



**School Education Sector Plan
And Roadmap for Sindh
(2019 – 2024)**

**SCHOOL EDUCATION & LITERACY DEPARTMENT
GOVERNMENT OF SINDH**

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
ADE	Associate Diploma in Education
ADP	Annual Development Programme
AG	Accountant General
ALP	Accelerated Learning Programme
ANAR	Adjusted Net Attendance Rate
ASC	Annual School Census
ASER	Annual Status of Education Report
BISE	Board of Intermediate and Secondary Education
BoC	Bureau of Curriculum
BC&EW	Bureau of Curriculum & Extension Wing
CPD	Continuous Professional Development
CPM	Chief Programme Manager
CSO	Civil Society Organization
DAC	Departmental Accounts Committee
DCAR	Directorate of Curriculum Assessment and Research
DCO	District Coordination Officer
DEO	District Education Office/Officer
DG	Director General
DP	Development Partner
DRR	Disaster Risk Reduction
ECCE	Early Childhood Care & Education
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EiE	Education in Emergencies
EMO	Education Management Organizations
EMR	Education Management Reform
ESA	Education Sector Analysis
EU	European Union
FD	Finance Department
FGD	Focus Group Discussion
FMIS	Financial Management Information System
FY	Fiscal Year
GDP	Gross Domestic Product
GECE	Government Elementary Colleges of Education
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GIS	Geographic Information System
GoP	Government of Pakistan

GoS	Government of Sindh
GPE	Global Partnership for Education
GPI	Gender Parity Index
GS	Girls' Stipends
HDI	Human Development Index
HIES	Household Integrated Economic Survey
HP	High Priority
HR	Human Resources
HRMIS	Human Resource Management Information System
ICT	Information and Communications Technology
IEC	Information, Education and Communication
IIEP	International Institute for Educational Planning
JESR	Joint Education Sector Review
KPI	Key Performance Indicator
LEG	Local Education Group
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MTBF	Medium Term Budget Framework
MTFF	Medium Term Fiscal Framework
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NEP	National Education Policy (2009)
NER	Net Enrolment Rates
NFBE	Non-formal Basic Education
NGO	Non-Governmental Organization
NTS	National Testing Service
OOSC	Out of School Children
P&DD	Planning and Development Department
PD&F	Planning Development and Finance
PEACe	Provincial Education Assessment Centre
PEFA	Public Expenditure and Financial Accountability
PFM	Public Financial Management
PIHS	Pakistan Integrated Household Survey
PITE	Provincial Institute for Teacher Education
PPP	Public-Private Partnership
PSLM	Pakistan Social and Living Standards Measurement Survey
PWD	Persons with Disabilities
RSU	Reform Support Unit
SAT	Standardized Achievement Test
SDG	Sustainable Development Goals
SEF	Sindh Education Foundation
SELD	School Education and Literacy Department

SEMIS	Sindh Education Management Information System
SERP	Sindh Education Reform Programme
SESLOAF	Sindh Education Students' Learning Outcomes Assessment Framework
SESP	Sindh Education Sector Plan
SESP&R	School Education Sector Plan and Roadmap for Sindh
SIP	School Improvement Plan
SMC	School Management Committee
SPPRA	Sindh Public Procurement Regulatory Authority
SQEI	School Quality and Efficiency Indicator
SSB	School Specific Budget
STBB	Sindh Textbook Board
STEDA	Sindh Teachers Education Development Authority
STEVTA	Sindh Technical Education and Vocational Training Authority
STR	Student Teacher Ratio
SWAp	Sector Wide Approach
TA	Technical Assistance
TED	Teacher Education and Development
TEO	Taluka Education Officer
TPV	Third Party Verification
TTI	Teacher Training Institute
TWC	Technical Working Committee
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific & Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WB	World Bank

FOREWORD

The devolution of power of education sector to provincial government after the 18th amendment in the constitution of Islamic Republic of Pakistan, acquiesced the School Education and Literacy Department (SELD), to attain full jurisdiction of the education in Sindh. With this pretext, during the first Sindh Education Sector Plan 2014-18 period mainly the provincial policies were formulated as the guiding documents and watchword for the attributed service delivery in the province.

The pursuit of quality education is a journey and not a destination. Therefore, The School Education Sector Plan 2019-2024 is the sequel of the same living document and offers the opportunity to practice the policies of predominant significance to improve the ACCESS, QUALITY and GOVERNANCE in education sector of the province.

SELD has come a long way in remodeling the edifice of education in collaboration with the development partners and civil society. We agreed priority areas where we can maximize our collective efforts. The 8 programs in this plan are transpired after the dialogue with the civil society, Local Education Group and internal & external stakeholders. This inclusive approach led the title of the document renamed as “School Education Sector Plan and Roadmap for Sindh 2019-2024 (SESP&R).

SESP&R 2019-2024 is conceived headed for the key challenges of Out of School Children and marginalized community in the province with the aim to bring them to the network of quality public schooling. To this effect, this comprehensive plan sets out the goal of commitment to formal and non-formal education approaches in achieving the mandate of SELD as well as commitment to Sustainable Development Goal 4. The focus of the first ever strategic education plan of Sindh was to build new schools whereas, SESP&R 2019-2024 endeavors to strengthen the existing school system holistically.

Through our core services this plan will continue to provide the sector with the core infrastructure, services and resources in a planned manner under flagship schemes of Annual Development Plan. Clustering policy will be the central point for all innovations which will benefit the citizens at the Union Council level.

Recognizing the fact that without retention, desired access outcomes will be significantly reduced, this plan puts forward research based programmatic interventions as key to retention through early warning alert for potential dropouts with unique identification code involving the school leadership and parental community.

To survive in the rapidly developing global environment and participate actively in it, we intend to go one step ahead in digitizing the teaching/ learning resources and assessment practices in public schools of the province. This will enable students and teachers to use technology and raise achievement.

Our delivery of professional learning and development for teachers is being refocused in this plan by shifting from random and standalone training of teachers to need based continuous professional development linking to career pathways for the teachers - a journey through the public education system for which performance management system will be a center piece of our work. The SESP&R 2019-2024 significantly focuses on the measures to improve quality through quality assurance mechanisms.

I am contended in endorsing the fact that SELD now departs from hand-out practices to more scientific approach of accomplishment and outcome-focused; for which the cash-based incentives are now also awarded on the merit and on the completion of the course instead of only headcount and attendance in the school.

Governance remained a central focus for all stakeholders during the SESP 2014-2018 yet the delivery system is questioned at different levels. Special attention has been given to District Education Plans (DEPs) and middle management tier in this plan to specially build the capacity of the education managers at Regional, District and Taluka level and equip them with the desired human and material resources. District Education Groups will endeavor to deliver on District Education Plans in the field, and overall progress of SESP&R will be assessed through Information Management System (IMS) related to SESP&R i.e. IMS SESP&R, IMS DEPs and Joint Education Sector Reviews with support of Coordinating Agency.

This plan is holistic in nature as the department plans to work in collaboration with all allied institutions and directorates by assimilating scattered figures and records under a centralized hub of data aiming to make more centralized information available to support decision-making.

We have ambitious targets and have seen progress over last sector plan. The SESP&R 2019-2024 is of significant value, determination and well connected to our overarching themes of enhanced ACCESS, improved QUALITY and better GOVERNANCE. Delivering it successfully will not only lift aspiration and raise educational achievement but also regain and revive the trust of masses on the public education system.

As the Secretary of School Education and Literacy Department, Government of Sindh, I must acknowledge the Chief Program Manager - Reform Support Unit for his leadership and devoted attention in creating the School Education Sector Plan & Roadmap for Sindh 2019-2024 and efforts taken by him in a very short span of time to guide the Core Working Group in accomplishing this strategic task.

Ahsan Ali Mangi,

Secretary,

School Education and Literacy Department, Govt. of Sindh.

ACKNOWLEDGEMENTS

The exercise of developing the School Education Sector Plan and Roadmap for Sindh commenced in 2017 with the conceptualization of key areas to be focused in the forthcoming five years Plan. Since then, a community of educationists was involved in completing the School Education Sector Plan and Roadmap for Sindh. I would like to express my deepest appreciation to all those who provided the possibility to complete this Plan.

My foremost and prime gratitude is presented to Mr. Ahsan Ali Mangi, the Secretary School Education and Literacy Department for giving me this opportunity to complete this strategic task under his supervision, it is truly an honor. Thank you for all the advice, ideas, moral support and patience in guiding me through this assignment of my career. I am especially indebted of him for being mentor. He guided me more than I could ever give him credit for here.

The School Education Sector Plan and Roadmap for Sindh was supported by Global Partnership for Education (GPE) with an Education Sector Plan Development Grant to prepare School Education Sector Plan and Roadmap for Sindh (SESP) 2019-2024. UNICEF was designated as the Coordinating Agency and the World Bank as the Grant Agent for this activity.

I personally thank colleagues from development partners Mr. Asif Abrar, Education Specialist, UNICEF (Coordinating Agency) and Mr. Shinsaku Nomura, Senior Economist, The World Bank (Grant Agent) for technical inputs, stimulating recommendations and encouragement that supported me to complete this task. At the same time, my gratitude goes to UNESCO-IIEP for assisting the School Education and Literacy Department - Government of Sindh in preparing SESP&R 2019-2024.

My special gratitude is offered to all the Local Education Group (LEG) members who provided insight and expertise that greatly assisted in finalizing this 5-year plan and finally endorsing this plan.

I am immensely grateful to GPE Secretariat and the Independent Appraiser for their comments on the earlier version of this manuscript which guided the SELD to make qualitative improvement in preparing robust sector plan for the province.

I acknowledge with much appreciation the crucial role of the members of notified Core Working Group who have invested their time, knowledge and efforts in reviewing and revisiting the SESP&R 2019-2024 and reassembled the suggestions in its final shape.

The base of School Education Sector Plan and Roadmap for Sindh 2019-2024 is Education Sector Analysis carried out by the academic institutions like Aga Khan University – Institute

for Educational Development (AKU-IED) and Idara Taleem O Agahi (ITA) which has actually shaped up this plan. Let me take this opportunity to acknowledge their efforts.

This work would have not been possible without the consultation, support and ownership of all the Directors and the Heads of Allied Institutions of SELD who shared their pearls of wisdom throughout the course of preparation of this strategic plan. I would like to offer my profound appreciation to all of them.

I have a strong belief that this collectively owned document will motivate and empower all the stakeholders to act as catalyst and make a long lasting and sustainable impact on the education sector of Sindh.

Zubair Ahmed Channa PAS

Chief Program Manager -Reform Support Unit,
School Education and Literacy Department, Govt. of Sindh

PREFACE

The promulgation of THE SINDH RIGHT OF CHILDREN TO FREE AND COMPLUSORY EDUCATION ACT, 2013 brought opportunities to take full charge of Education in the province at the same time brought some challenges to the provincial government. School Education and Literacy Department – Government of Sindh deliberated roadmap in response to a greater commitment to provide free and compulsory education in the province named as School Education Sector Plan and Roadmap for Sindh (SESP&R) 2019-2024. The preparation of Education Sector Strategic Plan was to ensure that educational development is guided by a common vision, shared priorities, and consistent strategies to achieve these priorities.

The SESP&R 2019-2024 takes into account human, technical and financial consideration in setting priorities. This plan is guided by the in-depth Education Sector Analysis (ESA) conducted by external body which led to the formulation of well-argued premise to determine where does the Government of Sindh intends to capitalize its human, financial and technical resources strategically. Through a consultative process among all the stakeholders including civil society, a viable plan of action is proposed to achieve the outcomes envisaged by the democratic Government of the province. The priorities are transformed into 8 Programs under the overarching themes on ACCESS, QUALITY and GOVERNANCE taking into account the major challenges confronted by the education sector of the province.

The plan is steered in line with all the provincial policies formulated during the SESP 2014-2018 and proposes for its implementation in a logical manner. SELD has a clear commitment to pursue the Sustainable Development Goals (SDGs) 2030, primarily SDG-4, which specifically aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In other words, The SESP&R 2019-2024 is an effort to call for an action to achieve the Global Goals to reduce illiteracy on the planet.

This document is structured in 8 Programs to fulfill 3 major goals with 13 objectives to be achieved altogether. Each specific objective leads to main and sub activities with units to be completed in the next 5 years. The joint venture with development partners is mentioned against each activity with its financial contribution. This document is sequenced in logical order in rationalizing the coherence between themes and put together programs 1, 2 and 3 under ACCESS, while programs 4 and 5 are designed to improve the Quality and finally programs 6, 7 and 8 propose the activities for better Governance.

The foremost priority placed in this plan is on access to quality education for Out of School Children (OOSC), through formal and non-formal education streams and increasing access to literacy and skill development programs for youth and adult in the province. Through the goal of program 1, SELD desires to discover the actual numbers of OOSC and focusing on retention of the existing students which will provide a crucial metric for success of the students. This Program also envisages the collaboration between formal actors of SELD with private sector;

Non-Government Organisations, Education Management Organisations and the Sindh Technical and Vocational Training Authority (STEVTA). This is followed by the planning for the core service of providing basic and advanced infrastructure to schools in program 2. On the other hand, Program 3 puts forward the ways to fetch students from low income and marginalised families through awareness on early child development, health & nutrition and socio emotional barriers to accessing the education along with other interventions for enhanced girls' school participation in Sindh.

Programs 4 and 5 ensure the SESP&R is developmentally and digitally sound that educate the students in becoming active and productive members of society. Program 4 summarizes the way forward in improving quality of learning and assessment practices in public schools aiming to support the teachers through continuous professional development as well as monitoring the practitioners leading to the career pathways for teachers in public school system. Quality Inputs and Processes will be improved through institutional capacity building of allied institutions of SELD. The focus of Program 5 is a call for greatly desired Quality Assurance mechanisms through expanding the role of DGM&E.

The collective purpose of Programs 6 and 7 is to transform the leadership and management practices in public education sector which will enable the SELD to implement the SESP&R in more proficient way in upcoming five years. The activities are framed to improve the accountability and communication of stakeholders right across the structure.

Moreover, Program 8 is a refinement and extension of the Reform Support Unit as strategic planning, implementation and monitoring unit with a special role to study different models of SESP&R performance, create patterns for more professional and informed decisions and reporting the execution of SESP&R 2019-2024 at different forums.

The work presented in this document is a collective effort of Core Working Group in consultation with all associates of SELD and gains a complete ownership from development partners. All the activities and associated units are endorsed by Local Education Group under the leadership of Mr. Ahsan Ali Mangi, the Secretary School Education and Literacy Department- Government of Sindh. Henceforth, the SESP&R 2019-2024 will be a Master Plan for SELD and a reference point for any upcoming interventions in the province.

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1. BACKGROUND

1.1 Sindh Province Overview

With a population of more than 47 million inhabitants, Sindh is the second most populated province in Pakistan.¹ Over the course of the last decade, the population size has increased by more than 60%. As a result, Sindh has a very young population: more than 60% of Sindh's inhabitants are estimated to be under the age of 15. Although Sindh is identified as the most urbanized province in the country, about half of the total population (almost 23 million people) live in rural areas². The province also experiences high levels of inter-provincial and intra-province migration. According to available data, the majority of the population speaks Sindhi (60%), followed by Urdu (21%).

Populations in Sindh are affected by multiple forms of poverty, and considerable disparities exist between districts. Though the human development index (HDI) for Sindh is 0.640³, above the national level for Pakistan, this depicts considerable disparities between districts in terms of development. 43.1% of Sindh's population suffers from multiple forms of poverty, which would add up to 21 million people, if applied to the figures of the latest census. Differences between urban and rural areas in Sindh are substantial. Multidimensional poverty affects three in four people living in rural areas of Sindh, compared to one in ten of those living in urban areas. Nevertheless, the proportion of people in multidimensional poverty has decreased between 2004 and 2014 in both urban and rural areas: from 28.2% to 10.6% in the former, and from 88.1% to 75.5% in the latter³.

As with other dimensions of human development, there are strong inter-district differences. Three districts have more than 80% of their population living with multidimensional poverty: Tharparkar (87%), Umerkot (84.7%) and Sujawal (82%). Six others have 70%-80% of their population in multidimensional poverty (Thatta, Tando Muhammad Khan, Kashmore, Badin, Kambar Shahdadkot and Jacobabad)³.

Compared with the rest of Pakistan, Sindh's literacy rates are low (55% in Sindh, 58% in Pakistan). Child health is also an issue: infant and maternal mortality rates are above the national average, and many children are underweight, stunted, or wasted. Sindh accounts for approximately 27.5% of the national GDP. The provincial government's budget for education grew from 13.4% of the total allocation in 2011, to 18.5% in 2017.⁴

¹ Pakistan Bureau of Statistics, 2017 Population Census of Pakistan (Note: The results of the 2017 national census have not yet been endorsed by the Sindh Government).

² Figures from 2017 Population Census, quoted in Situational Analysis of the Education Sector in Sindh, 2019.

³ UNDP (2018), Human Development Indices and Indicators: 2018 Statistical Update, Pakistan.

⁴ Government of Sindh, 2019. *Situational Analysis of the Education Sector in Sindh*.

1.2 Education Policy Frameworks

Article 25A of the Constitution of the Islamic Republic of Pakistan provides the main policy framework for the universalisation of education in Sindh, asserting the fundamental right to free and compulsory education for children aged 5 to 16 years. The Sindh Right of Children to Free and Compulsory Education Act 2013/Rules 2017 was developed to implement Article 25A. The Act defines free education to include not only free of charges in public schools, but also to include textbooks, stationery, schoolbags, and uniforms. It also requires private schools to deliver education to 10% of their intake without charge.

The education service delivery in Sindh is managed by the School Education & Literacy Department, the Special Education Department, the College Education Department, and the Higher Education Department. SELD is primarily responsible for government schools (Primary to Secondary), with the Special Education Department responsible for providing free and compulsory education to children with disabilities.

An important step toward free and quality pre-school services in the province was the development of the Early Childhood Care and Education (ECCE) Policy Sindh 2015, and the development of ECCE curriculum (2017) and ECCE Standards (2019).

The Sindh Non-Formal Education (NFE) Policy 2017 aims to ensure that dropout and over-aged children are provided access to second-chance education., by providing opportunities to complete primary and post-primary education through non-formal education programmes, or through regular schools via “catch up” accelerated programmes within the mainstream system. It also aims to create linkages with technical and vocational skills to improve employability and opportunities for students in NFE programmes, among other strategies. Skills development to be included in both literacy and accelerated programmes.

The Sindh Curriculum and Standards Act 2014 governs education standards and clarifies roles and responsibilities for curriculum development.

In addition, a number of other laws address the provision of education services in Sindh. In particular, the Public Private Partnership Act 2010, and its amendment in 2014/15, provide a framework for Public Private Partnerships (PPP) in all sectors, including education.

Other education policy measures or institutional frameworks notified in the period 2014-2018 and which also guide the strategies of the SESP&R related to: Management Cadre, Gender Unit, Teacher Recruitment, Disaster Risk Reduction, Monitoring & Evaluation, School Consolidation and micro-planning/district planning and implementation.

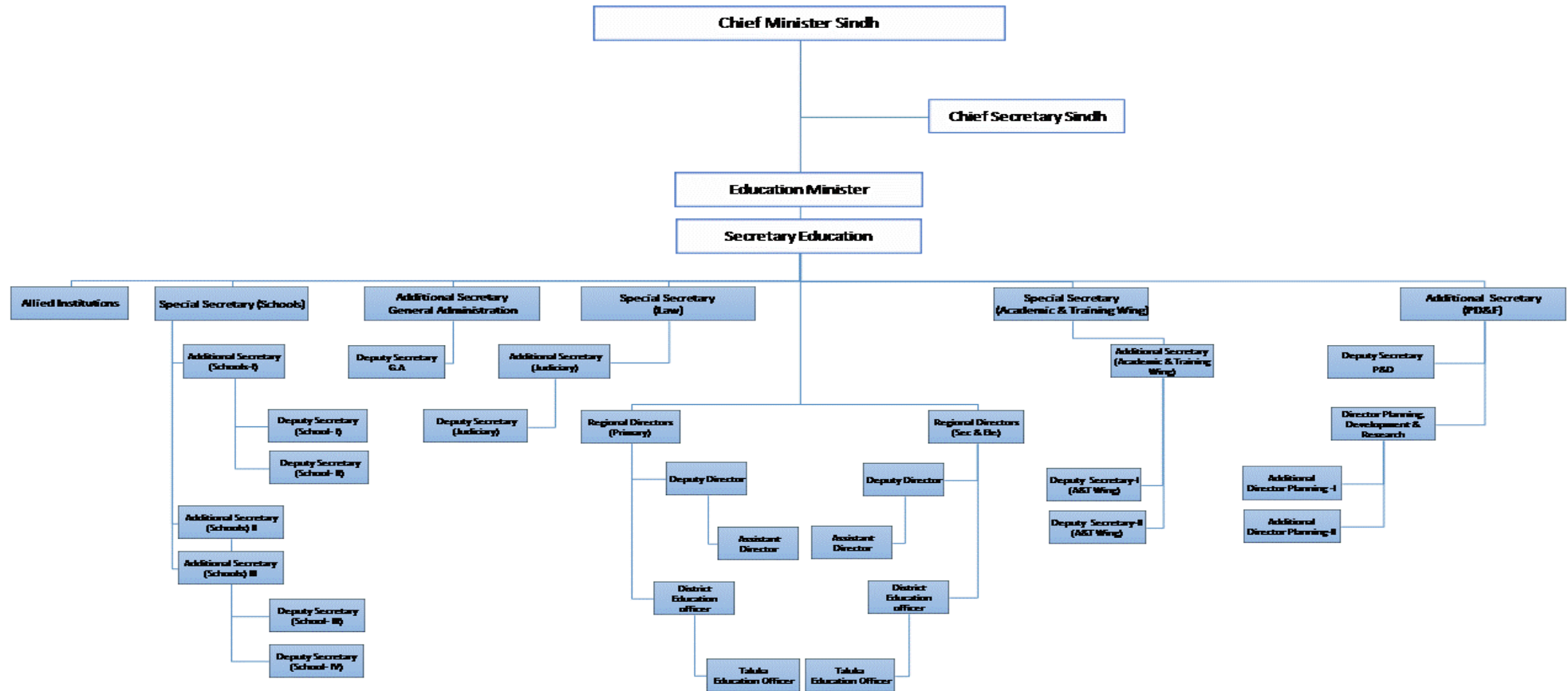
At the international level, Pakistan has committed to pursue the Sustainable Development Goals (SDGs) 2030, including SDG-4, which specifically aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SESP&R’s objectives

and targets will significantly contribute towards the achievement of targets of SDG-4. An illustrative table mapping the contribution of SESP&R priority programmes to the SDG 4 targets is provided below.

SDG 4 Targets(P=Programme)	P1	P2	P3	P4	P5	P6	P7	P8
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	✓	✓	✓	✓	✓	✓	✓	✓
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education		✓	✓	✓	✓	✓	✓	✓
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	✓			✓	✓	✓	✓	✓
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	✓	✓	✓	✓	✓	✓	✓	✓
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	✓			✓	✓	✓	✓	✓
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	✓	✓	✓	✓	✓	✓	✓	✓

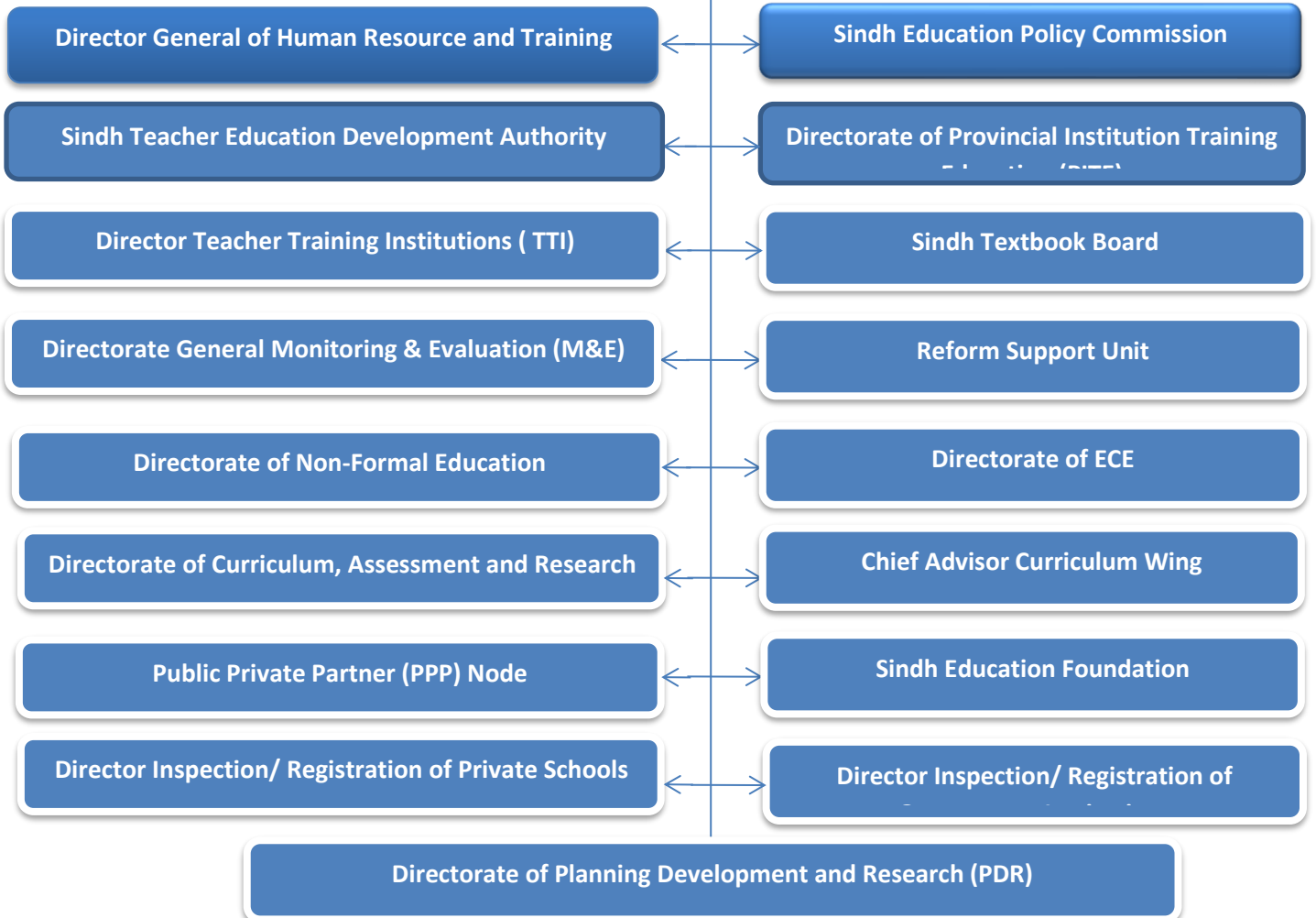
SDG 4 Targets(P=Programme)	P1	P2	P3	P4	P5	P6	P7	P8
4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all				✓	✓	✓	✓	✓
4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States				✓	✓	✓	✓	✓

Organogram – SELD



Allied Institutions

Secretary Education



1.3 Preparation of SESP&R 2019-2024

The School Education Sector Plan & Roadmap for Sindh (SESP&R) 2019-2024 outlines the priorities of the Government of Sindh for the education sector in the province in the medium term.

The preparation of the SESP&R 2019-2024 included a review of the lessons learnt from the implementation of SESP 2014-2018 while recognising the unmet targets. The SELD notified and implemented a number of policies, while the GPE grant support from 2015-2017 to SELD supported significant improvements in governance and accountability systems. Nevertheless, significant challenges remain, and this SESP&R aims at taking further steps of reform towards the universalisation of education in Sindh.

The development of the Plan was guided by a Steering Committee with responsibility for providing, among other matters, strategic direction, oversight and support on data selection for the education situational analysis establishing the goal and objectives of the Plan and endorsing the proposed programme priorities and strategies. A Technical Working Committee oversaw technical matters related to the SESP&R development process. Routine preparation was managed by the Reform Support Unit (RSU/SELD) and included the activities of the SESP Secretariat and the Core Planning Team. UNESCO-IIEP was engaged as a partner to the Government to provide technical advice in preparing the situational analysis and SESP&R.

As the Coordinating Agency, UNICEF coordinated and facilitated meetings of the Local Education Group (LEG) and liaised consistently with office of the Secretary, Reform Support Unit, Grant Agent and Secretariat of the Global Partnership for Education (GPE). Plan preparation was funded by the GPE and managed by the World Bank.

An Education Situational Analysis (ESA)⁵ was prepared to examine the status of the education sector in the province, including key achievements and challenges of the last four years under SESP 2014-18. The methodology for ESA development included a desk review, interviews and focus group discussions, as well as field research.

A first draft of several sections of the ESA was presented at a consultative workshop in August 2018, attended by over 80 stakeholders from government departments, civil society organisations, non-governmental organisations (NGOs) and development partners. The inputs from the consultations and further data collected, including field research, allowed for the full ESA to be drafted, and the priorities for the next sector plan to be identified.

⁵A summary of the ESA can be found in the Annex

As part of the preparation of the sector plan, a specialized group was identified to develop a projection and simulation model: The Core Working Group for the Costing and Simulation Model. This group included representatives of the core planning team, SEMIS, DG M&E, PD&F, and the Finance Department, among other units. The resulting simulation model provides the basis for cost estimates and target setting for the coming five years.

A series of workshops and consultative meetings for the sector plan and SELD Roadmap were held between August 2018 and early 2019, involving over 200 Directors and Officials from Government education departments, Regional Directors, District Education officers (DEOs), representatives of national and international organizations, NGOs, and development partners.

The Technical Working Committee established to provide technical inputs for the preparation of the sector plan, and the LEG – two bodies chaired by the H. Secretary of SELD – endorsed the ESA and the present SESP&R 2019-2024.

As head of the department, the Secretary SELD provided overall guidance and leadership role and being a chair of Local Education Group led to create actionable and realistic plan in a consultative manner engaging all the relevant stakeholders. CPM, RSU being the head of education policy wing as well as chair of the Core Working Group developed the plan in accordance with the findings of ESA, lessons learned from the previous SESP and brought the innovative ideas in programme priorities, costing vis-à-vis current education scenario of the province. Equally, productive consultations held and inputs received from the allied wings, Regional Directors and field operations for development of a context specific, realistic and actionable plan.

2. KEY CHALLENGES OF THE EDUCATION SECTOR IN SINDH

This section identifies the main challenges faced by the education sector in Sindh, establishing the rationale for the policy choices made for SESP&R 2019-2024.⁶

2.1 Equitable Access

Participation and Retention

Low participation and retention continue to pose a considerable challenge to the education sector in Sindh. The primary gross intake ratio (GIR) to Grade 1 was 39% in 2016-2017, although the GIRs varied considerably between districts.⁷ While the gross enrolment rate (GER) in Sindh at primary level in 2014-2015 was 79% (88% for boys; 69% for girls), the net enrolment rate (NER), was just 61%, reflecting the high prevalence of overage enrolment in the province.

Table 1: Key education indicators in Sindh (%)

Indicator	Rate
Primary GER (6-10)	79
Middle GER (11-13)	55
Secondary GER (14-15)	51
Survival Rate Primary	59.5
Survival Rate Middle	96
Survival Rate Secondary	92
Transition Rate (Primary to Lower Secondary)	73.3
Transition Rate (Lower to Upper Secondary)	99

Source: PSLM Survey 2014-2015 and Pakistan Education Statistics 2017.

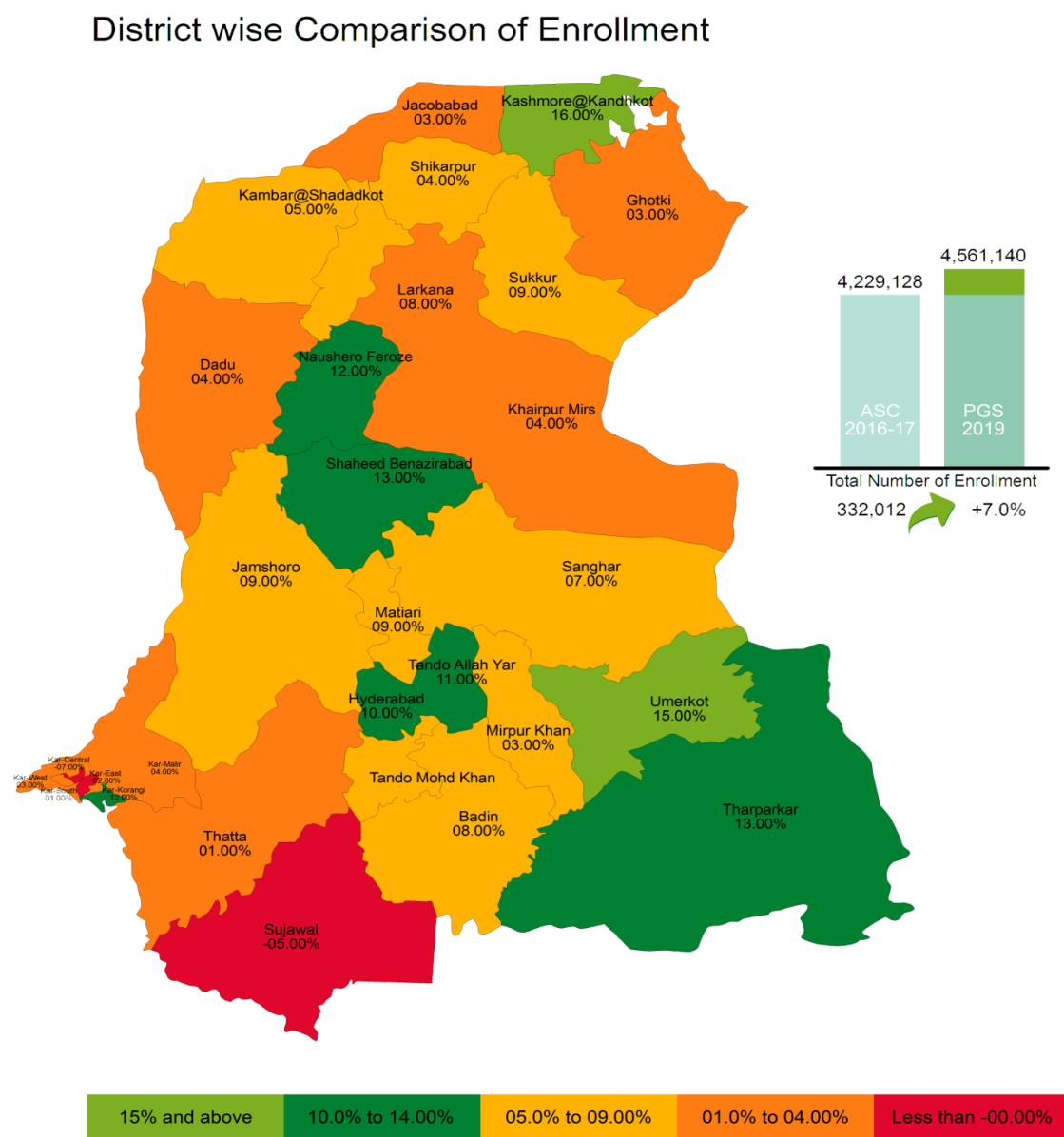
As reflected in Table 1, enrolment decreases significantly as students' progress from primary, to middle, to secondary-level education. At middle level, the GER is just 55%, from 79% at primary level, and falls to 51% at secondary level. Nearly 50% of children leave school by Grade 5. Various reasons contribute to high dropout, including low economic status of parents, perceived low returns of education, and engagement in market activities and in household chores. The shortage of middle and secondary schools needed to accommodate students graduating from primary schools is also a potential reason for decreasing enrolment at higher levels.

⁶All references in this section to the Education Situational Analysis (ESA) refer to: Government of Sindh. 2019. *Situational Analysis of the Education Sector in Sindh*. A summary of the document can be found in the Annex.

⁷Note: data only includes public sector schools.

Figure 1 shows variation in enrolment from ECE/*Katchi* to Higher Secondary between 2015 and 2016 by district. While total enrolment in Sindh grew by 2%, in many districts, the increases were below 1%, suggesting that access-related progress has been modest in recent years.

Figure 1: Comparison of enrolment between districts in Sindh province



Source: School Profiling 2018-19.

Out-Of-School Children

According to the Pakistan Education Statistics 2016-17, over 6 million children between the ages of 5 and 16 years in Sindh are out-of-school. (approximate figures yet to be verified through a detailed assessment proposed in this Plan). Low enrolment and poor school survival rates have made out-of-school children (OOSCs) a critical challenge for the education sector in Sindh. An estimated 54% of OOSC are never expected to enter primary school, and those who do eventually attend school tend to be overage, increasing the risk of dropping out over time. The reasons why children do not attend school are diverse and may include the lack of or inadequately equipped facilities, inappropriate learning options, poorly prepared or supported teachers, low capacity to deliver education options, and inequitable distribution of post-primary schools. A clear understanding of where and why children are out of school will be instrumental in developing localized strategies. This is particularly important in implementing the SESP&R Priority Programmes addressing the challenge of gender parity in enrolment and retention.

Alternative, flexible and overall Non-Formal Education (NFE) provision can help reach children excluded from formal schooling. A total of 321,464 male and female students were enrolled in various NFE programmes in 2016-2017 in Sindh, an increase of 13.5% from the previous year.

Nonetheless, despite progress, such as the development of the 2017 Sindh Non-Formal Education Policy, NFE was identified in the ESA as a weak link in Sindh's education sector. Further expansion is needed to enhance access to NFE, including creating linkages with skills-based, trade-oriented technical training and certification. Effective implementation of the NFE Policy will be crucial in this regard.

Although a wide range of NGOs and Community Based Organizations provide NFE opportunities and apprenticeships, there are only limited places for alternative and accelerated education or skills development programmes. These opportunities should be integrated into an overall strategy to reach OOSC and adolescents that includes the Government, but also organizations such as the National Commission for Human Development (NCHD), Basic Education Community Schools (BECS), the Sindh Education Foundation (SEF), and various NGOs operating in the sector. To be able to expand efforts, the capacity of the Directorate of Literacy and Non-formal Education (L&NFE) should be strengthened.

Literacy

Literacy has continued to be a considerable challenge in Sindh. While literacy rates in the province have increased over time, they remain below the national average for Pakistan (55% in Sindh, 58% in Pakistan). In large part, this is due to low literacy rates in rural areas, just 36% overall, and among women, 44% overall, and just 19% for women in rural

areas. Increased access to literacy programmes, especially for females, will be needed in order to improve literacy rates in the province.

Infrastructure

Infrastructure plays an important role in attracting and encouraging children to stay in school. Nevertheless, a large number of schools suffer from poor infrastructure, or are missing basic facilities. As per the School Profile 2019, almost 36% of the functional schools in Sindh continue to lack boundary walls, 28% washrooms and 42% drinking water, which have a negative impact on the participation, particularly for girls after primary grades. The problem is compounded by the lack of adequate facilities for differently-abled children. About 7,185 schools (20%) are single-room schools, and 49% schools are single-teacher schools. Around 3331 schools (9%) have no permanent shelter. These circumstances deny children an appropriate space for learning, and compromise quality.

There is a serious shortage of Post-Primary Schools. Among all the functional schools, the data in School Profile 2019 indicates that about 88.4% schools in the system are Primary Schools, while only 6% of the functional schools offer Middle and Elementary level education. However, 5.6% schools are higher secondary schools.

Table 2: Number of Education Institutions in Sindh, by level

School Level	Number of Institutions
Primary	32,421
Middle	1,513
Elementary	686
Higher Secondary	2,026
Total Functional Schools	36,646

Source: School profile 2019

Steps toward addressing infrastructure-related needs in Sindh should continue the rationalization of school size, “right-sizing”, and upgrading of schools to meet existing needs. The school consolidation process should also be continued, removing redundant schools from the system and upgrading nearby schools into “campus schools” with elementary classes or beyond. The contribution of private education and PPPs in service provision is also expected to contribute to improve access to education.

First and foremost, importance must be given to improving the infrastructure conditions of existing schools by providing all basic facilities, specially girl schools.

Equity

Issues related to equity are cross-cutting, affecting children's ability to access education in various ways. Gender imbalances related to education access are prevalent in the province. The primary NER for girls in rural areas, for example, is just 41% (compared to 61% overall), which drops to 14% at middle level, and 6% at secondary level. Various barriers including long distance to school, childcare and housework, unavailability of female teachers, and inadequate sanitation facilities, hinder opportunities for girls' education. A school environment that caters to the needs of girls, coupled with provision of female teachers is expected to increase the confidence of parents to send their girls to school.

Students with special needs may also struggle to access quality education. Greater coordination to mainstream differently-abled children into formal schools will be considered among other strategies.

Preparedness for school begins with a child's health. Almost half of children under-five in Sindh are moderately stunted, and an additional 29% are severely stunted, indicating chronic malnutrition. Over 40% of children under-five are too thin for their height, or wasted, reflecting nutritional deficits. Inadequate health and nutrition can be detrimental to a child's brain development, and severely impact a child's ability to concentrate. The state of readiness of the learner is a critical predictor of performance: without adequate health and nutrition, children will struggle to learn.

Children in rural areas consistently have lower education indicators than their peers in urban centres. The proportion of primary school-age children not attending school from rural areas (52.9%) is almost double that of children from urban areas (27.8%). Children in rural areas also are found to have less access to pre-primary education and are most likely to suffer from health-related challenges, such as stunting and wasting

Quality early childhood care and education (ECCE) plays a critical role in preparing a child for school. Pre-primary education was the only level in which enrolment increased – almost 33% since 2013. Despite progress such as the enactment 2015 Sindh ECCE Policy, the implementation remained limited in the province. Effective implementation of the policy will play a key role in developing school readiness skills of young children, including through teachers and community engagement on issues of health, nutrition, and childcare. In turn, improved ECCE provision should have an impact on enrolment and retention at all levels. In a situation where attracting children at the age of 5 years for school enrolment and subsequent retention is a challenge, a proactive approach may be introduced in model schools where there could be a clearly defined demand for ECCE. This can be progressively increased to other schools of the province.

Box 1 summarises the main access-related challenges:

Box 1. Key challenges related to school access	
➤	<p>Low participation and retention</p> <ul style="list-style-type: none"> • Low enrolment and high dropout rates • High overage enrolment, which increases the likelihood of dropout • Demand-side not addressed/targeted, communities not engaged • Insufficient post-primary school places
➤	<p>OOSC and low literacy rates among youth</p> <ul style="list-style-type: none"> • Limited and uncoordinated NFE offer • Insufficient use of data for planning (e.g. reasons for low enrolment at local level) • Inadequate provision of literacy programmes • Weak institutional capacity, especially of Department of L&NFE
➤	<p>Equity and infrastructure-related challenges</p> <ul style="list-style-type: none"> • Missing/poor/unsafe infrastructure and facilities, particularly for girls and disabled children • Persistent child health issues that affect school preparedness • Weak response to girls' needs (female teachers, facilities) • ECCE policy still under-implemented: need to establish classrooms and centres • Disparities between urban and rural areas

2.2 Quality and Learning

Student Learning Outcomes

Student learning outcomes, tested through various assessments across grades and across subjects, have shown some improvement since the beginning of the SESP 2014-18, but are still quite low, as can be seen in Table 3.

Table 3. SAT scores in Classes 5 and 8 by subject, gender, and geographic area 2013-14 and 2017-18 (Percent)

2013-14	2017-18					
Class 5						
	Total	Total	Urban	Rural	Male	Female
LANGUAGE	29.50	33.46	32.52	33.71	32.82	34.67
MATH	17.09	21.72	21.97	21.72	21.96	21.28
SCIENCE	17.74	19.14	20.16	18.64	18.93	19.55
Class 8						
LANGUAGE	37.01	46.16	45.93	46.24d	44.51	48.69
MATH	13.73	15.85	15.97	15.73	15.55	16.32
SCIENCE	17.07	21.92	22.49	21.38	20.82	23.59

SAT was major component of SERP-II which was conducted annually through third party. The SELD institutionalized standard achievement and initiated the Standardized Annual Examination in grade V & VIII through its internal indigenous resources utilizing technical expertise of DCAR in conducting annual examination in government schools of Sindh. Below table indicates interim mean score in different subjects of grade V & VIII.

Subject wise Result of Grade V

Grade V	English	Sindhi/ Urdu	Maths	Science
Mean Score Standardized Annual Examination 2018 – 19	26.82	26.81	26.78	27.79

Subject wise Result of Grade VIII

Grade VIII	English	Sindhi/ Urdu	Maths	Science
Mean Score Standardized Annual Examination 2018 – 19	23.05	27.55	25.89	25.06

Further, the ESA found that teaching in the classroom tended to rely on the rote memory approach, and that classrooms were often teacher-centred, leaving students as ‘passive’ participants.⁸

Classroom assessment and reporting systems are not developed, therefore there is no mechanism to effectively address students’ weaknesses or motivate students for further improvement. DCAR can randomly verify the performance evaluation of all the schools once a year and suggest means for improvement.

Pre-service and In-service Training

While education quality depends on a number of factors, the most significant input factor is the capacity of teachers to teach.

Pre-service teacher education has undergone major transformations in recent years: new programs such as the Associate Degree in Education and the four-year Bachelor of Education (B.Ed.) have replaced the Primary Teacher Certification (PTC) and Certificate of Teaching (CT), as well as the one-year B.Ed. Nonetheless, quality remains low, as pre-

⁸Idara e Taleem o Agahi “Researching Teaching and Learning Practices in the Classroom” September 2018.

service institutions have not achieved desirable results to meet the requirements of these new courses.

In the past, in-service training has been conducted with the support of donors in selected key areas/themes and in a sporadic manner, repeatedly attracting the same participants, without necessarily leading to improved teaching quality. To overcome many of these issues, the Sindh Teacher Education Department Authority (STEDA) developed a Continuous Professional Development (CPD) model in 2017, based on a school cluster system. It includes 'Guide Teachers' who provide support to peers in nearby schools, and subject coordinators. The implementation of the CPD model has only barely started. In order for the system to be effective, it should be implemented in full, supported and monitored.

Recruitment and Deployment of Teachers

Sindh's recruitment policy (2017) emphasises the importance of recruiting teachers on merit at all levels of education, from ECCE to secondary school. Nonetheless, few teachers are trained in sciences or are specialist in the subjects they teach (including maths, science and English), with the situation disproportionately affecting girls-only schools. Further, if more girls are to be enrolled and retained within the education system, more female teachers need to be recruited.

The student teacher ratio (STR) in primary education was stable at 30:1 in 2016-17, although rural areas consistently had higher STRs, indicating disparities in education quality between urban and rural areas. Central control over teacher management and deployment has been insufficiently responsive to need, although this could change with an advanced and accessible HRMIS and capacity development in districts. It is important to highlight that it is frequent to find that teachers recruited against an existing vacancy in a particular school get themselves transferred to urban areas, seriously affecting the STR ratio in the rural areas of the province. The continuity of the service at the place of appointment and no transfer policy under any circumstances may help in reducing the STR in the rural / low attended areas of the province.

Curriculum and Textbooks

The School Education Standards and Curriculum Act 2014 was passed by the Sindh Provincial Assembly in January 2015, and a Curriculum Implementation Framework was developed. Nonetheless, further analysis should be carried out to ensure that the curriculum aligns both with the changing educational landscape in the province and the SDGs, particularly target 4.7, which calls for all learners to acquire the knowledge and skills needed to promote sustainable development, including human rights, gender equality, and cultural diversity. This should apply to both formal and non-formal curriculum, with a particular focus on ensuring that the textbooks and learning content is reviewed to eliminate any biases, including those related to gender.

Moreover, field research included in the ESA indicates that existing textbooks do not always cover the requirements of the curriculum and are not learner-friendly. A particular concern is that textbooks do not function as good learning material, particularly for early grades, which makes it difficult for teachers to transfer literacy skills to students.

Any revisions to the curriculum would require adequate teacher training in line with the new content, through pre- and in-service training. Indeed, a 2014 study found that only 37% teachers in Sindh had any knowledge about the national curriculum.⁹ Language of instruction is also a crucial element that must be considered when planning for the provision of appropriate learning materials for students.

Assessments

Although formative and summative assessments are a regular feature in schools, there is not substantial evidence on their quality or further use in improvement of the teaching learning process. Further, more than 80% teachers in Sindh acknowledged that they had never received assessment-related training.¹⁰ Classroom based student assessment by the class teacher must be made a regular feature. The assessment report cards can be randomly checked by the monitoring team.

In 2015, the Sindh Education Student Learning Outcome Assessment Framework (SESLOAF) was prepared, responding to some of the issues related to existing assessments. Annual assessment of Grade 5 and 8 students outsourced to a third party under the SAT mechanism. The Provincial Education Assessment Centre (PEACe) and the Directorate of Curriculum Assessment and Research (DCAR) also conduct sample based-tests of different classes. However, these two institutions require development of their capacities to conduct diagnostic assessments, develop analysis to assess the quality of education and ensure findings lead to improvements in the classroom. The role of PEACe within DCAR shall be to act as an umbrella body to evaluate the quality of education by conducting random assessment tests and suggest ways to improve.

On school monitoring, the DG M&E's work has become a very important tool of teacher management, contributing to a decline in teacher absenteeism. Nonetheless, teacher management has dimensions beyond classroom presence. District education offices (DEOs) should undertake not only administrative matters but also responsibilities related to school effectiveness. The role of DG M&E can be further enhanced towards quality education by making the student assessment as a regular feature of their monitoring mobile application.

⁹"Voice of Teachers" AlifAilaan, 2014.

¹⁰Ibid.

The quality-related challenges are summarized in Box 2.

Box 2. Key challenges related to school quality and learning

- Low educational achievement of students
 - Low performance in language, mathematics, science (Grades 5 and 8)
 - Teaching methods often teacher-centered, encourage the rote memory approach
- Pre-service and in-service training
 - Institutional capacities of STEDA, PITE, DCAR and the teacher training institutes require strengthening
 - Need to train and assess practical teaching skills
 - Expansion and support of the CPD model required to meet existing capacity needs
 - Monitoring of CPD should be introduced to ensure quality
- Recruitment and deployment of teachers
 - More rationalization for recruitment and deployment needed (female and specialist teachers, rural areas)
- Curriculum and textbooks
 - Curriculum not aligned to reflect priorities of education sector (formal and NFE)
 - Textbooks not learner-friendly and lack alignment with curriculum
- Assessment
 - Teacher training on assessments needed
 - Increased capacities of DCAR/PEACe needed to develop student assessment system
 - Limited involvement of DEOs in ensuring school effectiveness

2.3 Governance and Management

Management

Despite of taking efforts to bring improvement at the school level through various initiatives in the SESP 2014-2018, it does not reflect the change at grassroots level partly due to capacity-related issues at various management levels. The notification of the New Management Cadre Policy during the SESP 2014-2018 period was a very important step forward, but challenges related to capacity, delegation of powers, and accountability systems need to be tackled so that changes at the school level can take place.

Challenges for effectiveness at sub-provincial level include the scale of work (growing numbers of schools, teachers and students, limited resources), political interference (particularly related to teacher transfer and posting), lack of professional development opportunities, and considerable variations between official job descriptions and the nature of daily work. The centralization of decision making was also reported in the ESA as a challenge for education officers at sub-provincial levels, given their limited control.

Without effective capacity at the decentralised levels to manage education, school effectiveness is not possible. Addressing these challenges should involve strengthening middle management capacity on both an individual and an institutional basis. Apart from the capacity building of the mid-level management tier of SELD, strengthening of the office of TEO, DEO and Regional directors with good infrastructure, necessary qualified human resource, and logistic facilities along with efficient mobility is an important need. Making the office of TEO, DEO more resourceful with necessary capacity coupled with authority and a robust accountability mechanism will help achieve the desired goals.

Resource allocation and utilisation

Value for money does not depend on more finances. Political will, better planning, careful monitoring and accountability can improve the results within a given budget.

According to the ESA, spending rates for the development and non-salary budgets are low. Cumbersome procedures and capacity issues are some of the reasons behind the low utilisation rates of these budgets.

A number of government initiatives are in progress, including disbursement of the Girls' Stipend and SMC funds. These initiatives require concrete efforts to increase transparency and accountability in implementation, not only in terms of distribution of funds, but in monitoring and analysis of results and effectiveness.

Key recommendations in the ESA on education finance included tying spending more closely to different heads, stronger tracking, and course corrections during the implementation of the plan (e.g. quarterly budget execution reports). It also noted that a greater focus on institutional capacity could also help increase efficient spending in the education sector. Mechanism and criteria of disbursement of the girls' stipend and SMC funds may also be revisited with more focus on performance, motivation and improvement of the self-esteem of the students rather than focusing only on the head count and attendance.

Strategic Planning, Monitoring and Evaluation

A more strategic approach to planning, including monitoring and evaluation (M&E) is needed. This would require a more robust M&E, as well as internal M&E mechanisms, and the use of all the information generated for planning and effective decision-making. While information is critical to strategic planning, data from different areas have not been integrated into a single database (e.g. DG M&E, Directorate of Private Schools, Girls' stipends), which complicates the planning process. Furthermore, data on performance of all service providers (government, government supported and private) should be collected and presented in a common format to improve management capacity to ensure comprehensive records are maintained covering equitable provision for all children. Capacity of DG M&E to have in-house human resources and capacities to

integrate DG M&E data, HRMIS and SEMIS information and subsequent reporting. The decisions regarding transfer posting and disciplinary actions may be initiated through a centralized data system. A humongous exercise was carried out by the SELD under the previous sector plan through implementing monitoring mechanism by creating Directorate General of M&E. Yet the data of SELD needs to be integrated in a single platform for informed policy making, decisions and equitable resource allocations.

It is imperative to strengthen coordination and alignment of all sector initiatives under Government leadership and enhance capacities in strategic planning and M&E to improve the delivery of education in the province.

Better monitoring systems to support implementation of education reforms

The Sindh School Monitoring System (SSMS) developed with support of a GPE Implementation Grant (2015-2017) has proven to be an important tool for management and accountability. The system covers all districts and has improved the capacity of SELD to generate information that supports the implementation of education reforms. It is structured with 29 District Monitoring Units, 29 Chief Monitoring Officers and 349 Field monitors. Monthly reports issued by DG M&E are used by district and regional officers to make critical management decisions, including on absentee teachers, rationalization of schools, civil works, etc. The monitoring data collection and reports have led to a rationalization of teacher management and have also led to an improvement in teacher attendance rates.

Remaining challenges related to governance and management are summarized in Box 3.

Box 3. Key challenges related to governance and management of education

- Management
 - Lack of effectiveness of sub-provincial authorities due to scale of work and lack of resources; political interference; lack of professional development opportunities; inaccurate job descriptions; centralized decision making.
 - Assessment of SELD needed to improve organizational structure and delivery
- Human resources management
 - Capacity development needed for staff on HRMIS
 - Transparent and accountable teacher recruitment, placement and management required
 - Gender equity (female recruitment, deployment, support, particularly in rural areas)
- Resource allocation and utilization
 - Low utilization of non-salary and development budgets
 - Greater verification needed to ensure efficient budget allocation and utilization
- Strategic planning, monitoring and evaluation
 - Lack of dedicated unit to carry out strategic planning, M&E, and research functions
 - Lack of integrated databases, including information on private service providers
 - Weak analytical capacity to inform decision-making

3. THE GOALS AND OBJECTIVES OF SESP&R 2019-2024

Following extensive consultation with stakeholders there was wide consensus on the overarching goals for the sector over the long term. General and specific objectives for the next five years have been selected and formulated to address the challenges described and analysed in the Sindh ESA. The ESA provides the basis for the SESP&R Priority Programmes, which have been developed based on progress made against indicators due to policies implemented as part of SESP 2014-2018.

One of the key aspects that emerges from the education situational analysis done as part of the preparation of this Plan and Roadmap, is that Sindh province faces a critical challenge of ensuring children's access to and participation in good quality education at the basic levels. Therefore, the scope of Sindh Education Sector Plan & Roadmap 2019-2024 will focus on early childhood education, primary, middle and secondary levels (up to grade X). This is a critical area of focus due to the daunting challenge of a large number OOSC and poor learning outcomes.

The SELD is the government department responsible for the service delivery in education sector of the abovementioned levels of education as part of the Government of Sindh's commitment to Article 25A, along with the other associated autonomous bodies/authorities, Special Education Department and other active partners.

The Vision to which the SESP&R will contribute in the long term is to:

1. Ensure inclusive and equitable access to quality education through various formal and non-formal educational modalities
2. Ensure effective learning outcomes through child friendly and quality learning environments
3. Improve effective governance in education sector through strong accountability systems, adequate resources and strong capacities at all levels, without political interference and with effective political will

Equity

The SESP 2019-2024 is structured to address challenges pertaining to equity as a cross-cutting theme. Each programme is devised to ensure that disadvantaged children, girls in particular, and children with minor learning and intellectual disabilities are privileged in the planning and execution of projects. In order to ensure equitable access and participation, an increased focus on more effective demand side incentive mechanisms, recruitment and placement of female teachers, prioritising provision of basic facilities that are girl-friendly, upgradation to middle and high schools, gender-sensitive content via revision of curriculum and textbooks, a trained providers' (teachers and managers) workforce, strategic planning and monitoring, and budgetary allocations addressing

'education deprivation' are some of the areas proposed in Section 4 (Strategic directions and Priority Programmes).

Learning

While Sindh faces a significant challenge to address the issue of access, only marginal progress has been made in terms of students' learning outcomes in government schools. In order to augment learning across all tiers of schools, SESP 2019-24 proposes interventions and activities across all priority programmes targeting pedagogy, the provision of a conducive classroom learning environment, trained teachers and managers, financial allocations and expenditure in service of improved learning outcomes, and a data regime which allows for timely course correction to address shortcomings in the classrooms.

Capacity Development

There is a clear gap between the existing capacity of the education system in Sindh and its ability to deliver on the vision set out for the long term. While the GPE-funded HRMIS developed during SESP 2014-18 provided a strong basis for monitoring education providers, SELD needs to build capacity at all tiers to ensure that the identified objectives are met.

In addition to capacity development in schools, districts, divisions and at the SELD Secretariat, the investment on HRMIS is planned to be scaled to develop a comprehensive Performance Management System. The proposed system is envisaged to substantially bridge the gap between investment in capacity development and the monitoring of its return; the SELD proposes a clear link between building capacity of its institutions, senior and mid-tier managers, school teachers and head-teachers, to provide equitable access, learning, and graduation opportunities through the SESP 2019-24 programming.

Goals and Objectives

The vision for the education system in Sindh will be achieved through three thematic goals, to which the SESP&R 2019-24 will contribute towards achievement of the targets of SDG-4. In order to do so, the SESP&R will aim to reach 13 objectives through 8 priority programmes.

Equitable Access			
<i>Goal</i>		<i>Objectives</i>	
I	Increase equitable enrolment and ensure retention for children and	A	Increase equitable access to formal education for out of school children
		B	Increase equitable access to NFE programmes & create linkages with TVET for illiterate youths

adolescents at all levels, including provision of literacy for youths	C	Expand provision of school infrastructure to meet evidence-based needs and ensure learning friendly environment
	D	Increase equitable enrolment and retention at all levels, especially for girls and marginalized children

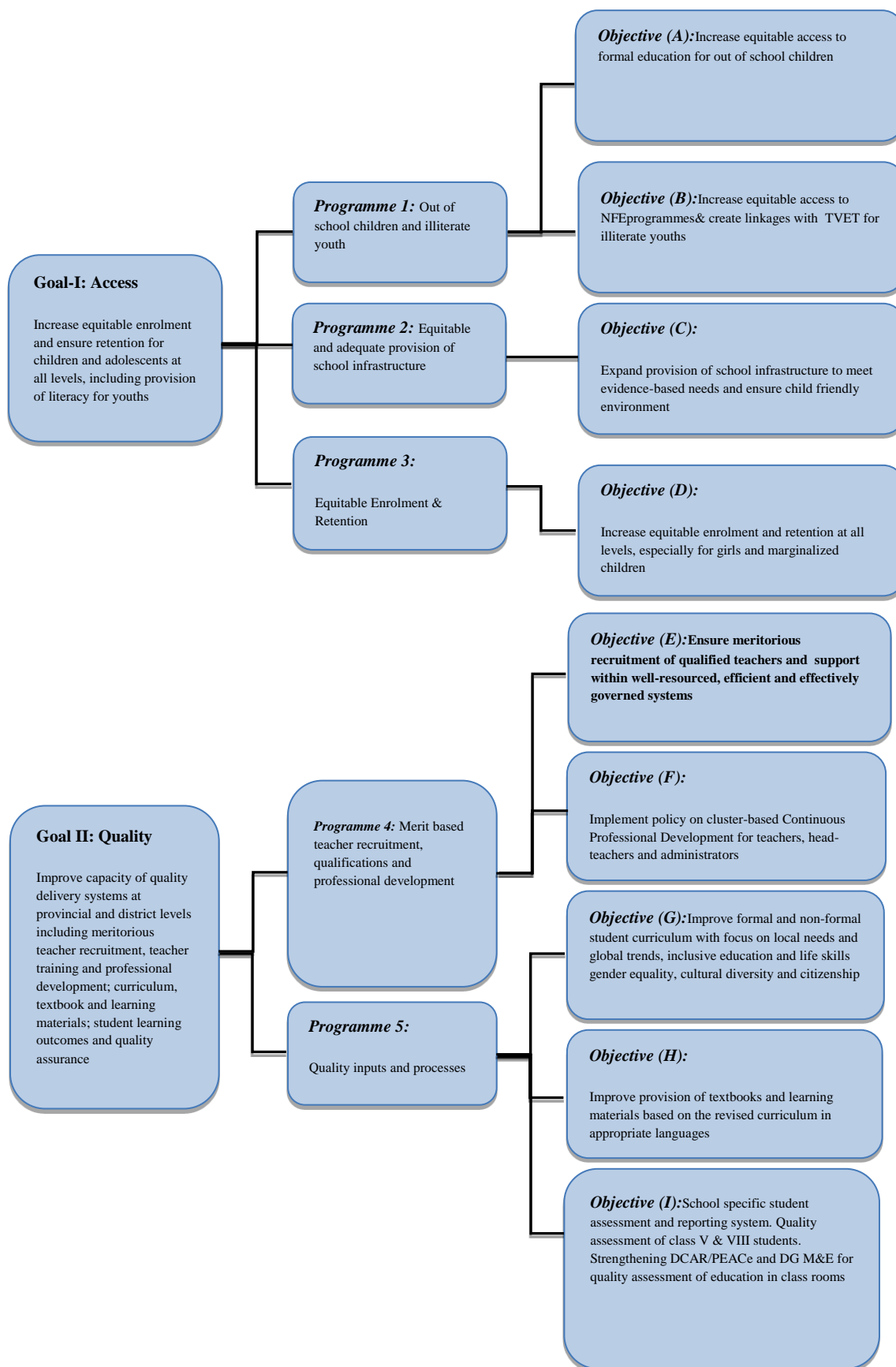
Quality and Learning

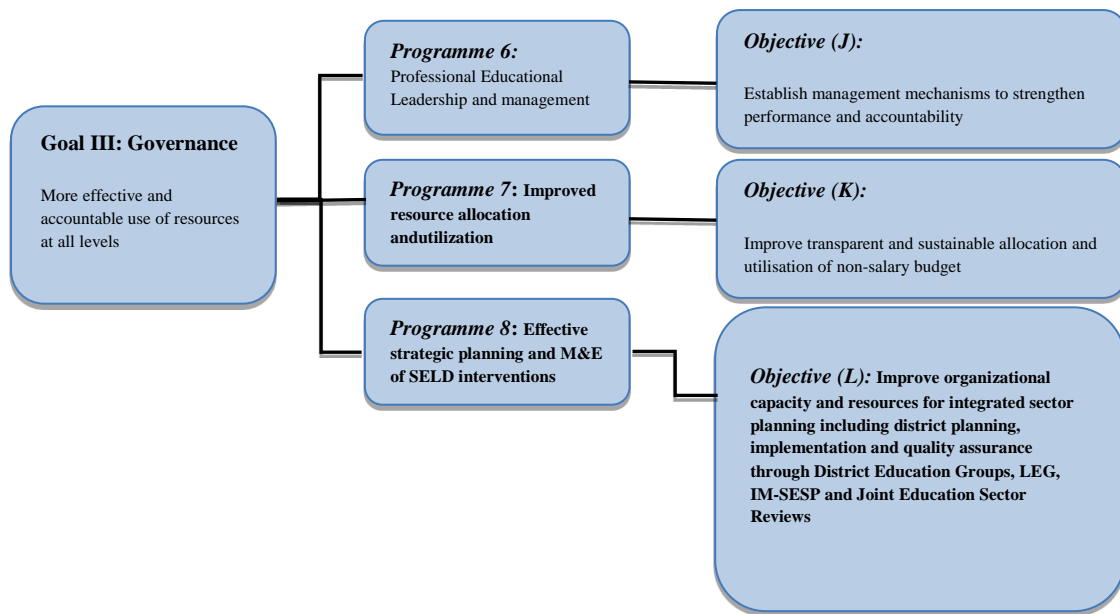
<i>Goal</i>		<i>Objectives</i>	
II	Improve capacity of quality delivery systems at provincial and district levels including meritorious teacher recruitment, teacher training and professional development; curriculum, textbook and learning materials; student learning outcomes and quality assurance	E	Ensure meritorious recruitment of qualified teachers and support within well-resourced, efficient and effectively governed systems
		F	Implement policy on cluster-based Continuous Professional Development for teachers, head-teachers and administrators
		G	Improve formal and non-formal student curriculums with focus on local needs and global trends, inclusive education and life skills, gender equality, cultural diversity and citizenship.
		H	Improve provision of textbooks and learning materials based on the revised curriculum in appropriate languages
		I	School specific student assessment and reporting system. Quality assessment of class V & VIII students. Strengthening DCAR/PEACe and DG M&E for quality assessment of education in class rooms

Governance and Management

<i>Goals</i>		<i>Objectives</i>	
III	More effective and accountable use of resources at all levels	J	Establish management mechanisms to strengthen performance and accountability
		K	Improve transparent and sustainable allocation and utilisation of non-salary budget
		L	Improve organizational capacity and resources for integrated sector planning including district planning, implementation and quality assurance through District Education Groups, LEG, IM-SESP and Joint Education Sector Reviews

The following figures illustrate the linkage between SESP&R 2019-24 Goals, Programmes and the respective Objectives they operationalize:





4. STRATEGIC DIRECTIONS AND PRIORITY PROGRAMMES:

An extensive consultation process has identified eight priority programmes to be implemented in order to achieve the SESP&R objectives over the next five years. The Priority Programmes are discussed under three headings: Equitable Access, Quality and Learning, and Governance and Management. The strategies under the different headings reinforce each other and contribute to the achievement of the general objectives. Most strategies apply to all levels from ECCE to Secondary education; in cases where a strategy is specific to an education level, this is noted in the implementation plan. A full table of indicative activities in each Priority Programme is included in the implementation plan of the SESP&R 2019-2024. The activities, sub activities and the targets are set in consultation with all the Heads of allied institutions of SELD.

The eight Priority Programmes are:

Programme 1: Out of school children and illiterate youth

Programme 2: Equitable & Adequate provision of school infrastructure

Programme 3: Equitable enrolment and retention

Programme 4: Merit based teacher recruitment, qualifications and professional development

Programme 5: Quality inputs and processes

Programme 6: Professional educational leadership and management

Programme 7: Improved resource allocation and utilisation

Programme 8: Effective strategic planning and M&E of SELD interventions

4.1 Equitable Access

To achieve the objective of higher enrolment and retention at all levels for all children and adolescents, and provision of literacy for youth, the Plan priorities related to increasing access to quality education for out of school children, increasing access to literacy programmes and improving the conducive environment for primary students. The SESP will also provide an opportunity to reiterate that Primary School aged children will be enrolled in the formal school through community mobilisation and enrolment campaign. Also, for illiterate youth, expanding the provision of school infrastructure based on well assessed needs, will be implemented with more comprehensive strategies to enhance equitable access and retention.

4.1.1 Programme 1: Out-of-school Children and Illiterate Youth

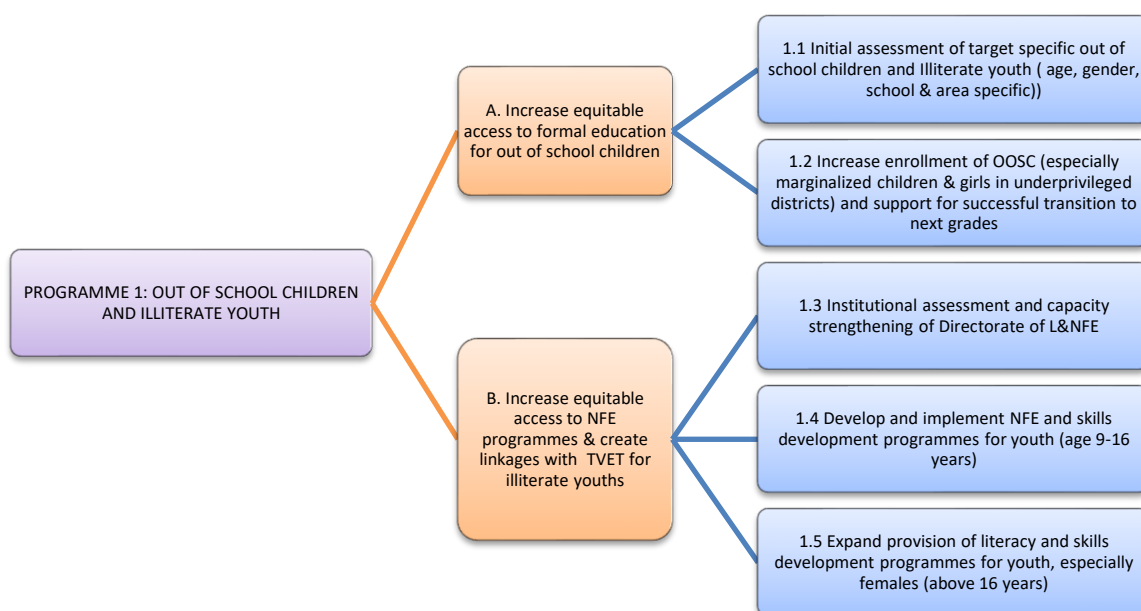
Linked Goal and Objective(s):

Goal I: Increase equitable enrolment and ensure retention for children and adolescents at all levels, including provision of literacy for youth

Objective A. Increase equitable access to formal education for out of school children.

Objective B. Increase equitable access to NFE programmes & create linkages with TVET for illiterate youths.

Primary responsibility: SELD, Directorate of Literacy &NFE



The first Priority Programme addresses the challenges of out of school children (OOSC) and adolescents with particular focus on girls, and of illiterate youth.

Increasing enrolment and ensuring retention for all children and adolescents (5-16 years), as mandated in the Constitution of Islamic Republic of Pakistan and provincial education policy frameworks, can only be achieved with a clear focus on children and adolescents who are missing out of quality education. The SESP&R proposes a promising commitment for Formal and Non Formal education to increase the school participation rate. This priority programme aims to make progress towards this objective in the medium term through a strong thrust on the strategies to bring children out of home for formal primary education by improving the learning environment of the schools, improving on all basic missing facilities, recruitment of qualified teachers and community mobilisation in order to improve the learning environment of the schools. Increased access to literacy courses for youth is also part of the specific objective that this priority programme intends to achieve through an active role of the Directorate of Literacy and Non-Formal Education. Therefore, the first priority programme focuses on non-formal strategies for children of aged above 9 years, whereas through robust campaigning and involvement of communities especially School Management Committees; the children of Primary School aged 5-9 years will be enrolled in formal schooling system. On the other hand, programmes 2 and 3 generically focus on increase in enrolment and retention in formal education through required infrastructure planning and availability of post primary schools specially for girls.

Identification of OOSC

The SESP&R sets out a target of reducing the number of out of school children in Sindh by 1.8 million children in 2024. This will be achieved using a multi-pronged approach to access formal and non-formal education. At the outset, The SELD aims to classify the children enrolled in private sector schools and in Madrassah schools for appropriate residual without school participation. To this effect an exploratory study is planned as part of this programme for the identification of the pattern of out of school children in the province: who they are, where they are, and what are the main causes for not attending school. Districts with the largest numbers of OOSC, particularly girls, will be prioritized for the implementation of interventions.

Students' Retention

Students' retention is one of the indicators of the school performance. The education profile 2019 highlights the students' dropout is high during the transition from Primary to Secondary level. To address this issue, this program aims to establish early warning system for dropout by generating unique Identification code for each child through which the system of proactively reaching at-risk students before they leave the school will be created through a digitised application and a Policy for generating unique student tracking ID system will be developed and notified. For the successful execution of the system, school leadership and taluka-based officers will be trained to support teachers and track students at risk of dropout and capture preventive measures.

It is important to highlight that reasons for low attendance at the primary level must be attended to tackle the problems at the grass root level. Detailed and robust campaigns through electronic and print media in addition to door to door exercises to encourage families to send their children to schools will be implemented in a targeted manner. Complementing actions in this programme, priority programme 2 focuses on provision of missing facilities especially in girls' schools with student friendly learning environment to attract more students towards schools. Increased involvement of School Management Committees and of teachers are expected to reinforce school enrolment in their corresponding catchment areas.

Education Management Organisations (EMO)

SELD, under the public private partnership model, will analyse the efficacy and possibilities of expansion of the EMO model to scale its efforts for the provision of improved infrastructure, and a conducive learning environment for students. Identification of potential partners for PPP interventions will also be part of this program. These strategic activities are designed to increase enrolment and retention anticipating in contributing to reduce OOSC numbers.

Education in Emergencies (EiE):

SESP&R also takes care of uninterrupted access to education for affected boys and girls in humanitarian/emergency situations. The program proposes to conduct survey of partially/fully damaged schools in order to establish makeshift arrangements/establish temporary learning centres during emergency situation and develop teaching/ learning materials. Provision of temporary Teachers/ Facilitators and required trainings, including providing psychosocial support is also part of it. The Program also engages school communities to support back to school initiatives and development of educational institutes.

Non-formal Education as Alternative Learning Pathway

As the educational needs of children differ according to their age, differentiated modalities will be offered to cater to: (i) children up to 9 years old; and, (ii) children and adolescents between 9 and 16 years old. One of the key expected outcomes of NFBE is to mainstream out of school children into regular/formal schools.

For children and youth over 9 years old, who are above the official age of entry and have not entered the formal system, this program through literacy as a function of reading, writing and numeracy coupled with cross-cutting objectives of life skills and other relevant competencies for jobs and self-employment, will aim to develop partnership for relevant vocation needed in local and regional markets. Skills-based programmes will be developed based on an assessment of trades that are relevant in targeted districts. Moreover, learning pathways will be created by linking NFE programmes with the formal stream (pri & post primary), including certification and equivalency, so that children who

complete an accelerated type of modality can continue their education in the formal stream, or students who drop-out of school can re-enter or move between different education streams. Further, post-primary curriculum will be also developed to cater the access issue of overage drop out children to continue post primary education along with an option of linkages with technical and vocational skill opportunities. Care will be taken that by defining the clear pathways for NFE programmes to avoid over lapping with formal education system. Moreover, teachers' guide and training manuals will empower NFBE facilitators to get fully equipped with the competencies required to attain fruitful results of this endeavour.

Illiterate Youth and Adults

To address the challenge of illiterate youth, this programme will expand the provision of literacy courses, especially for females. A survey will be conducted to identify the districts with greatest concentration of illiterate youth. A curriculum for youth and adult literacy will be developed, as well as teaching and learning materials to support its implementation. Vocational and occupational training and certification, as well as life skills will be incorporated to youth literacy programmes, to stimulate participation of adult.

The rationalization of schools foreseen in this Plan (see Priority Programme 2) will allow identifying facilities which could be used as NFE centres, including empty classrooms or schools which could offer afternoon shifts. One of the approaches for the provision of learning pathways for OOSC and youth will be through Public Private Partnerships with government and non-governmental organisations.

Technical and Vocational Training

Partnership agreements with STEVTA will be sought to offer technical and vocational training for adolescents, youth and adults. Formal platforms of coordination shall be established between the Directorate of Literacy and Non-Formal Education of SELD with STEVTA, to ensure alignment of efforts. For technical and vocational skills, components of programmes will be developed/adapted in consultation with the Sindh Technical Education and Vocational Training Authority (STEVTA).

This Plan recognizes the limitations in the present capacity of the Directorate of Literacy and Non-Formal Education of SELD to support the intense expansion of non-formal education foreseen. Priority programme 8 includes activities to strengthen the planning and monitoring of interventions linked to the NFE and other initiatives in this programme.

Monitoring of all these initiatives will be conducted at the grass root level by District Monitoring Units already existing under the Directorate of M&E, optimizing the

resources of this directorate. Effective implementation of the programmes will also require close coordination between all the tiers of SELD.

Additionally, SESP&R 2019-2024 encourages the Out of School youth and adult to be more engaged by offering cash-based incentives on successful completion of NFE Programme.

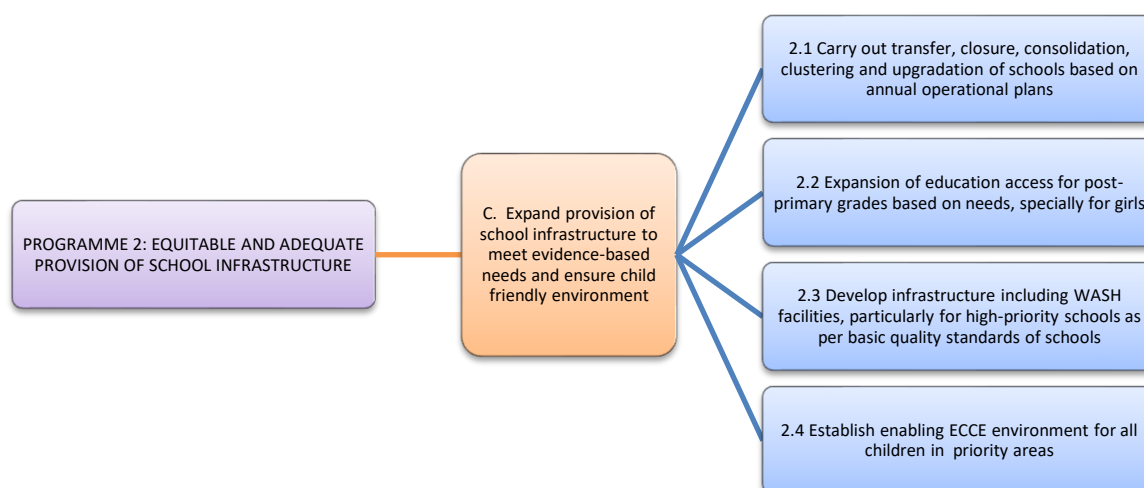
4.1.2 Programme 2: Equitable and Adequate Provision of School Infrastructure

Linked Goal and Objective(s):

Goal I: Increase equitable enrolment and ensure retention for children and adolescents at all levels, including provision of literacy for youth

Objective C: Expand provision of school infrastructure to meet evidence-based needs and ensure learning friendly environment.

Primary responsibility: SELD



One of the reasons for students' low retention in public schools is insufficient provision of school facility and infrastructure for post primary classes. A recent school profiling 2018-19 exercise conducted by RSU has identified and developed a list of non-functional as well as non-viable schools and has recommended SELD for closure. In addition, a dearth of basic facilities in many schools has also been highlighted during the mentioned exercise. Annual infrastructure operational plans based on the school profiling and needs analysis will prioritize access in under-served areas, availability of post-primary grades, and will target measures to enhance access of girls. The plans will "right-size" schools, remove redundancies from the system and also consolidate single room schools, continuing with efforts initiated during implementation of SESP 2014-2018.

To this effect and to further expand equitable access and ensure retention, this Plan will address implementing clustering and consolidation policies approved by SELD intending to address the issues of isolation of rural schools due to large distance and insufficient resources. Larger, hub, schools would offer facilities, pedagogic and management support to satellite schools, enhancing the possibilities of students' retention and better learning outcomes. The hub schools will be modelled as Cluster Based School Management for pedagogic, administrative and financial functions. Plans will be developed for the viability of up gradation and consolidation of schools and a planned construction of around 35000 new classrooms will be carried out in prioritised areas.

This program will also take in hand various infrastructure needs from ECCE to Grade 10. This includes basic facilities of water & sanitation especially in girls' schools aligning the WASH policy and advance facilities of equipping science laboratories in post primary schools. Progress was made in many districts during implementation of SESP 2014-2018, which had a positive effect on enrolment and retention. This will continue as Annual Development Plan (ADP) schemes of SELD throughout the SESP&R plan period.

Access to Post-primary Education, Particularly Girls

Another approach that will be pursued through this strategic plan is the up gradation of primary into elementary schools and, wherever possible, also secondary schools through expansion of clustering model. Operational plans will enable the identification of primary schools which can be upgraded to become academically functional and linked to hub schools in cluster formations. During 2019-2024, SELD aims to increase the access to middle and high schools for all students and especially for girls by ensuring survival through primary schools and transition opportunities to post-primary schooling. This Plan targets an increase from the existing baseline of 11.2% schools serving post-primary needs to 15% by 2024. This increase, coupled with interventions related to teacher recruitment (4.2.1), including an emphasis on female teachers, is expected to contribute towards a reduced number of students dropping out of the system after the completion of their primary schooling.

Inter-district Disparity

In order to ensure that equitable opportunities are available for students across the province, SELD plans to dramatically reduce the inter-district disparity in school infrastructure. With a 49% difference in Secondary GER between the best and worst performing district at present, SELD plans to bring this disparity down to 10%; this targeted investment is expected to privilege those areas and districts which have a poor school infrastructure resulting in a low Secondary GER. This target will also be linked to the housing of shelter less schools (currently at 11%) are either provided with the requisite infrastructure or are merged with existing schools if needed.

Improving Basic Facilities

No schools in the province will be without shelter. Further school infrastructure improvements will target High Priority schools, to ensure they have electricity, boundary walls, drinking water and girl-friendly washrooms. These schools will be provided with science laboratories and equipment. In addition, the basic quality Infrastructure standards and development will be aligned with the WASH in Public Sector Schools Strategic Plan for Sindh 2017-2022, and will include components for disability-friendly facilities.

Early Childhood Care and Education

Sustainable Development Goals indicates that Early Childhood Development (ECD) is a priority focus for the twenty-first century. This programme takes into account the SDG Target 4.2 which demands ensuring all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Keeping in view the same, this Priority Programme will focus on the expansion of facilities for Early Childhood Care and Education (ECCE), as part of the implementation framework for the Sindh ECCE Policy 2015 along with the strategic plan to operationalise ECCE. The incorporation of ECCE in pre-service training will be made through the establishment of ECCE Resource centres at all the Teachers Training Institutes to offer practicum model to the trainee teachers. The main activity in this Programme will be to train the existing Primary teachers for ECE classes and transform the existing *katchi* classes into purposely fabricated ECCE classrooms. The plan in hand will also target on establishing 2000 new classrooms dedicated to ECCE classes and to equip them. The expansion will be done according to a need assessment made possible through the annual school profiling and demographic analysis already mentioned, as well as through a mapping of the existing ECCE offer by NGOs and private sector.

The establishment of ECCE centres in any school shall primarily be demand driven. By then, existing *Katchi* classes will be scaled up to modern ECCE classrooms.

4.1.3 Programme 3: Equitable Enrolment and Retention

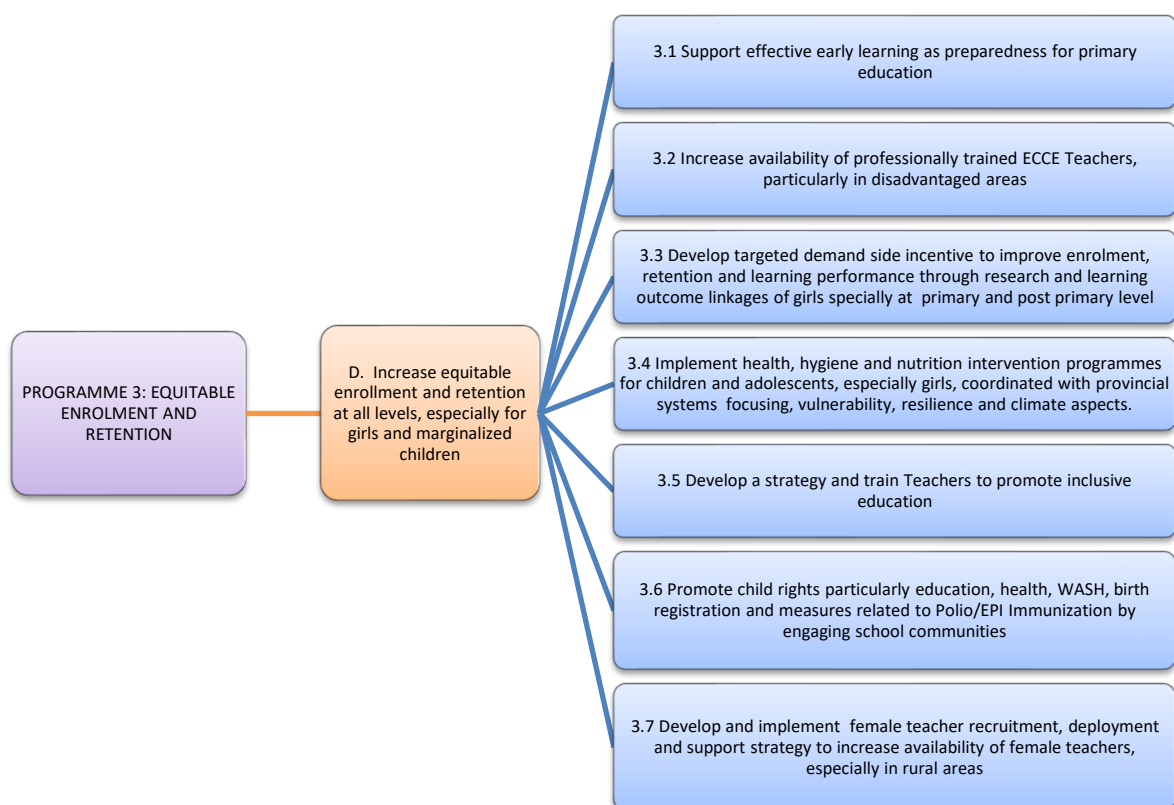
Linked Goal and Objective(s):

Goal I: Increase enrolment and retention at all levels for all children and adolescents, and provision of literacy for youth

Objective D. Increase equitable enrolment and retention at all levels, especially for girls and marginalized children

Primary responsibility:

SELD



The equity focus of the SESP&R is further enhanced through this Priority Programme which includes a range of supply-side and demand-side measures to increase equitable access and retention from ECCE to secondary education, particularly for girls and marginalized children.

One of the achievements of the SESP 2014-2018 was the enactment of the Sindh ECCE Policy 2015. The ECCE Policy, which has been aligned with the Sustainable Development Goals, focuses on the holistic development of children, including needs for protection, nutrition, healthcare and education. Its effective implementation will play a key role in developing school readiness skills of young children, easing their transition to primary education.

By *targeting* under-served or otherwise disadvantaged population, the Programme aims at developing a strong starting basis for children who may lack adequate support at home, in terms of physical health, cognitive or emotional support. Enhancing school preparedness is also expected through Mother Support Groups to contribute to higher retention and learning outcomes from ECCE to primary education.

Early Childhood Care and Education

A first set of activities will be to expand the infrastructure to conduct ECCE. These have been included in the second Priority Programme. Interventions to be implemented under Priority Programme 3 which includes development of standards for institutions, personnel and services and monitoring of the same, development of ECCE teacher education programmes, qualified teachers' recruitment for ECE and training, training of school principals, engagement of parents and communities through ECCE School Councils on issues of health, WASH, nutrition, childcare, parental care, Polio/EPI Immunization, students' birth registration, and establishment of mechanisms for inter and intra-departmental coordination.

Once the costed implementation framework for Sindh ECCE Policy 2015 is finalized, its activities will be incorporated to the annual operational plans of the SESP&R 2019-24. Since the launch of the Sindh ECCE Policy, SELD has resourced ECCE classrooms in schools. This policy is expected to be continued under this Plan, with an additional 2400 ECCE classrooms targeted to be built and resourced in the 2019-2024 period. To achieve this target, it will be important to first analyse the needs and the potential demand for establishment of ECCE. *Katchi* schools already established in many schools will be upgraded in a first phase.

To strengthen ECCE, a Strategic Institutional Plan for ECCE will be developed. ECCE Resource Centres will be established at Teacher Training Institutes, provincial/national ECCE Conference will be organized for knowledge management/dissemination on best practices in ECCE and classrooms environments to be further transformed in to child friendly.

Health and Nutrition

The ESA showed the serious conditions of children in Sindh in terms of their health and nutrition. This has an impact on their ability to learn and also has an impact on student absenteeism. This Priority Programme seeks to enhance equitable access and retention through school health and nutrition programmes for children and adolescents, especially girls, integrated with provincial systems. It includes activities linked to the Accelerated Action Plan Education for Reduction of Stunting and Malnutrition in Sindh (Sehatm and Sindh), a multi-sectoral plan by the provincial government which focuses particularly on disadvantaged population and is in line with the SDG agenda. The action plan includes a sequencing of districts to be prioritized with the interventions.

One of the many reasons for the children to quit the school include irrelevance of curriculum to their personal development. To ensure that the students apply the essential concepts and skills to real life, health and nutrition concepts and life skills are particularly added in the curriculum. This Program will ascertain to develop instructional material and conduct training/awareness sessions for teachers and communities on resources and techniques in best nutrition practices. In addition to it, culturally relevant

material will be developed to engage local communities for Students' Birth Registration, Health, Nutrition and Polio/EPI Immunization along with training sessions to promote child rights particularly education and health will be developed. In addition, culturally appropriate materials will be developed on MHM and female Teachers, adolescent girls and related members of SMCs will be oriented in a suitable manner.

Some of the activities included in this Priority Programme regard the development of learning materials for students, teachers, head teachers and parents. In addition, training of teachers at secondary level to promote health and nutrition practices with the aim of reducing stunting and malnutrition will be conducted. Mechanisms for health screening and nutritional support to needy children will be instituted in coordination with the Departments of Health, among others. Some actions will be aimed directly at improving knowledge on nutrition and health practices of students enrolled in grades VI to X, particularly focusing on adolescent girls.

Socio Emotional Intervention:

The SESP takes into account the different challenges faced to retain students in the school till the matriculation with improved students learning outcomes. To this effect, a pilot intervention will be carried out through engaging teachers in fostering socio emotional skills of students. The project will pilot a school based behavioral intervention coupled with simple strategies to remind and encourage parents to get involved and follow-up with children's education, e.g. use of text message reminders. This parental engagement will be linked to the Early Warning Student Drop-Out tracking system.

For the strengthened partnership with the communities, parents will also be oriented on socio-emotional skill development in children. In the first place Teachers and Education Managers will be trained through CPD to support retention specially for girls at particular age and marginalized children throughout the province.

Among the children that are excluded from good quality education are those with special needs. The SESP&R offers opportunity to differently able children to be part of mainstream schools, for which the teachers for the very first time in SELD would be trained for inclusive education. The SELD will propose a coordination mechanism with the Special Education Department to ensure a more inclusive education system. This committee will develop a plan to mainstream differently-abled children into formal schools. In addition, the coordination mechanisms will enable the development of a module on inclusive education and the organization of awareness sessions for teachers in primary schools to recognize different forms of special needs among students, seek guidance and facilitate an inclusive learning environment.

Female Teachers

This Priority Programme will seek to improve enrolment and retention of girls, especially in post-primary grades and in rural areas. In addition to the strategies already mentioned, the Programme will increase the availability of female teachers at all levels especially in rural areas, to encourage families to send girls to school. To this end, SELD will develop and implement female teacher recruitment, deployment and support strategy. Recruitment of female teachers on a merit basis shall be prioritized. Care will be taken while revising the recruitment rules that female teachers appointed against a particular school must serve in the same school. As per the policy, all newly recruited and deployed ECCE teachers will be female. Measures to improve deployment of female teachers will be planned by district. In order to support female teachers, a transportation scheme will be piloted in high priority identified districts.

Stipends and Non-cash Incentives

The School Education and Literacy Department is distributing Girls' Stipend in all public schools since 2006 aiming to incentivise girls to remain in schools till the completion of Secondary Education. This programme will determine the impact of such incentives; its effectiveness in school attendance & retention and its efficiency & sustainability. For this, an impact study will be carried out which will inform the department about future strategies for new initiatives that are not cash-based.

The scheme will be expanded to become scholarship for the high dropout classes i.e. classes VI and IX as conditional cash prize mechanisms to motivate the performance of girl students instead of only stipend on headcount basis. To this end, the current stipend mechanism will be revised to improve its effectiveness. The real time monitoring system of the Directorate of Monitoring and Evaluation will facilitate this task. In addition, other incentive schemes will be devised in prioritizing non-cash-based initiatives.

Transportation for Girls

Another strategy that will be initiated in this sector plan is transportation for girls. A scheme will be developed and piloted in high priority identified districts to transport female students as well as female teachers and will be expanded to assess the effectiveness and sustainability of the scheme before scaling up of the effort at large.

4.2 Quality and Learning

Quality education is one of the most basic public services that provide the foundation for equity in society. This is intertwined in all reform agenda and functions of SELD. To reach to this key objective of improving the quality delivery systems at provincial and district levels, the SESP&R 2019-2024 aspires to shift the paradigm to transform the education in the province. To do so, the SELD moves away from stand-alone capacity building programs to Continuous Professional Development of teachers and linking the advancement in training and teacher performance to the career path designing the career ladder for the public-school teachers. With the approval of recruitment rules

2017, the induction training is mandatory for all new recruited teachers. The adoption of the Curriculum Implementation Framework, the Sustainable Development Goals, and other priorities of learning in the 21st century make the core premise of quality education in Sindh.

Assessment is a mechanism which provides evidence of achievement. SELD aims to ascertain implementing the student assessment framework in the school under the overarching scaffold of Sindh Education Student Learning Outcome Framework (SESLOAF). The efforts for the consistency will be prepared through innovative assessment practices and systems that use technology – commonly known as 'e-assessment'. This will be scaled phase wise starting from the 6-RegionalHeadquarters in the first phase.

These priorities are organized in two programmes: (P4) Teacher Recruitment, Qualifications and Professional Development; and (P5) Quality Inputs and Processes.

4.2.1 Programme 4: Merit based Teacher Recruitment, Qualifications and Professional Development

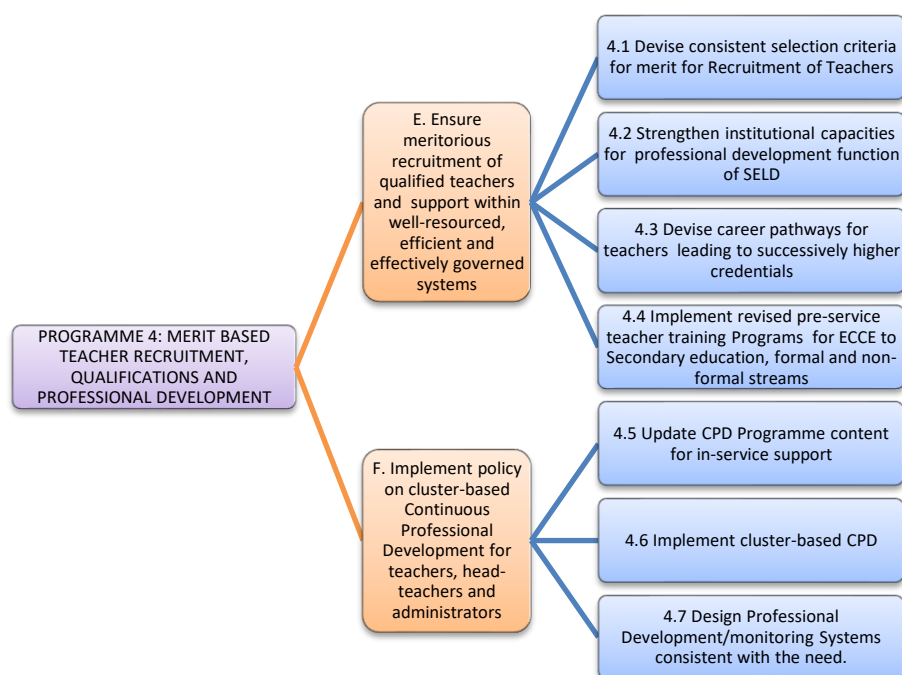
Linked Goal and Objective(s):

Goal II: Improve capacity of quality delivery systems at provincial and district levels including meritorious teacher recruitment, teacher training and professional development; curriculum, textbook and learning materials; student learning outcomes and quality assurance

Objective E: Ensure meritorious recruitment of qualified teachers and support within well-resourced, efficient and effectively governed systems.

Objective F: Implement policy on cluster-based Continuous Professional Development for teachers, head-teachers and administrators

Primary responsibility: SELD



Institutional Strengthening

The first strategy to improve systems for teacher recruitment, training and professional development will be the strengthening of institutional capacities of the authorities responsible for these functions. To this end, an institutional analysis of the capacities of Directorate of HR, STEDA, PITE, DCAR and TTIs will be conducted, with the purpose of assessing strengths and weaknesses of these allied institutions. The recommendations derived from this assessment will be the basis for a capacity development plan to strengthen the teacher training and professional development function of SELD. The implementation of this capacity development plan shall begin in full under this Plan period. This will include the recruitment of specialised staff with technical expertise, twinning programmes with recognized institutions, etc.

Career Pathways for Teachers

The next strategy will be to devise career pathways for teachers leading to successively higher credentials. This will be initiated during the SESP&R plan period by devising a policy for professional development and implementation framework for the career pathways for teachers.

It is foreseen that the revised policy will establish milestones to ensure proper qualifications for newly recruited teachers and motivate them to prove themselves for the promotion in the next grade on merit basis.

Recruitment of teachers on a merit basis shall continue. During the period of this Plan's implementation, a greater emphasis will be placed on recruiting and deploying science teachers and subject specialists, as well as female teachers. This will be

followed by more active, coordinated and sustainable management of teachers (including performance appraisal). The recruitment of subject specialists is key towards achieving the required enrolment and retention targets in middle and high schools (4.1.2), while recruitment of female teachers is expected to contribute significantly towards higher girls' enrolment and retention (4.1.3). Care will be taken that teachers recruited against a specific vacancy in any school must serve in that particular school with no transfer possible.

Teacher Training and CPD

Teacher capacity is the most significant factor influencing education quality and learning. Strong priorities for the education sector are to improve the qualifications of teachers through improved pre-service training and implementation of the Continuous Professional Development (CPD) model. To this end, the training strategy will be revised to incorporate extensive practical work in pre-service teacher training, as well as NFE, adult literacy and ECCE modules, and to ensure teacher training programmes are designed with regards to gender sensitive criteria.

The SESP&R sets out to implement the recently developed model of Continuous Professional Development, as a key strategy to improve teaching practices and enhance students' learning. This will cover teachers, head-teachers and administrators. The CPD model will cover all primary and elementary schools in the province, ensuring its teachers receive in-school support. Plans for in-service training will be developed through PITE on the basis of training needs assessments carried out at district level.

The training and support combine face-to-face meetings in the local setting, on the job support through mentoring visits of schools by the trainers, and online support while teachers apply what they learn, and reflect on the results. The model relies on peer to peer coaching of teachers, ensuring that the development process is collaborative. The main activities to implement the model under this Plan will be: selection and training of Guide Teachers based in cluster/hub schools; selection and training of school-based Subject Coordinators (in science, mathematics, and language); one-week CPD courses including socio-emotional skills for all teachers in primary and elementary schools; visits to schools; and developing a monitoring and evaluation plan for CPD, including a system to evaluate teachers after the training. To execute this model successfully, SELD has made additional compensation arrangements for Guide Teachers (carrying out CPD visits) and for Subject Coordinators to support the in-service programme.

In effect, the Government of Sindh has partnered with private institutions to hand over the management of Government Elementary Colleges of Education. The first of such partnerships is underway. Before scaling up and expansion of the model, this

programme will take in hand the impact study on the quality outcomes of existing handed over TTIs under PPP model. This will be carried out in the 3rd year of the plan as the degree program is of 4 years and quality outcomes can only be viewed after 2 years of preparation.

The role of Directorate General of Monitoring and Evaluation will be expanded from quantitative monitoring to qualitative assessment of teaching and learning process in the classroom using digital application.

Human Resource Management

In addition, the SELD will develop teacher management systems with annual performance appraisals and improved recruitment and deployment under the Directorate of Human Resources and supported by an advanced version of the existing HR Management Information System (HRMIS). These initiatives will address the need for better teacher assessment. Details of these strategies are expanded in Priority Programme 6 on Governance and Management.

4.2.2 Programme 5: Quality Inputs and Processes

Linked Goal and Objective(s):

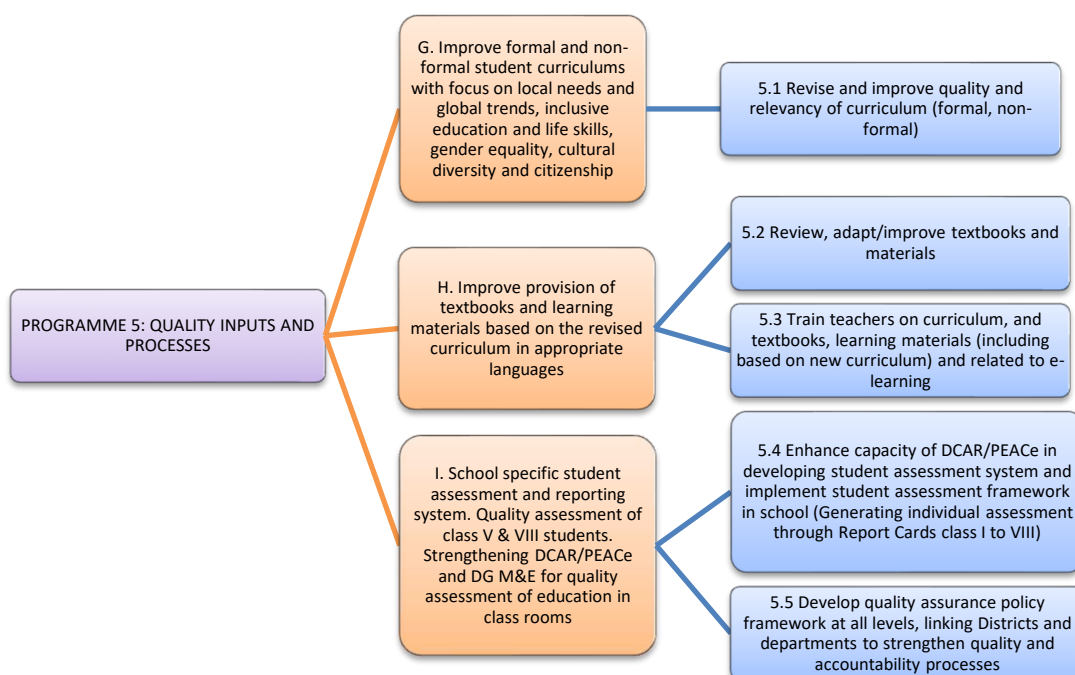
Goal II: Improve capacity of quality delivery systems at provincial and district levels including meritorious teacher recruitment, teacher training and professional development; curriculum, textbook and learning materials; student learning outcomes and quality assurance

Objective G. Improve formal and non-formal student curriculum with focus on local needs, global trends, inclusive education and life skills, gender equality, cultural diversity and citizenship

Objective H. Improve provision of textbooks and learning materials based on the revised curriculum in appropriate languages

Objective I. School specific student assessment and reporting system. Quality assessment of class V & VIII students. Strengthening DCAR/PEACE and DG M&E for quality assessment of education in class rooms

Primary responsibility: SELD



Under this programme, the quality inputs on Curriculum revision linking to assessment will be targeted and strategies will be designed to improve the reporting of students' learning. Effective assessment processes will be developed to make it possible for students to demonstrate their skills and competencies through technology enhanced assessment system.

Curriculum and Textbooks

The curriculum for the formal and non-formal education streams will be revised as recommended in the Sindh Curriculum Act 2014 in light of the changing educational landscape including national education standards, a more balanced gender perspective, and SDG 4, among other priorities (4.1.3). SELD will also ensure that the Curriculum Implementation Framework is made an integral part of the execution strategy. Moreover, NFE curriculums for post primary levels and for skills-based programmes still need to be developed, as well as an adult literacy curriculum, to support the expansion of NFE and literacy outlined in Priority Programme 1 (4.1.1).

Following curriculum revision, the textbook contents need to be updated, modified or re-written to reflect the new curriculum. This includes a revision to ensure that the content, language and pictorial representation of textbooks and learning materials are learning friendly, free from gender bias and other biased content, provide awareness about their environment, and help promote awareness of disaster management.

To support the effective curriculum implementation, this programme will seek out the services from technology offering organisation to make the content child friendly and more engaging for learners. Where appropriate, curriculum implementation will be supported through the provision of innovative technology, especially in rural areas. An

analysis of E-learning needs and opportunities will be carried out and suitable initiatives will be piloted.

The pre and in-service programmes described earlier will incorporate the training of teachers on the revised curriculum and revised textbooks (4.2.1).

Learning Assessment

Besides the existing monitoring mechanism, which is used to monitor teachers' attendance, class enrolment, and missing infrastructure facilities, a comprehensive system for monitoring of quality education imparted to the students is required. Monitoring of quality education imparted to the student will be strengthened through DG M&E office. To reinforce education quality the formative assessment system needs to be improved and teachers need to be trained for pedagogy in routine classroom and formative assessment. The objective of an improved student assessment system is to permit monitoring of learning so the province can adjust strategy where students are under-achieving.

The Policy on Sindh Assessment and Examinations 2015 led the department to develop Sindh Education Student Learning Outcome Assessment Frame work (SESLOAF) and became the overarching document to administer the Standardised Achievement Test which was initiated by SELD as part of the Sindh Education Reform Programme-II, the continuity during the SESP 2014-18 years have provided the Department with a strong basis for the development of an on-going school and teacher-based assessment programme. This program will benefit in the revision of SESLOAF and introduce Early Grade Reading Assessment and Early Grade Mathematics Assessment practices in grades 1 to 3. SESP&R 2019-24 will go one step ahead in introducing technology enhanced assessment for classes V and VIII with a pilot in 6 regional headquarters of the province. Better-supported teachers with greater assessment skills and generally improved monitoring are expected gradually to result in better student learning and strong evidence based report of each student's learning outcomes.

Institutional Strengthening

The first step in this regard is to enhance capacity of DCAR and PEACe for developing and reviewing curriculum and for developing and implementing a student assessment system. To this end, the Plan will support an institutional analysis of the capacities of DCAR and PEACe, helping DCAR to appoint and post right person for the right job in their organisation covered through their institutional budget, followed by the development of a capacity development plan to strengthen DCAR and PEACe to conduct learning assessments and analysis, feedback loops between students' assessments, CPD to improve teaching practices, curriculum, and textbooks. This plan will include the recruitment of specialised staff by DCAR through a fair meritorious mechanism, among other measures.

At the same time, initiatives such as the training for teachers on test item development led by DCAR, will be expanded. A particular focus will be on higher order test items in Mathematics, Language (Sindhi and Urdu), English, Science and Social Studies.

Furthermore, the decentralized implementation of the Sindh Education Student Learning Outcome Assessment Framework (SESLOAF) will intensify. In the next five years, sample learning assessments for classes IV to VIII will be implemented by a strengthened DCAR and PEACe. In addition, DCAR and PEACe shall successfully implement two successive assessments through their in-house capacity in last two years of the plan. At the end of this Plan's period, all students from class IV to class VIII shall be assessed by the agency.

Quality Assurance and M&E

SELD will develop a quality assurance policy framework at all levels, linking districts and departments. Formal mechanisms for classroom assessment will be developed, including observation, assessment and evaluation of teachers during the conduct of classes. Monitoring of schools by the DG M&E has started to reduce teacher absenteeism. The monitoring was implemented as one of the objectives of the governance section of SESP 2014-18 and has been implemented across the province. However, the monitoring systems currently target input indicators (primarily teachers' attendance) only. The capacity of DG M&E will be enhanced through improvement in the monitoring application to include random sample assessment of each class and key subject.

The role of DGM&E in this process will be to inform the school leadership of quality assurance in the service delivery through a systematic mechanism in providing confidence that quality requirements are fulfilled and meet the expectations of academic standards set in the Curriculum and scheme of studies.

Quality Assurance is a first step on the way to Quality Improvement. Monitoring data will determine the level of quality at a fixed point in time, whereas, the Diagnostic Assessment conducted by DCAR will contribute to quality improvement which is a continuing and dynamic process. Diagnostic assessment by DCAR will enable the department to review the content in text books and make interventions for the qualitative students learning outcomes. Resultantly, the report of Diagnostic Assessment will indicate the Training Need Assessment of teachers linking to Continuous Professional Development and Career Pathways for the teachers in public schools of the province.

Initiatives in this area need to empower DEOs to take responsibility for the regular quantitative but also qualitative monitoring of schools, to check the regularity of teachers and also their effectiveness in the classroom. The Department's initiative to strengthen middle management under Priority Programme 6 will support this objective.

4.3 Governance and Management

For the requirements of Article 25A of the Constitution of the Islamic Republic of Pakistan and the Sindh Free and Compulsory Education Act 2013/Rules 2017 to be achieved, SELD intends to exercise a set of responsibilities, practices, policies, and procedures to ensure objectives are achieved and resources are used responsibly and with accountability. To this effect, the governance and management approach of the education sector in Sindh needs to be revised with decentralised powers at district level. Despite increasing resource allocation to the education sector in Sindh, the results in terms of access to education and learning have not improved at the pace envisaged in SESP 2014-2018. Hence, one of the general objectives of this SESP&R is to achieve a more effective and accountable use of resources at all levels.

Current capacities of organisations and functions in the education sector need to be reviewed at central and decentralised levels. District officers need both to manage administrative matters and to be responsible for school effectiveness. More holistic and strategic planning, effective monitoring with follow up and on-going evaluations are necessary, with organizational structures that support these functions and human resources with appropriate capacities. Data driven monitoring with accountability will be key to success.

4.3.1 Programme 6: Professional Educational Leadership and Management

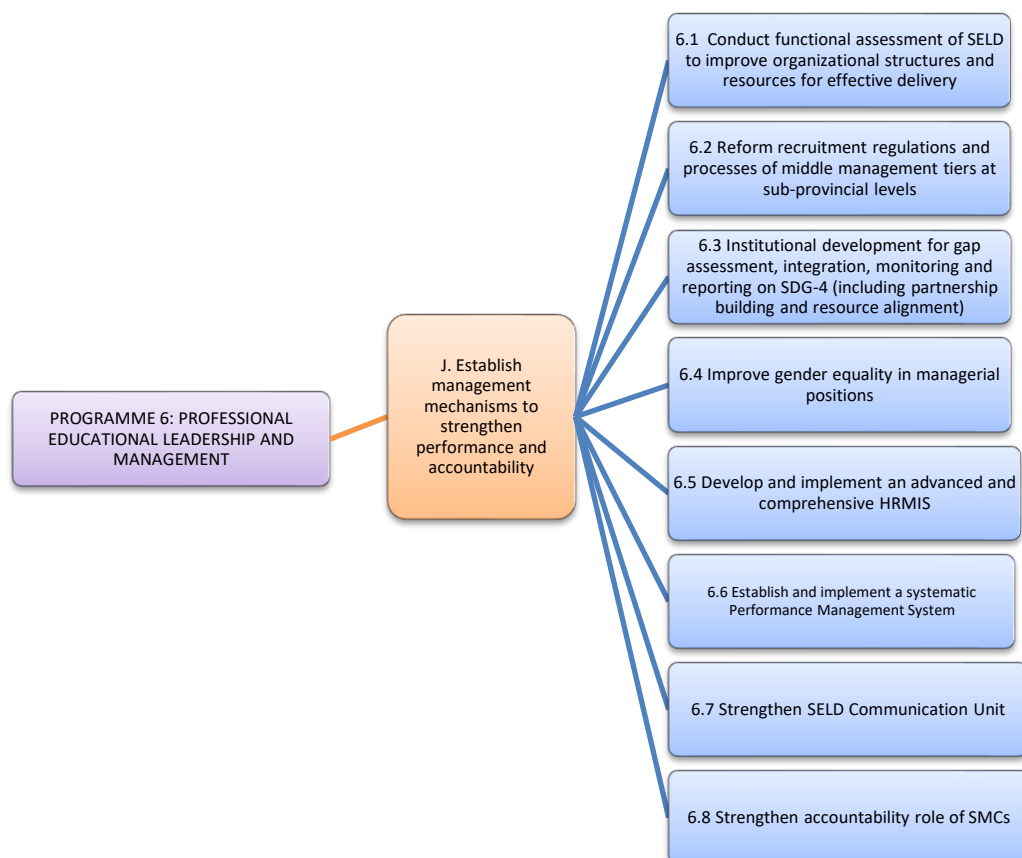
Linked Goal and Objective(s):

Goal III: More effective and accountable use of resources at all levels.

Objective J. Establish management mechanisms to strengthen performance and accountability

Primary responsibility:

SELD



Functional Assessment

In order to improve the capacity and efficiency of the different levels of management to deliver reformed education services, this Programme proposes to undertake a functional assessment of SELD. The education sector analysis identified institutional challenges at central and decentralised levels related to coordination, overlapping functions or even missing areas, as well as gaps between the job descriptions and actual tasks at various layers of management and the deficiencies in placing the right and qualified person for the right job.

The proposed review would cover all directorates, allied institutions and offices at central and sub-provincial levels. The recommendations of this review shall lead to organizational changes and capacity development plans for more effective service delivery, both at central and decentralised tiers of management. A review of the teachers' training and professional development functionaries have been referred to in 4.2.1 and 4.2.2. This programmatic intervention will focus on capacity building of District Education Officers and Taluka Education Officers as they are key actors to internal coherence. Their increased capacity makes them effective partners for upward to the Directorate and downward to the school in pursuit of greater system performance. The aim for this activity is to develop greater system coherence in relation to system goals

and local needs. It is foreseen that the middle managers become collective drivers and exercise collective responsibility for students' success. This structural strengthening reinforces the centrality of distributed leadership and collaboration with system transformation.

Through Instructional Leadership approach in governance, the capacity of school leadership and local education management will be built for leadership role not only in monitoring but supporting learning outcomes, improved teaching practices, and student retention efforts.

SELD believes without adequate capacity, powers and adequate resources at the regional, district and taluka levels, long term effectiveness of reforms will erode. This Plan will tackle this challenge through various means. To begin with, the middle management tier, comprising TEOs, DEOs, their Deputies, and Directors School Education will be reinforced. A management selection committee led by the education authorities of the province and with participation from eminent members of the public and private sector will be established. This committee will be responsible for the selection of middle level managers from within the pool of officers already serving in BS-17 and above. The work of the committee will be facilitated by an analysis of middle management recruitment and appointment rules, and recommendations on strategies for improvement. Managers who are reassigned and the newly recruited managers will be trained and provided support to ensure a smooth transition in taking up their new responsibilities. The capacity of decentralised offices shall be reinforced to enhance service delivery value, including school effectiveness. The working conditions in the offices of the mid-tier managers of SELD are not of quality, and in addition there is a shortage of qualified support staff. The Plan will aim at improving the working conditions of the TEO and DEOs.

The data from School Profile 2019 indicates a huge inconsistency of Student Teacher Ratio between public schools of rural and urban settings which has caused lower learning outcomes from the underserved students' population. To combat this challenge, this plan proposes to develop the transfer policy for teachers keeping in mind the various aspects of genuine transfer i.e wedlock and STR etc. to redress the imbalance of provision of teachers in the public schools of Sindh.

SELD has been at the forefront of fighting gender inequalities in the education sector and has developed a gender unit which is mandated to work hand in hand with all sub sectors in education to mainstream gender initiatives. To this effect strategic plan for Gender Unit is prepared and through this program it will be implemented in letter and spirit aligning SDG to empower the women. Currently, SELD has a very low proportion of women in management positions. Through strategic plan, this programme will seek to improve gender balance in these positions. To this end, management programmes will

be developed and implemented to train female staff candidates to take management roles at different levels, from head teachers to middle managers to central level managers. Relevant schemes to promote access of women to managerial posts will also be devised as part of this programme. This programme will focus on Policy for placement of females at mid management tier and kept as key component of placement policy.

Accountability

The second specific objective of this priority programme is to have established management mechanisms to strengthen accountability. This objective will in turn reinforce the previous specific objective of improved management capacities.

To this end, SELD will continue the effort initiated during SESP 2014-2018 which established an HRMIS, to now develop an advanced and integrated version with linkage to the Performance Management System. First of all, the existing HRMIS will be functionalised with additional resources to upgrade the system and integrate comprehensive advance HRMIS to different information systems of SELD. Currently, SELD has various disperse databases with information related to human resources in the system. These will be consolidated and integrated in a phased approach. The consolidation will include existing basic HRMIS data, the Biometrics Verification System, Data Archiving System (Employee Personal Service Files), School Education & Management Information System, and School Monitoring System and Asset Management System. In house capacity of SELD to manage and operate this robust automatic system is also a desired goal. This program will assist to tap qualified programmers to steer the process of integration from the scratch.

A robust Performance Management System (PMS) linked with KPIs and elaborate job descriptions will enable improved service delivery and accountability. Although the SELD has approved a performance management framework, there is a need to ensure that it is implemented. To this end, job descriptions will be revised, and key performance indicators will be formulated for all job roles. District and taluka staff will have an important role in the implementation of this system, and they will be trained for the tasks associated with the new PMS.

Communication

There is also a need to create more robust public engagement on education sector policies and strategies. Under the Sindh Education Reform Programme 2014-2018, a Communications Unit was established in the Reform Support Unit. As part of the SESP&R effort, the SELD Communication Unit will be revamped and strengthened through a review of its organisation, staffing and training. A Complaint Management Cell will be established within SELD, with online and mobile access for the general public, replacing the erstwhile ILMI service. In addition, internal communication system will be functionalised and SELD Secretariat and field staff will get orientation for internal

communication and complaint management system to improve relationships right across the structure.

Community Engagement

Greater community participation will be sought through various means. The schools' leadership and the district-based education groups are already engaged with the communities and stakeholders at the local level. However, these engagements have previously been limited to enrolment drives; community mobilisation campaigns and efforts to reach out of school children and enhance retention (see Priority Programmes one and three). This Plan proposes a revision of the role of the School Management Committees (SMCs), assigning them a greater role for the planning and monitoring of school improvement initiatives through leading School Development Plan in the school, especially aimed at improving learning and equitable school participation of children. The current role of SMCs in financial management will be re-assessed and will be more focused on social accountability.

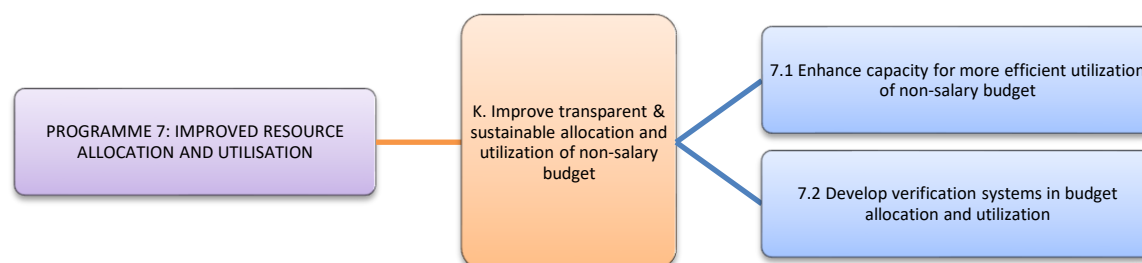
4.3.2 Programme 7: Improved Resource Allocation and Utilisation

Linked Goal and Objective(s):

Goal III: More effective and accountable use of resources at all levels

Objective K. Improve transparent and sustainable allocation and utilisation of non-salary budget

Primary responsibility: SELD



Transparency in the system contributes to accountability and shapes organisational performance. Accountability provides assurance in achieving public interest goals. This requires more efficient and accountable use of resources, improved, transparent and sustainable allocation and utilisation of the non-salary budget. As part of this effort, the SESP&R proposes to review budget management to decentralise the system and establish district-based budget management and information system with internal audit mechanisms in place. Capacity development activities will be part of this programme aiming to strengthen decentralised financial and internal audit system. The reasons for inefficient utilization of funds identified to date include:

- i. Delay in the release of funds by the Finance Department

- ii. Shortage of DDOs and inadequate capacity in procurement and financial management
- iii. Centralization of entire non-salary budget
- iv. *Inadequate* capacity of management to utilise funds efficiently and in a timely manner

A timely and efficient budget release mechanism is critical to effective execution of budgetary allocations placed at the disposal of spending units. However, the periodic release of funds especially related to service delivery budgetary allocations are generally delayed, contributing to low utilisation rates and failing the achievement of the desired objectives.

Budgetary Systems' Review and Improvement

As a first step, this Priority Programme proposes a review of budgetary systems, including release mechanisms, will allow for the identification and removal of bottlenecks in budget utilisation.

Low budget execution is also attributed to weaknesses in capacity. Therefore, this Priority Programme includes activities related to institutional capacity development as well as individual training and monitoring. For example, the development of a comprehensive training manual consisting of various modules on public financial management and public procurement regulatory frameworks, rules and processes; training of SELD procuring officials and DDOs, and training in financial management for staff at district and taluka levels. For example, SPPRA can be linked with the training programme to conduct short courses at each regional level as per the existing procurement rules of the province.

In the last seven years Rs 9.4 billion was allocated for girls' stipends but only 53 percent was spent. There is a need for greater oversight to ensure disbursement is appropriately targeted and spent. The Plan will introduce regular verification to eradicate false enrolments. Similarly, a verification system will be put in place after disbursement for accountability and transparency, by which stipends will be paid against regular attendance instead of simply initial enrolment. Different approaches will be considered to redraw the stipend distribution formulae in order to make it more performance and quality specific, changing the present enrolment and headcount mechanism.

There will be a review of the role of the School Management Committees in financial management. While this review takes place, it is proposed that SMC statements provided by banks be submitted on a quarterly basis, and funds be subject to audits. In addition, civil society will be engaged to improve oversight on utilization.

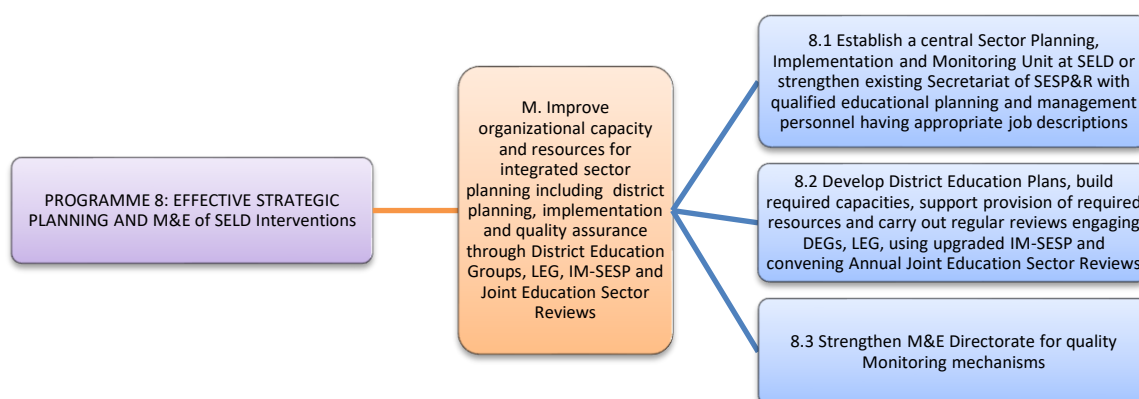
4.3.3 Programme 8: Effective Strategic Planning and M&E of SELD interventions

Linked Goal and Objective(s):

Goal III: More effective and accountable use of resources at all levels to implement SESP&R 2019-24

Objective L. Improve organisational capacity & resources for integrated planning including district planning, implementation and quality assurance through District Education Group, LEG, IM-SESP and Joint Education Sector Reviews

Primary responsibility: SELD



Good Governance lays a solid foundation for the long-term development and is the cornerstone of quality education. For the successful governance system to establish, a strategic planning unit plays a central role with multifaceted functions including implementation of strategies and its monitoring. The third specific objective in the area of governance and management is to improve organisational capacity for integrated planning, data collection, analysis, monitoring and evaluation. This programme proposes to create a strategic planning and implementation unit at SELD to work as focal office for implementation of all programmes in SESP&R 2019-24.

SESP&R 2019-2024 is an ambitious set of initiatives. It will be essential to coordinate all inputs to produce maximum leverage on the important challenges. To strengthen the coordination and alignment of all sector initiatives under government leadership this program will be fragmented into District Education Plan and will improve planning, monitoring and reporting mechanisms involving District Education Groups and Local Education Group in the province. This will be done in collaboration with development partners, by setting joint monitoring processes, as described in section 5.

Planning, Implementation and Monitoring Unit

A central strategic planning, implementation and monitoring unit shall be established at SELD or existing Secretariat of SESP&R (Reform Support Unit) will be strengthened, with staff having expertise and the potential to build upon area of educational planning and

management. Through this Priority Programme, integrated District Education Plans will be developed at district level, covering government, donors and NGO programmes. To this end, the capacity of officers at district level to develop these plans shall be strengthened along with planning for provision of resources for implementation of these Districts Education Plans (DEPs) District Education Groups will be re-activated that will review progress on respective DEPs in the districts. At provincial level, high-level Joint Education Sector Review will be carried out annually to review overall progress on SESP&R. To this end, UNICEF and RSU will provide relevant technical support.

Monitoring and reporting on performance of all Programmes contributing to the SESP&R at district and provincial level will be executed through up gradation and revision of already developed IM-SESP application in collaboration with UNICEF. It is anticipated that through this dashboard, monitoring the outcomes of the SESP programs with a complete analysis of impact will be generated through an Annual Performance Report and annual plans will be re designed accordingly.

In addition, priority programme 8 includes activities to strengthen the planning and monitoring of interventions linked to the expansion of monitoring mechanism at all levels of formal and non-formal streams. Capacities of the Directorate of Monitoring and Evaluation will be strengthened to manage the quality indicators in teaching learning process, including students attendance and early warning system for drop out.

5. IMPLEMENTATION, MONITORING AND EVALUATION

An implementation plan accompanies the strategic directions of this plan document (see Annex). This action-oriented plan identifies the units responsible for each main area of activity. Coordination and monitoring of implementation shall be done through an M&E mechanism and processes outlined in this section.

This section of the SESP&R 2019-2024 describes the arrangements for monitoring performance of the Plan over the coming five years. It includes a set of proposed Key Performance Indicators (KPIs), and a results framework corresponding to the objectives and main activities of the priority programmes attached in the Annex.

5.1 Organisational Structure

At the operational level, monitoring is performed by each directorate/wing responsible for main activities as set out in the implementation plan of SESP&R. These units shall prepare detailed annual operational plans, establish regular monitoring mechanisms for the outputs and outcomes under their responsibility and prepare monthly implementation reports to be discussed with the technical level unit (see next level).

At the technical level, a central strategic planning, implementation and monitoring unit will be established at SELD or existing Secretariat of SESP&R (Reform Support Unit) will be strengthened. This Unit/RSU shall be in charge of overseeing the plan implementation from a technical point of view, including the necessary coordination between the different implementing directorates/wings, collection and management of data, and preparation of progress reports. This unit/RSU can convene meetings with the directorates/wings responsible for implementation of main activities of the Plan on a monthly basis, to ensure proper monitoring of progress. Progress reports shall be prepared on a quarterly and annual basis and presented to the Steering Committee. In this overall process, UNICEF will be providing related technical support to the Unit/ RSU.

At the policy level, implementation will be guided by the SESP&R 2019-2024 Steering Committee, whose responsibilities shall include policy oversight and guidance for the overall implementation of the sector plan 2019-2024. This Committee shall be chaired by the Sindh Minister for Education and Literacy/Secretary School Education and Literacy Department. It will comprise leadership from the School Education and Literacy Department, representatives from Finance Department and Planning and Development Department, and representatives from development partners and civil society organizations. The Steering Committee will meet on a quarterly basis; however, special meetings can also be arranged on need-basis.

5.2 Progress Reports and Reviews of SESP&R 2019-2024

The most important monitoring and evaluation activities to be conducted include *routine monitoring, regular reviews, annual reports and budget reviews and joint reviews with stakeholders*. Data from the Annual School Census and the School Profiling, the student learning assessments, the DG M&E, the SELD Departments and Directorates will be used for the regular and joint reviews. The data collection processes will be strengthened during the establishment of the central strategic planning, implementation and monitoring unit/RSU (4.3.3).

5.2.1 Routine Monitoring

It will be essential for all directorates and departments to be fully engaged with the sector plan. Each level of the system will need to understand its responsibilities for performance and for monitoring and reporting results according to the agreed indicators and targets. Each directorate/wing will be responsible for the development of a detailed annual operational plan based on the Implementation Plan that accompanies the SESP&R for Sindh and shall conduct day-to-day monitoring of this implementation. Reporting to the central strategic planning, implementation and monitoring unit of SESP&R shall be done on a monthly basis.

5.2.2 Regular Reviews

The Central Strategic Planning, Implementation and Monitoring Unit or RSU will call for regular, monthly and quarterly progress reports on plan implementation. These will follow a standardised format based on the plan itself and will permit a transparent summary of progress.

DG M&E, other departments and donor-led projects already report separately on findings against separate KPIs. Greater coordination will increase efficiency and sustainable use of resources. The central strategic planning, implementation and monitoring unit will report on progress to the Steering Committee on a quarterly basis, who will be able to recommend corrective action where necessary.

5.2.3 Annual Reports and Joint Reviews

The Central Strategic Planning, Implementation and Monitoring Unit or RSU will be responsible for the preparation of a consolidated Annual Performance Report. This analysis will be made public and will serve as the basic document for an annual Joint Education Sector Review with major stakeholders (JESR) that will be conducted in collaboration with UNICEF. JESR will assess achievements and shortcomings of the sector plan and agree on improvements.

Annual JESR will serve as an input to the following year's annual action plan (including the budget) or update the multi-year SESP&R Implementation Plan. The annual report

will include unit cost, quantity, and overall cost information for each activity, including source of funding as well as information on the progress in achieving the targets set out in SESP&R.

5.2.4 Evaluation

Evaluations of plan performance at mid-term and at the end of the plan period shall be conducted. The findings and recommendations will be discussed with stakeholders at JESRs. The mid-term evaluation will be formative feedback into programme implementation to improve performance.

The final evaluation will be summative, not only to assess impacts and outcomes, relevance, cost-effectiveness, and sustainability, but also to analyse the reasons results have been achieved or not achieved, and to derive lessons for policy revision and for preparing the next plan.

5.3 Results Framework and Key Performance Indicators

The complete results framework is aligned with the structure and organization of the goals, programmes, and main activities that make up the strategies of SESP&R 2019-2024. It is presented in full in the Annex.

The KPIs proposed for regular oversight of plan outcomes are presented below:

SESP&R 2019- 2024 Key Performance Indicators (KPIs)

S#	KPI	Baseline	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	Referenced SDG Indicator
Equitable Access								
1	GER Primary GER Middle	81% * 39% *	82% 42%	85% 43%	89% 44%	93% 47%	97% 51%	SDG 4.1
2	Completion rate Primary Completion rate Middle	43% * 37%*	43% 41%	46% 42%	51% 42%	56% 43%	62% 45%	SDG 4.1
3	Secondary GER gap between best/worst performing districts	49 points	45 points	41 points	36 points	31 points	25 points	SDG 4.1
4	Govt. post primary schools as a percentage of govt. primary schools	11.15% *	11.75%	12.25%	13.0%	14%	15%	SDG 4.1
5	GPI Primary GER GPI Middle GER GPI Secondary GER	0.77* 0.83* 0.80*	0.77 0.83 0.84	0.77 0.83 0.85	0.79 0.83 0.85	0.81 0.83 0.85	0.83 0.85 0.85	SDG 4.5
6	No. of ECCE Classes available	-	2,220	720	720	720	720	SDG 4.2
7	No. of Students enrolled in ECCE Classes	113,574	66,600	21,600	21,600	21,600	21,600	SDG 4.2
8	No. of places available for OOSC in NFE programmes	3896±	7308**	10396**	9264**	14411**	20588**	SDG 4.3 SDG 4.4 SDG 4.6
9	No. of Students enrolled in NFE Programmes	157469±	219235**	311884**	277938**	432353**	617661**	SDG 4.3 SDG 4.4 SDG 4.6 SDG 4.7
Quality and Learning								
10	Percentage of teachers participating in and passing final evaluations of cluster-based professional	0	0%	15%	35%	50%	66%	SDG 4.C

S#	KPI	Baseline	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	Referenced SDG Indicator
	<i>development courses</i>							
11	<i>Class 5 students assessment results</i> <ul style="list-style-type: none"> • <i>Language</i> • <i>Mathematics</i> • <i>Science</i> 	26.8+ 26.7+ 27.7+	34% 27% 22%	35% 27.5% 22.5%	36.5% 28% 23.2%	38% 29% 24%	40% 30% 25%	SDG 4.7
12	<i>Class 8 students assessment results</i> <ul style="list-style-type: none"> • <i>Language</i> • <i>Mathematics</i> • <i>Science</i> 	25.3+ 25.8+ 25.0+	41% 21.5% 26.2%	42% 22.2% 27%	43% 23% 28%	44.5% 24% 29%	46% 25% 30%	SDG 4.7
Governance and Management								
13	<i>Percentage of staff assessed by new Performance Management System</i>	N/A	6%	16%	32%	48%	66%	
14	<i>Percentage annual utilisation of non-salary budgets</i>	66%	70%	72%	77%	81%	85%	
15	<i>Number of districts meeting KPI targets annually</i>	N/A	15	29	29	29	29	

* 2016/17

± NFEMIS 2018-19

**Projection on the basis of NFE Implementation Framework (2019-2023) for Non-Formal Education Policy, Sindh 2017

+ Standardized Annual Examination 2018 – 19 (DCAR)

6. COSTING AND FINANCING OF THE PLAN

Projections in the following tables and graphs have been developed on the basis of official data to the extent of its availability, and the simulation model constructed for the effects of the SESP&R 2019-2024.

An increase in the total annual budget for infrastructure (buildings) will be accompanied by substantial increases in some of the main sub-sectors, especially in ECCE/*Katchi*, Primary and Middle schools. The annual budget for salaries, goods and services in pre- and primary schools will need to rise by almost 14 billion Rupees, reflecting the priority placed by the Government of Sindh on basic education services to school aged children in the province. The subsector covering schooling for students aged 10 to 12 years (classes 6 to 8) will also receive special attention. Measures covering these levels of education and the greater attention to be paid to the Non-formal sector will help to reduce the numbers of children not in school (OOSC).

SELD places a high priority in fulfilling the mandate of Article 25A of the Constitution of the Islamic Republic of Pakistan, and therefore in reducing the number of out of school children. Such endeavour will require a significant allocation of resources. The total budget required to reach the expected target of providing education and skills to children out of school would amount to over 18 billion Rupees over all the period of plan implementation.

The SESP&R also allocates high priority to improvements in the quality of education. To this end, a series of strategies have been proposed to enhance the capacities of teachers. Better pre-service training and a strong continuous professional development, among other areas of intervention, would require resources of about 21.2 billion Rupees between 2019 and 2024.

Reflecting the focus on improved management and governance there will be a gradual increase in budget expenditure on Provincial administration costs in areas of sustainable activity identified by the functional assessment.

Table 6.1 Projections of associated costs – recurrent expenditures (million PKR, constant prices of 2017)

Type of expenditures	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	
<i>Katchi</i> + Primary Education	wage bill	64 232	67 230	70 787	74 472	78 322
	good and services	2 053	2 268	2 516	2 784	3 220
	Sindh Education Foundation	5 681	5 778	5 891	5 999	6 112
Middle Education	wage bill	29 724	30 767	32 095	34 191	37 128
	good and services	1 758	1 834	1 942	2 132	2 425
	Sindh Education Foundation	1 002	1 050	1 118	1 223	1 379
Secondary Education	wage bill	16 831	18 350	19 269	20 001	20 845
	good and services	1 398	1 594	1 709	1 831	1 974
	Sindh Education Foundation	64	69	70	72	74
Higher Secondary Education	wage bill	4 135	4 001	4 148	4 219	4 008
	good and services	529	507	520	523	491
NFE + Adult Literacy	wage bill	61	171	328	485	642
	good and services	180	498	947	1 396	1 846
	PPP mode	937	2 657	5 119	7 582	10 045
Provincial Administration	wage bill	1 660	1 774	1 891	2 011	2 132
	good and services (incl. EMO, examinations ...)	4 307	4 535	4 740	4 984	5 319
Buildings (04)	2 388	3 760	3 760	3 760	3 760	
Total	136 942	146 843	156 850	167 665	179 722	

Table 6.2 Projections of associated costs – development expenditures (million PKR, constant prices of 2017)

Development of expenditures	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	Total
Total	12,140	26,374	26,374	26,374	26,374	117,636

Tables 6.1 and 6.2 present how much would be needed every year to achieve the targets foreseen by the plan as they relate to scalable costs (excluding 10% inflation rate). Projections of Expenditure are based on constant prices of 2017, and inflation factor (around 10%) is not included, as the Resources are also reflected in constant prices, hence impact in terms of percentage shall be same at both levels of Resources as well as Expenditures. The Table 6.2 does not include the additional costs of non-scalable components of the priority programmes. The costs of the latter are presented in table 6.3 (Including 10% inflation rate).

Table 6.3 Additional costs of non-scalable components in the priority programmes (million PKR, constant prices of 2017)

	P1	P2	P3	P4	P5	P6	P7	P8	All
2019/ 2020	83.13	24.75	1,582.53	177.28	636.60	43.60	-	134.25	2,682.14
2020/ 2021	205.33	26.32	1,983.40	183.81	1,092.96	160.82	2.20	55.39	3,710.22
2021/ 2022	507.84	15.43	2,218.70	582.47	1,277.66	151.37	53.24	60.92	4,867.63
2022/ 2023	868.58	13.31	2,538.75	920.83	988.06	153.33	7.99	33.74	5,524.59
2023/ 2024	1,378.38	13.94	2,808.77	1,075.67	1,223.57	49.49	8.78	37.11	6,595.71
Total	3,043.25	93.74	11,132.14	2,940.06	5,218.85	558.61	72.21	321.41	23,380.28

The macroeconomic framework is based on macroeconomic projections available for the whole country (table 6.4) until the end of the plan. Indicators for the province (table 6.5) are linked to the evolution of the country's revenue, using projections from the Sindh Department of Finance until 2022, and assumptions for projections beyond 2020, which are highlighted in the following tables.

Table 6.4 Pakistan macroeconomic context (2015-2018) and projections (until 2023-24)

	2015	2016	2017	2018	2019	2020	2021	2022	2023
	2016	2017	2018	2019	2020	2021	2022	2023	2024
GDP (billion PKR)	27 443	29 076	31 963	34 396	37 724	41 030	44 254	47 756	51 447
GDP deflator	258	262	273	279	297	315	330	347	364
GDP deflator (constant prices of 2017)	94,6	95,9	100,0	102,3	109,0	115,3	121,0	127,1	133,5
GDP (billion PKR, constant prices of 2017)	29 009	30 333	31 963	33 633	34 611	35 584	36 574	37 561	38 545
Inflation	4,53%	2,86%	4,15%	3,93%	7,64%	6,98%	5,00%	5,00%	5,00%
General government revenue (billion PKR)	3 984	4 512	4 962	5 265	5 639	5 973	6 464	7 014	7 539
General government revenue (billion PKR, constant prices of 2017)	4 211	4 707	4 962	5 148	5 174	5 180	5 342	5 517	5 648
Government expenditures (billion PKR)	5 426	5 796	6 801	7 488	8 371	9 556	9 992	10 755	11 473

Source: IMF World Economic Outlook database, April 2019; Sindh Department of Finance

Table 6.5 Sindh's revenue and expenditures (2015-2018) and projections (until 2023-24)

	2015	2016	2017	2018	2019	2020	2021	2022	2023
	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total Revenue (billion PKR)	651	693	783	854	1 030	1 136	1 253	1 360	1 461
Total Revenue (billion PKR, constant prices of 2017)	688	723	783	835	945	986	1 036	1 069	1 095
Province revenue/Pakistan Revenue	16,3 %	15,4%	15,8%	16,2%	18,3%	19,0%	19,4%	19,4%	19,4%

	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Total Expenditures (billion PKR)	592,4	760,9	854,2	934,3	1 183,3	1 263,7	1 354,2	1 469	1 579
Expenditures/Revenue	91,0 %	109,8 %	109,1 %	109,4 %	114,9 %	111,2 %	108,1 %	108,1 %	108,1 %
Debt Servicing (Principal + interest)	12,30	13,20	15,00	21,20	23,30	24,60	25,20	27,3	29,4
Debt Servicing / Total Revenues	1,9%	1,9%	1,9%	2,5%	2,3%	2,2%	2,0%	2,0%	2,0%
Total Expenditures excluding debt servicing	580	748	839	913	1 160	1 239	1 329	1 442	1 550
Total Expenditures excl. Debt servicing (billion PKR, constant prices of 2017)	613	780	839	893	1 064	1 075	1 098	1 134	1 161
Current Revenue Expenditure (billion PKR) excluding debt servicing	443	538	605	692	805	849	902	997	1 072
Development Expenditure (billion PKR)	137	210	235	222	355	390	427	472	507
% current revenue expenditure/total expenditures	76,8 %	71,9%	72,1%	75,7%	69,4%	68,5%	67,9%	67,9%	67,9%
% Development expenditure/total expenditures	23,2 %	28,1%	27,9%	24,3%	30,6%	31,5%	32,1%	32,1%	32,1%
Current Revenue Expenditure (billion PKR, constant prices of 2017)	471	561	605	676	738	736	746	770	788
Development Expenditure (billion	142	219	235	217	326	338	353	364	373

	2015	2016	2017	2018	2019	2020	2021	2022	2023
	2016	2017	2018	2019	2020	2021	2022	2023	2024
PKR, constant prices of 2017)									

Source : Budget strategy paper 2019-20 to 2021-22, Finance Department – Government of Sindh until 2021-2022; projections for 2022/23-2023/24 based on status quo of 2021-22

Table 6.6 presents resources that should be available for NFE, ECCE/*Katchi*, Primary, Middle, Secondary, and Higher secondary education, falling under SELD umbrella, a summary of the foreseen costs, and the resulting financing gap.

Table 6.7 presents the evolution of provincial expenditures allocated for interventions under SESP&R for the last 2 years for which actual expenditures are available (2016/17 and 2017/18) and that are used as reference for setting targets in terms of national resources mobilization until the end of the plan.

Table 6.6 Estimation of the financial gap (billion PKR, constant prices of 2017) 2019/20-2023/24

Figures in PKR Billions	2019	2020	2021	2022	2023
	2020	2021	2022	2023	2024
SELD projected recurrent budget (billion PKR)	137	147	157	168	180
%SELD recurrent exp/Sindh recurrent exp.	19,2%	19,5%	19,7%	20,0%	20,2%
available recurrent exp for SELD budget (billion PKR)	142	143	147	154	159
available recurrent exp for SELD budget - SELD projected recurrent costs (billion PKR)	5	-4	-10	-14	-20
SELD projected Development costs (billion PKR)	12,1	26,4	26,4	26,4	26,4
% SELD dvpt exp/ Sindh dvpt exp	3.30%	3,7%	4,0%	4,4%	4,7%
available dvpt exp for SELD budget (billion PKR)	10.8	12,3	14,1	15,8	17,5
Available dvpt exp for SELD budget - SELD projected dvpt costs (billion PKR)	-1.4	-14,0	-12,3	-10,5	-8,8
Additional costs of priority programmes (billion PKR)	2.67	3.69	4.85	5.50	6.57
Funding gap (resources- costs) (billion PKR)	0.93	-21.69	-27.15	-30.00	-35.37

Source: SELD projected recurrent and Development costs: simulation model, and Implementation Plan figures.

- Available recurrent exp. For SELD budget: assumption on the share of SELD recurrent or development exp. /Sindh recurrent or Development expenditures and Sindh recurrent or development budget

The projected costs reflecting all priority initiatives to address strategic improvements in SESP&R 2019-2024 as set out in this plan show an increasing gap between the projected resources and the required funding for the plan.

Mobilizing financial resources to cover the financial shortfall is critical to ensure learning opportunities for hundreds of thousands of children below 16 years old who are currently out of school, and to improve the learning outcomes of children all over Sindh.

Table 6.7 Evolution and projections of Sindh Government and SELD budget from 2016-17 to 2019-20

	2016	2017	budget 2018-19	Forecast 2019-20
Total Budget (Current) - Original Budget excl. Debt servicing - billion PKR	560	651	752	805
Total Budget (Current) - Final Budget excl. Debt servicing - billion PKR	572	669	692	
Total Budget (Current) - Actual Expenditures excl. Debt servicing - billion PKR	538	605		
Total Budget (Development) - Original Budget - billion PKR	270	344	344	355
Total Budget (Development) - Final Budget - billion PKR	313	350	222	
Total Budget (Development) - Actual Expenditures - billion PKR	210	235		
School Education - Current Original Budget - billion PKR	134	152	171	176
School Education - Current Final Budget - billion PKR	124	129		
School Education - Current Actual Expenditures - billion PKR	112	125		
School Education - Development Original Budget - billion PKR	16	15	15	15
School Education - Development Final Budget - billion PKR	17	19		
School Education - Development Actual Expenditures - billion PKR	11	11		
Actual expenditures school education (current)/total Budget (current) excl. Debt servicing original budget	20,1%	19,2%		
Actual expenditures school education (development)/total Budget (Development) original budget	4,0%	3,3%		

Source: Total Budget Sindh (current or Development): Budget strategy paper 2019-20 to 2021-22, Finance Department

- School Education budget (current or Development): Department of Finance excel file (excluding 093 expenditures that have been moved to college education department)

The ratio of respectively 19.2% and 3.3% to project the level of actual expenditures (for current and development expenditures) has been calculated to be completely consistent with what is actually used in the simulation model and in table 6.6. The cost baseline used in the simulation model indeed refers to the actual level of expenditures, and the estimated cost is compared to expectations of (revenues and) expenditures, that are consistent with the notion of original budget.

Further resources from external sources are expected to cover part of the financing gap identified. The Donor Mapping in Annex illustrates some of the commitments made by development partners to support school education in Sindh.