



Sindh Education Foundation
Government of Sindh



O/C

No. SEF/266/2016

Date: 24/10/2016

To

NO. P&D DOPPL

1. The Additional Chief Secretary (Development), Govt. of Sindh, Planning and Development Department, Karachi.

2. The Senior Member, Board of Revenue, Sindh, Karachi.

3. The Administrative Secretary (All), Govt of Sindh, Karachi.

4. The Commissioner (All), Division _____

5. The Deputy Commissioner (All), District _____

6. Official/Non Official Members (All) Board of Governors, Sindh Education Foundation.

Subject: POLICY FOR STRENGTHENING POST- PRIMARY EDUCATION IN SINDH

I am directed to refer to the subject noted above and state that in compliance of the orders of the honourable High Court of Sindh passed in Suit No. 1243/2015 on 30th May, 2016 and with the approval of the SEF Board of Governors, the Post Primary Policy of Sindh Education Foundation is notified as under:

Background

Sindh suffers from low enrolments at elementary and secondary levels. The Sindh Education Profile 2014-15 data reveals that out of the 46,039 public schools in Sindh, only 2,316 (5%) are Middle/Elementary schools, and a meager 1,706 (3.7%) are Secondary schools. Subsequently, of the 4,044,476 total enrolment in public schools in Sindh; only 252,824 (6%) and 805,131 (20%) students are enrolled in the Middle/Elementary and Secondary schools respectively. Sindh is probably the only province whose 90% of schools' portfolio is primary.

House No. 21-A, Block 7 & 8, Overseas Cooperative Housing Society, Ameer Khusro Road, Karachi-Pakistan

Tele: (92-21) 34169141-142-144-145, Fax: 021-34169181 Website: www.sef.org.pk



Table 1: Enrolment and Number of Schools in Sindh

Enrolment		Schools		Level of School
Percentage	Number	Percentage	.Number	
65.40%	2,645,868	90.6	41,724	Primary
6.30%	252,824	5	2,316	Middle/ Elementary
19.90%	805,131	3.7	1,706	Secondary
8.40%	340,653	0.6	293	Higher Secondary
100%	4,044,476	100	46,039	Total

Source: Sindh Education Profile 2014-15

The overall pattern of enrolments is presented in the above table and it reflects that around 65% of the total enrolment is at primary level. Only 20% students are enrolled at secondary level. If we take primary and elementary both levels into account then, altogether it becomes approximately 70% of the total enrolment.

Enrolments at Secondary and Higher Secondary Schools (Gender wise) are reflected below.

Level of School	Male	Female	Total	Comments
Secondary	470,633	334,498	805,131	Male 58.45%
				Female 41.55%
Higher Secondary	221,010	119,643	340,653	Male 64.88%
				Female 35.12%

Source: Semis Education Profile 2014-15

The table shows that the gap between male and female enrolments is around 17% at the secondary level and 30% at the higher secondary level.

The following table would help us analyze further;

Table 3: Secondary Schools (over past five years)

Years	Boys	Girls	Mixed	Total
2007	638	491	472	1,601
2008	762	476	366	1,604
2009	663	518	481	1,662
2010	684	513	444	1,641
2011	641	513	485	1,639
2012	622	543	610	1,775
2013	663	544	545	1,752
2014	618	512	576	1,706

Source: Semis Education Profiles



The Table above shows that over six years, from 2007 to 2012, only 174 secondary schools were added to the portfolio or upgraded. The picture is not good enough when viewed from this perspective. Similarly, the following table provides data for higher secondary schools for the over past five years. The Table provides a summary of the physical status of the secondary and higher secondary schools.

Table 4: Higher Secondary Schools (over past five years)

Year	Boys	Girls	Mixed	Total
2007	49	66	83	198
2008	73	72	71	216
2009	73	71	87	231
2010	88	75	83	246
2011	101	86	88	275
2012	94	90	106	290
2013	112	84	98	294
2014	90	79	124	293

Source: Semis Education Profiles

We see that from 2007 to 2014 only 95 schools have been added to the portfolio, that in no way can address the needs of ever-rising numbers of the population.

The above situation reflects a very sad situation of the post primary education in the province. It is in this background that the Sindh Education Foundation (SEF) has formulated a policy framework for post primary education with a view to strengthen this component in alignment with the Government of Sindh's policies and Education Sector Plan 2014-18.

The Foundation will move forward and gradually strengthen the post primary education sector by way of a multi-pronged strategy.

Objectives

The major objectives of the policy are to:

1. Gradually provide opportunity to all the students enrolled in SEF supported schools for post primary education up to higher secondary level
2. Create opportunities of middle/secondary/higher secondary education by supporting establishment of new schools in areas where children do not have access to post-primary level education because of the unavailability or incapacity of the school(s)
3. Minimize the possibilities of student dropouts during or after Grade 5 due to non availability of educational facilities and inadequate school environment conducive for a child friendly learning environment.



4. Create opportunities for adolescents and adults who either missed the opportunity to go to school or were dropped out of schools. This would be done by way of Alternate Learning Path mechanisms combined with skill development and micro financing for sustainable adolescent and adult learning and training programs.

Major Strategy Pillars

1. Increase provision of post primary education in the province by upgrading SEF supported, existing primary schools that have potential to provide elementary and secondary and, in certain cases, higher secondary level education.
2. Increase provision of post-primary schools in Sindh by establishing new Middle/High/Higher Secondary schools through use of existing public school infrastructure and new or existing private sector infrastructure by way of its improvement.
3. Evolve a portfolio of Adult and Adolescent Learning and Training Program through PPP for reaching out to a large segment of population which has remained out of education net.
4. Improve the quality of post primary education through selection of better quality service providers and use of innovative learning tools including technology.

Expected Outcomes:

1. Minimum 400,000 students are expected to get enrolled in post primary grades in next 4 years.
2. Employment opportunities are likely to be provided to approximately 12,000 teachers and staff.
3. Highly qualified teachers are supposed to be employed for Middle/High schools.
4. Introduction of smart and innovative learning and teaching techniques.
5. Establishment of well-equipped middle and high schools with quality infrastructure and learning resources.

Major Strategy Pillars for Promoting and Strengthening Post-Primary Education in the Province

The Foundation is following a four-pronged strategy helping to promote post primary education in the province.

1. Up-gradation of Foundation's existing schools:

The SEF supported schools that have completed primary level (from Katchi to Grade 5) are being upgraded to elementary level provided they exhibit satisfactory performance as determined by the laid down performance criteria and availability of required level of resources and facilities for the intended up-gradation. Foundation is granting subsidy to school operators higher than before to help them provide infrastructure conducive to the learning process and to induct qualified teachers preferably subject specialists. This is mandatory for these schools to maintain the quality of education standards keeping in view the complexity of the subject content as a result of progression. To help schools make education more pragmatic and productive, school operators are supported and encouraged to introduce facilities like libraries, science, and IT labs. SEF upgraded 79 schools catering to 30,000 children under its PPRS program during the academic year 2015-16 while 30 more schools are under consideration for up-gradation for the academic year 2016-17. Foundation has also upgraded a total of 37 schools to elementary level operating under its SAS program.



Under this strategy, those primary schools which exhibit required level of performance by way of providing a conducive teaching and learning environment and making available the required resources including infrastructure and teachers for elementary, secondary, higher secondary will be upgraded and would be given higher amount of subsidy.

2. Strengthening Existing Post Primary Schools in SAS:

Foundation is currently supporting 166 middle and elementary schools serving around 35,682 children across the province. The per child subsidy has been increased since last year to give a boost to quality reforms in the post primary sector of education. It has now been made mandatory for the Operators to hire a graduate teacher to teach at the elementary and middle levels and a Masters degree holder to teach the secondary classes particularly for the subjects that require technical expertise such as English language, Mathematics, General Science and Social Studies. Moreover, to complement classroom learning with hands on experience, school operators are being supported and encouraged to establish science and IT labs. Likewise, to raise the excitement level of students to harness their innate potential of inquisitiveness and creativity, the use of technology is also being encouraged in the SEF middle, elementary and high schools. The promotion of English language and use of ICT is being emphasized upon to ensure the global connectivity for the purpose of self-learning specially for children living in the remote areas of the province. Finally, SEF intends to hire the services of some top management firm to help school operators bring institutional reforms in schools. The key areas under these reforms would be; institutional development, leadership and management, human resource development, financial management and staff development.

3. Dedicated quality SMHSP launched:

The Foundation initiated a new program SEF Middle and High School Program (SMHSP) during 2015-16 with the particular focus on bridging the existing gap between primary and post primary education in the province. Earlier the project was proposed on the development side but eventually it was moved to the regular side with the approval of the BoG to ensure the sustainability of the program.

SEF signed contracts with 125 schools with an estimated enrollment of 30,000 children for the academic year 2016-17. Under this initiative, the Foundation is providing a financial assistance @ Rs. 1000 per child to schools through per child/per month subsidy model. School operators are also being given 6-months' subsidy in advance in order to meet the school development cost. Moreover, an amount of PKR 300,000 is also being given to school operators for establishing Science lab and the same amount is being given for the establishment of IT lab as well. Foundation plans to add 100 more schools into the program's portfolio.

SEF intervention will not remain confined to the financial assistance to schools or provision of textbooks and learning material merely but considering the demands of high standards of education at the secondary/higher secondary level, SEF is making concerted efforts to help partners provide quality instructional support to children. Besides investing heavily in teachers' training and professional development, SEF is



also initiating Teach for Change program (TFC) to engage highly motivated and committed fresh graduates from the leading universities of the province having sound command over the content knowledge of critical subjects including English Language, Mathematics, General Science and Social Studies. After four to six weeks pre-service training, these teachers will be placed in different clusters to teach at SEF supported schools mainly located in rural areas where qualified teachers are not available to teach at the middle, elementary and secondary levels. Another quality initiative is the establishment of Professional Development Centers that will be established in 7 regions with the approval of BoG-SEF. These centers under the supervision of the Foundation's Learning Support Unit (LSU) will work in close coordination with the teachers and operators of middle, elementary and secondary schools for their continuous professional development and training for enhancing their content knowledge and pedagogical skills.

4. Adolescent and Adults Learning and Training Program (AALTP)

SEF's efforts are not confined to engage only those children and adolescents who have completed the primary level education, but the Foundation is also focusing on those children who did not even get the opportunity to complete their formal education up to the primary level. Foundation is not oblivious to the fact that education is a lifelong process and learning is not age bound. Thus, Adolescent and Adult Learning and Training Program (AALTP) has been initiated aiming at engaging adolescents and youth who have either missed the boat during their schooling years or did not have access to formal education. The program has been designed to provide accelerated primary education to vulnerable adolescents and basic functional literacy to adults; both linked with a certified Skill Development / Vocational Training courses that eventually culminates into entrepreneurial enterprise or employment opportunities through market connectivity and basic financing.

The program intends to engage at least 30,000 youth in next five years with a humble target of 5,000 plus learners for the current financial year. Credible organizations already working in the field of non-formal/formal education and skills development have been offered partnership through a competitive and merit based process to implement the program. SEF partners will be financially assisted through per learner per month financial model linked with the accountability through learners' assessment. Strong interface will be created with the relevant stakeholders to bring in skills development component and create possibility of grants and micro-financing.

5. Quality Component in SEF Supported Schools

SEF does not believe in partnership for the sake of access but it focuses more on the quality component. The ever-increasing number of drop outs at the lower primary level suggests that one of the very important factors causing children's exit from schools is the apathetic environment of schools failing to attract children's interest in formal education. SEF invests heavily in providing quality textbooks, learning material and teachers' training; all contribute in creating a vibrant learning environment in the classroom. SEF teachers' training emphasizes student-centered, interactive learning while teachers are helped to assume the role of a guide or a facilitator but not the dispenser of knowledge. However, all these efforts become





meaningful when they are translated in the context of a classroom by a committed and competent teacher. Thus, the success of any quality reform at the school level depends on a dedicated teacher.

SEF therefore, intends to take an additional step to help its remotely situated schools by providing competent qualified teachers through TFC. The program will engage young professionals and graduates, committed to work in the rural areas of the province to improve the standards of education, from the top ranking universities of the province on market competitive salaries with additional allowances to teach in rural areas. After a four to six weeks extensive pre-service training, these teachers will be placed in SEF schools to teach subjects such as English Language, General Science, Mathematics and Social Studies. All these subjects require higher and complex level understanding at the middle, elementary and secondary levels which can be developed with the help of the teachers who have expertise and command in these subjects. TFC will mainly help to fill the quality gap that mainly emerges because of unavailability of qualified teachers in far flung areas of the province.

Moreover, at times school operators, with limited enrolment, find it difficult to afford good teachers at a market competitive salary and perks because of limited income. Foundation recognizes the fact that only placement will not be adequate to ensure quality teaching since quality intervention demands for continuous deliberation and learning on behalf of teachers. Therefore, PDCs are being established in 7 strategic clusters of the province to provide ongoing support to the maximum number of teachers particularly teaching at the middle to secondary levels. Besides their training, the PDCs will also provide a forum to committed and motivated teachers for action-reflection-action (praxis) through action research. Experienced and qualified mentors or master trainers will be helping teachers to enhance their content knowledge and refine their pedagogies in the light of teachers' classroom experiences and the modern theories of teaching and learning. These initiatives have been taken to broaden the horizon of post primary education beyond access, and to maintain inextricable link between quality and the access.

6. INSTAL - Introducing Smart Teaching and Learning at SEF Supported Schools

One of the quality initiatives that SEF is introducing at the classrooms level is the use of technology to help children and teachers make learning interactive and lively. Through technology, self-learning is promoted amongst students by stimulating their instinct of inquisitiveness, inquiry and exploration. Teachers' teaching options are also increased with the use of technology as it expands their pedagogy. SEF has been awarded a development scheme last year with the help of which it is introducing technology based learning in its 600 partner schools. The scheme has been approved for 4 years. The most salient feature of the scheme is the development of a software based on national curriculum from grade 1 to 5. This is the first time that the complete primary curriculum will be converted into a software. More than 1,000 teachers will be trained to effectively using software in the classroom. The software will eventually be helpful for all children of the province. Besides software, SEF is also giving matching grant to schools to introduce alternative technology by procuring solar panels so energy crisis in the country/province does not hamper the learning process in the school. AV resources including LED screen is also being given to 600 partner



schools for display of interactive lessons in the classroom. To encourage self-learning among children, specialized tablets are being given to schools so children could work directly on tablets. School operators are being motivated to extend these facilities for the whole school by mobilizing their own resources.

Program Design

Given the diversity of educational models in the province, SEF has employed a flexible design to accommodate maximum possible number of out of school children. The program encourages both the establishment of new schools from grade 6 to 10 and/or up-gradation of existing primary schools up to grade 10 gradually. The following are some of the salient features of the program design:

1. Selection Process

- SEF seeks Proposals against an EOI/ RFP from interested partners (organizations and experienced individuals) for opening schools in areas of inadequate post-primary school facilities.
- The credible partners, already working with the SEF, are issued an application for sites instead of going through the entire RFP process again. These partners have already gone through a rigorous competitive selection process including proposal evaluation and site verification.
- PPRS and SAS existing partners who have performed as per SEF criteria in last 2 rounds of Assessment and have complied with other contractual requirements are also invited to initiate middle schools or upgrade their existing schools to elementary level. These operators also, have already qualified through a selection process with SEF in the past application rounds.

2. Per Child Subsidy and Student Assessments:

- Each selected school Operator is given a subsidy on per month per child basis to cover school management costs and overheads. The subsidy is provided on a quarterly/bi-annual basis on reported enrolment. The subsidy rate may be enhanced each year to adjust for inflation.
- Assessment for quality audit takes place annually to gauge student learning outcomes. This assessment determines future subsidies and accountability of Operators. On poor assessment results penalties may be applied or the contract with the Operator may be terminated and schools are handed over to the more credible operator through Replacement Strategy approved by the BoG of SEF.

3. School Infrastructure/ Building:

- SEF seeks required NOC and notification for the use of government school building identified and found suitable for opening of post-primary school. In most of these schools SEF needs to provide construction costs (for additional rooms) and renovation costs (for improvement of schools in dysfunctional condition).
- Alternatively, the private school operator may use its own new or existing school building or rent a building.



- 6-months' advance subsidies are provided to Operators to improve school infrastructure (construct additional rooms; washrooms; repair and renovation; establishment of IT Labs; Library; Science Labs; playground, etc.). This can amount to PKR 1.2M in case of 200 reported enrollments.
- Considering high costs associated with establishment of laboratories in post-primary schools, SEF offers a matching grant (50%) of up to PKR 300,000 for supporting costs of science and computer labs.

4. Bridging the Primary Learning Gaps:

- In case an operator initiates a middle school by focusing on primary passed out school children, he/she is required to conduct 3 to 4 Reinforcement Classes and with one or two normal grade 6 classes with a ratio of 35 students to a class. However, it is generally believed that a majority of children who have done grade 5 may require a full year of reinforcement of grade 4 and 5 syllabus or Zero Semester before moving ahead with post-primary in a robust manner.
- Operators are also encouraged to bring the gap in case of the students who may have dropped out in grade 3 to 5 for accelerated learning for 2 years and joining normal Grade 6.
- If the students are available for Grade 7 and 8, these classes can also be added after necessary reinforcement of learning gaps.

Selection criteria for Up-gradation of Primary schools to Elementary school

1. School should be functional for at least 5 years (to ensure continuity and progression)
2. Capacity to add at least three more rooms of 300 sq.ft in the school
3. Availability of at least one graduate teacher to work as a class teacher
4. Availability of at least 3 subject teachers for Mathematics, Science and English language
5. Availability of one IT teacher

Criteria for initiating Middle/High School

- Availability of at least 150 children who have completed their primary education
- Availability of building or space that could accommodate the following:
 - A classroom with 10sqft per child space (Maximum 30 students per classroom)
 - Computer lab
 - Science lab
 - Play space or ground
 - Separate functional toilets for boys, girls and staff
- Availability of a graduate teacher to work as a head teacher or principal
- Availability of a graduate teacher to work as class teacher
- Availability of experienced subject teacher preferable with Master degree

Financial and quality enhancement support for school establishment

Acknowledging the fact that a good school requires a thriving and conducive learning environment that



Sindh Education Foundation
Government of Sindh



is only possible by integrating curricular and co-curricular activities into overall educational framework of the school. SEF accordingly now provides additional financial assistance besides regular subsidy. A lump sum, one time grant equal to 6 months' subsidy (calculated on the basis of reported enrollment) is given to school operators as school establishment cost. Moreover, PKR 300,000 each is given for the establishment of IT and Science labs as matching grant. Besides funds, schools are also given free textbooks, learning material and pre or in-service teachers training to create a quality learning environment in the schools from the outset. School operators are encouraged to invest in computer labs, use of AV resources in the classroom and introducing co-curricular activities in the school to make the educational process interesting and engaging. **Instead of emphasizing solely on imparting basic literacy and numeracy skills in children and youth, SEF primary and post primary education framework encourages overall personality development of the child with the competencies and skills compatible with the demands of modern/contemporary world.**

Naheed S. Durrani
Managing Director

A copy is forwarded for information and necessary action to:

1. Principal Secretary to Chief Minister Sindh, Chief Minister Secretariat Sindh, Karachi.
2. Deputy Secretary Staff to Chief Secretary Sindh.
3. Registrar, Sindh High Court (with reference to orders passed in Suit No. 1243/2015 dated 30th May, 2016).
4. The Regional Field Head (All), Sindh Education Foundation, Government of Sindh.
5. PS to the Managing Director, Sindh Education Foundation, Government of Sindh, Karachi.


25/11/16



(Rafique Mustafa Shaikh)
Director Programs & Planning