates 2020-21 (Rs. Million)
1	SEF Establishment /Administration	1,180.947	847.444
2	SEF All Programs	7,107.138	6,683.280
3	Teach For Change (TFC)	223.650	45.544
4	Training and Assessment Cost	497.209	31.815
5	Monitoring and Evaluation Cell	18.000	8.200
6	SEF Endowment	500.000	500.000
	Total	9,526.944	8,116.282

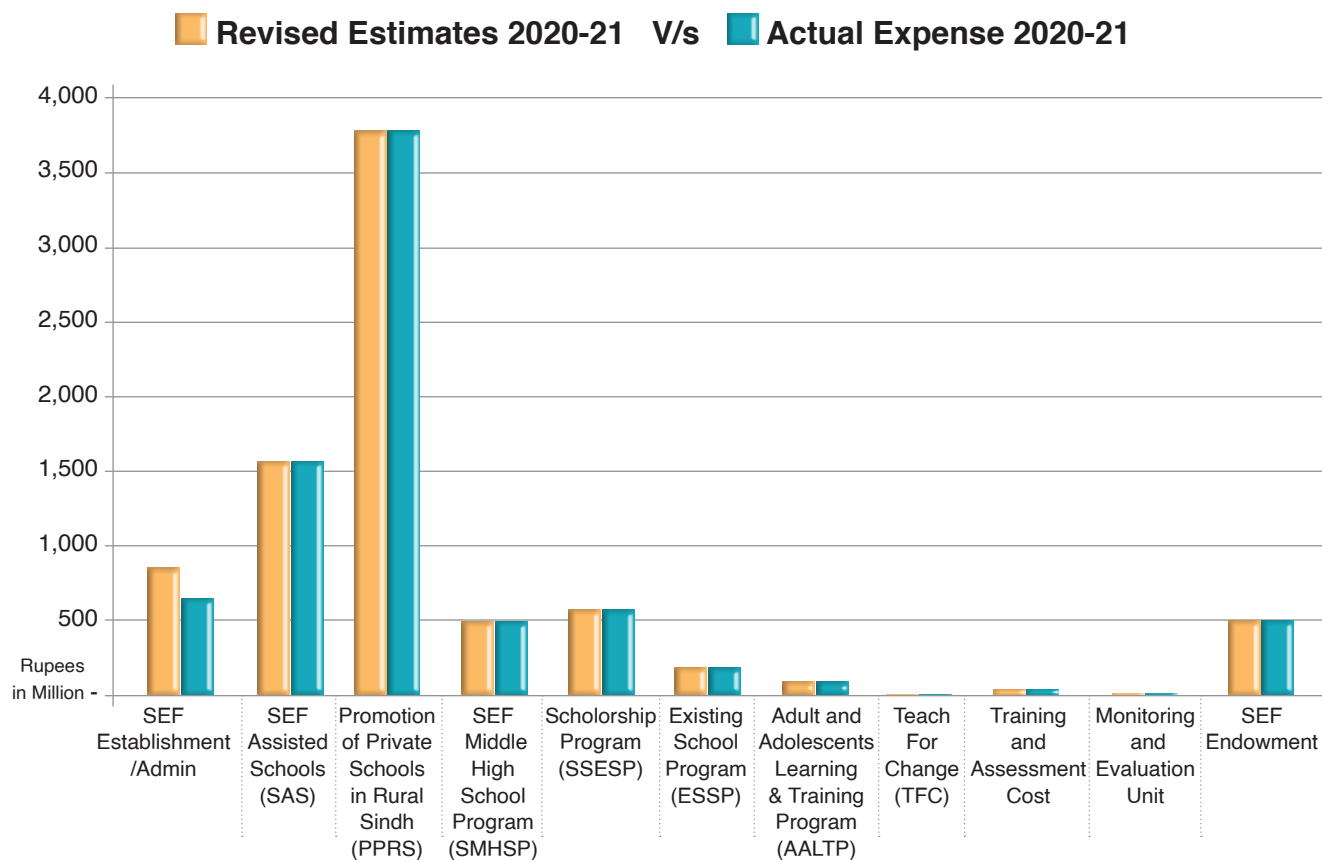
Allocation of Budget & Revised Estimates of SEF Programs 2020-21

■ Budget Estimates 2020-21 V/s ■ Revised Estimates 2020-21



S. No	Name of Budget Head	Budget Estimates 2020-21 (Rs. Million)	Revised Estimates 2020-21 (Rs. Million)
a	SEF Assisted Schools (SAS)	1,817.395	1,566.448
b	Promotion of Private Schools in Rural Sindh (PPRS)	3,269.459	3,786.499
c	SEF Middle High School Program (SMHSP)	660.800	490.357
d	Scholarship Program (SSESP)	644.550	573.947
e	Existing School Program (ESSP)	261.484	180.622
f	Adult and Adolescents Learning & Training Program (AALTP)	453.450	85.407
	Total	7,107.138	6,683.280

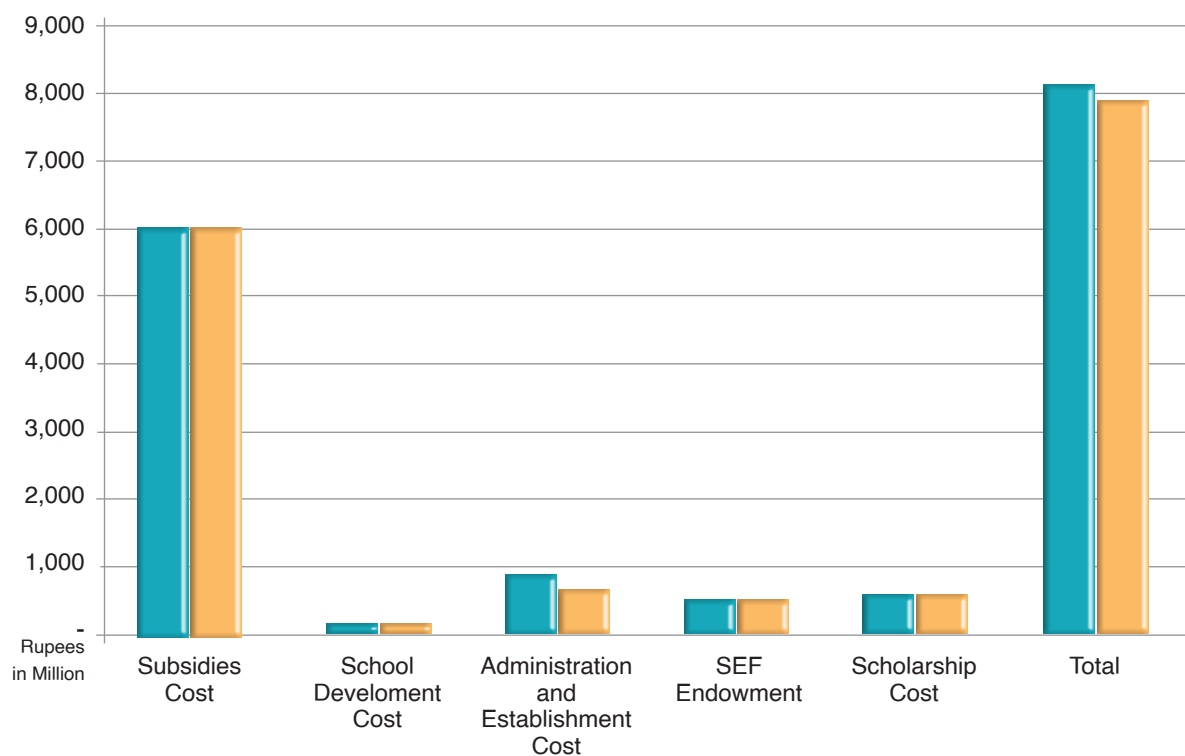
Total Revised Estimates V/S Total Actual Expense 2020-21



S. No	Name of Budget Head	Revised Estimates 2020-21 (Rs. Million)	Actual Expense 20-21 (Rs. Million)
1	SEF Establishment /Administration	847.444	640.485
2	SEF Assisted Schools (SAS)	1,566.448	1,566.448
3	Promotion of Private Schools in Rural Sindh (PPRS)	3,786.499	3,786.492
4	SEF Middle High School Program (SMHSP)	490.357	490.328
5	Scholarship Program (SSESP)	573.947	573.947
6	Existing School Program (ESSP)	180.622	180.622
7	Adult and Adolescents Learning & Training Program (AALTP)	85.407	85.339
8	Teach For Change (TFC)	45.544	19.194
9	Training and Assessment Cost	31.815	31.389
10	Monitoring and Evaluation Unit	8.200	1.422
11	SEF Endowment	500.000	500.000
	Total	8,116.282	7,875.666

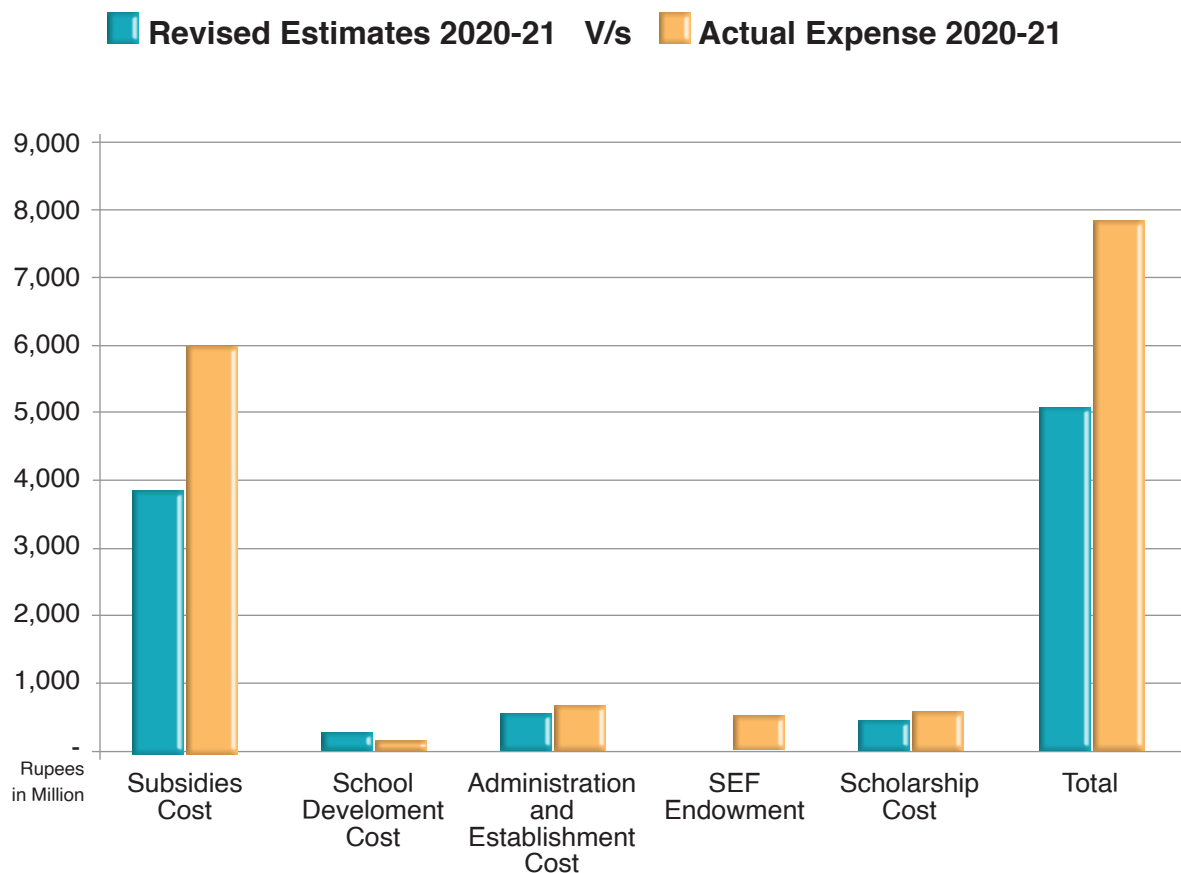
Component wise Revised Estimates V/S Actual Expenses 2020-21

■ Revised Estimates 2020-21 V/s ■ Actual Expense 2020-21



S. No	Name of Budget Head	Revised Estimates 2020-21 (Rs. Million)	Actual Expenses 2020-21 (Rs. Million)
1	Subsidies Cost	6,018.19	6013.789
2	School Development Cost	139.702	128.194
3	Administration and Establishment Cost	884.442	659.736
4	SEF Endowment	500.000	500.000
5	Scholarship Cost	573.947	573.947
	Total	8116.282	7875.666

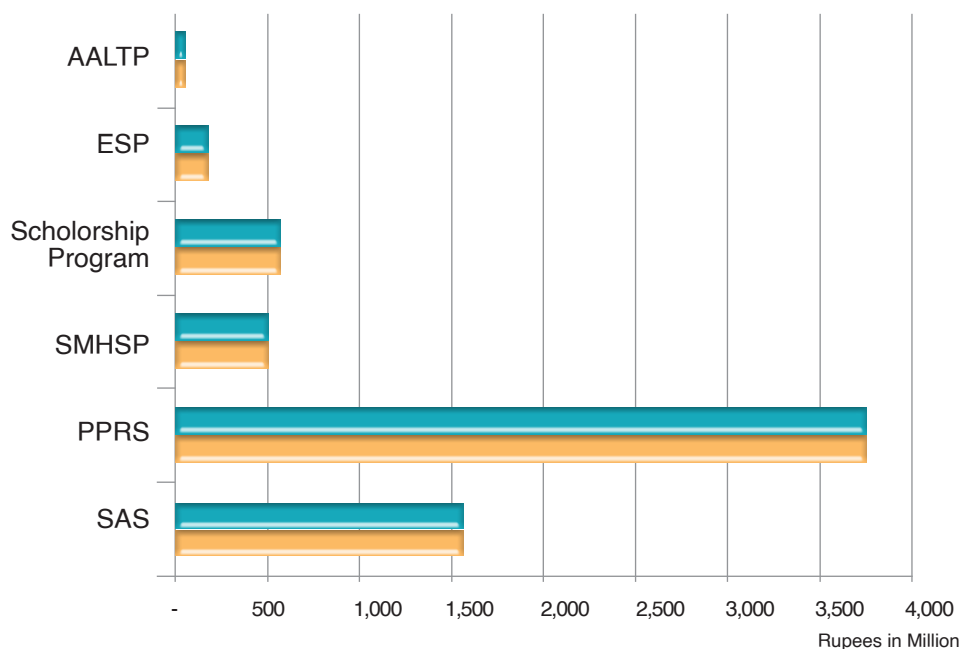
Component Wise Comparison Actual Expenditure 2019-20 V/S Actual Expenditure 2020-21



S. No	Name of Budget Head	Actual Expenditure 2019-20 (Rs. Million)	Actual Expenditure 2020-21 (Rs. Million)
1	Subsidies Cost	3,853.635	6013.789
2	School Development Cost	263.522	128.194
3	Administration and Establishment Cost	533.483	659.736
4	SEF Endowment	0	500.000
5	Scholarship Cost	438.217	573.947
	Total	5088.857	7875.666

Classification of Program Subsidy Cost 2020-21

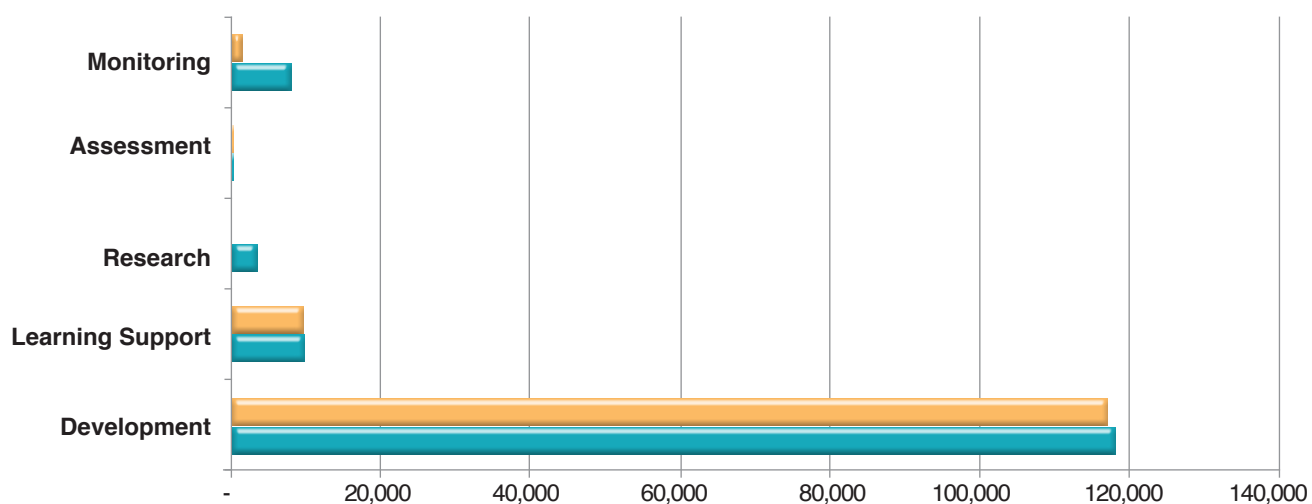
■ Revised Estimates 2020-21 V/s ■ Actual Expenditure 2020-21



Particulars	SAS	PPRS	SMHSP	Scholarship Program	ESSP	AALTP	Total
Revised Estimates 2020-21 (Rs. Million)	1,542.370	3,731.921	483.257	573.947	179.862	57.522	6,568.877
Actual Expenditure 2020-21 (Rs. Million)	1,542.370	3,731.921	483.257	573.947	179.862	57.522	6,568.877

Classification of School Development Cost 2020-21

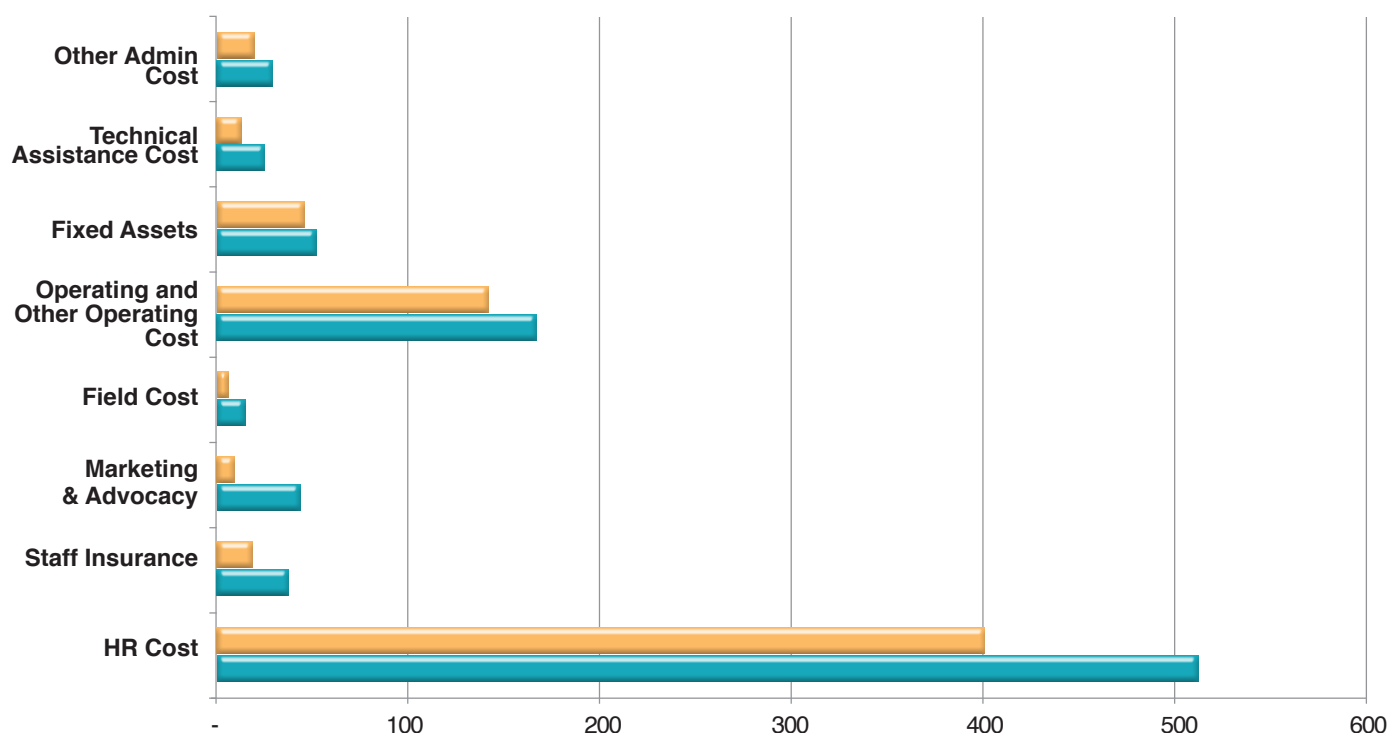
■ Revised Estimates 2020-21 V/s ■ Actual Expenditure 2020-21



Particulars	Development Cost	Learning Support Cost	Research Cost	Assessment Cost	Monitoring Cost	Total
Revised Estimates 2020-21 (Rs. Million)	118.398	9.714	3.500	0.090	8.000	139.702
Actual Expenditure 2020-21 (Rs. Million)	116.978	9.708	-	0.090	1.422	128.198

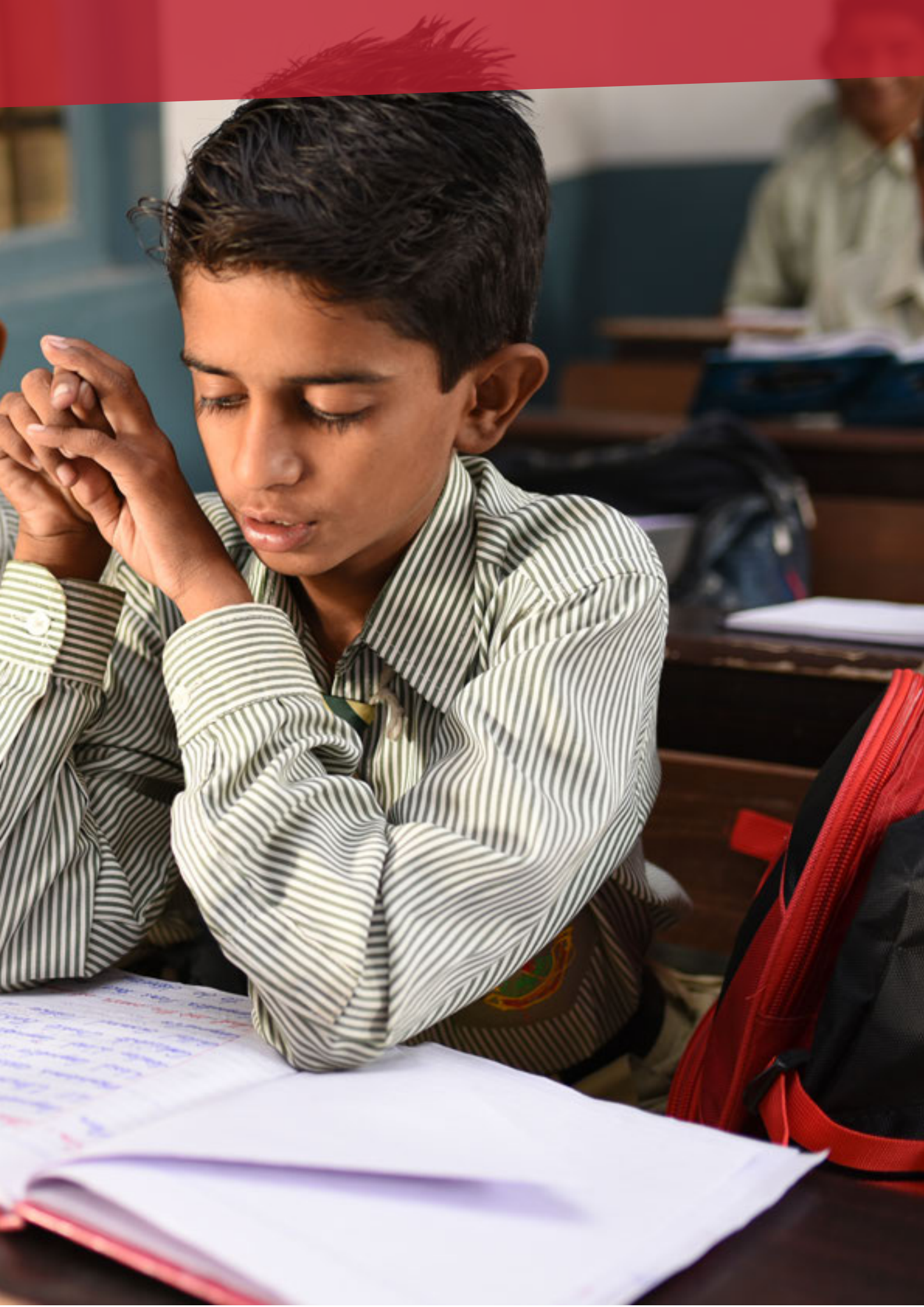
Classification of Administration/Establishment Cost 2020-21

■ Revised Estimates 2020-21 V/s ■ Actual Expenditure 2020-21



Particulars	HR Cost	Staff Insurance	Marketing & Advocacy	Field Cost	Operating and Other Operating Cost	Fixed Assets	Technical Assistance Cost	Other Admin Cost	Total
Revised Estimates 2020-21 (Rs. Million)	512.298	37.850	44.028	15.324	167.109	52.435	25.520	29.878	884.442
Actual Expenditure 2020-21 (Rs. Million)	401.181	18.990	9.966	6.461	141.998	46.167	13.296	19.924	657.983







Sindh Education Foundation
Government of Sindh



Empowering through education

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