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SINDH CAPACITY DEVELOPMENT PROGRAM (SCDP)

Tier 1 Study Visit to Harvard Kennedy School (2016–2017) – Interim Report



 **HARVARD Kennedy School**
Executive Education

Senior Managers in Government
July 24 - August 12, 2016

Sindh Capacity Development Program (SCDP)
Contract Award: AID-391-C-15-00010

Submission Date: August 05, 2016

This report was produced for review by the United States Agency for International Development. It was prepared by Deloitte Yousif Adil Chartered Accountants

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Introduction

A. Introduction

SCDP is a three-year USAID-funded project, awarded to Deloitte Yousuf and Adil (DYA). It commenced in August 2015. SCDP is to support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS).

The Sindh Capacity Development Project (SCDP) is working under the Sindh Basic Education Program (SBEP) a government to government (G2G) initiative of US \$165 million with US \$10 million as the contribution of Govt. of Sindh/Pakistan. SCDP has 4 major objectives along with four components.

Objectives

SCDP aims to:

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner;
- Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan and further disseminate knowledge to guide the education sector's M&E programs and practices in Sindh;
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular;
- Strengthen capacities, systems and policies of the Education and Learning Department (E&LD) to improve the education services in conjunction with the education reforms in Sindh

Component 1: Improve efficiency and effectiveness of the PMIU to manage and implement SBEP in an effective and transparent manner.

Component 2: Strengthen the effectiveness and broaden the impact of SBEP through the implementation of the M&E Plan and dissemination of knowledge around M&E programs and practices in Sindh.

Component 3: Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs and SBEP in particular.

Component 4: Strengthen capacities, systems and policies of E&LD to improve the education services in conjunction with the education reforms in Sindh.

SCDP is focused on four concurrent work streams:

- Capacity Building;
- Systems Strengthening
- Policy Reforms and
- Communicating Change

Component 4-d

Under Component 4 encompassing: **“Strengthen capacities, systems and policies of the E&LD to**

improve the education services in conjunction with the education reforms in Sindh”, three tiers of officials of the Government of Sindh are targeted for capacity building through study visits to USA, East and South Asia region and in-country.

- **Tier-1: Minimum of six high-level provincial officials trained at a US based university**
- Tier-2: Minimum of ten managers/ technical staff of ELD participate in a regional study tour
- Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure

Outcome of Tier I Study Visits
(August 2015 - September
2016)

B. Outcome of Tier I Study Visits (August 2015 - September 2016)

The work on Tier 1 training in USA was launched soon after the launch of the project with a formal request during the 11th Steering Committee meeting in September 2015 to trigger relevant actions pertaining to the activity. According to the deliverables and duration the personnel were to be trained during the first two years of the three year project.

Secretary Education and Literacy Department (E&LD) Dr. Fazlullah Pechuho who is also the Chairman of the SBEP Program Steering Committee (PSC) is the focal person for the strategic implementation of this sub-component under SCDP. This includes advice/selection of US universities and institutions for the training, nominations as per the contract guidelines, review of processes and compliance to USAID systems on visas and US based training.

The Indicator earmarked for this deliverable in SCDP is 4.3.2a:

Cognizant of the tedious process to successfully undertake study visits to USA in terms of time, identification of appropriate courses, institutions, compliance with selection procedures under Government of Sindh, visa process and other logistics, the work began immediately. According to the SCDP contract the following is stipulated for earmarked officials.

Tier I Senior Officials of Government of Sindh are to be selected from P&D Department, Finance Department and Education & Literacy Department engaged in planning and policy. These are earmarked for study visit to USA as per the SCDP contract with the following titles:

“Education Minister, Secretary Education, Secretary Finance, Secretary P&D, Project Director PMIU and others identified by USAID “ (p.33 SCDP Contract)

The key tasks performed during the first two quarters of SCDP were:

- a. Identification of potential ivy league universities well known for executive training programs and other options in USA. Almost 8 top institutions were identified in USA with well acknowledged programs for senior education /government executives.
- b. Sharing the options with Secretary E&LD and USAID Senior Adviser to SBEP for review and discussion.
- c. Selection of Harvard University and Harvard Kennedy School (HKS) for Tier I Officials. HKS had the clear unanimous vote helping SCDP team to move forward on operationalizing the deliverable which had a number of steps to be completed due to travel to USA with strict guidelines on visa, approvals and tracking within given budgets and rules.
- d. Selection of Tier I Officers for the courses in Government of Sindh- shifting names beyond the 6 in the contract. The given list in the contract was expanded to include an additional 3 officers from E&LD within the given budget.

Table 1: The First List Agreed - Contract vs. Final List I- January 2016

	Proposed in SCDP Contract -	Final List Approved by USAID
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Component 4-d.	January 2016
<u>Tier I High Level Provincial Officials of GoS by Title :</u> 1. Education Minister 2. Secretary Education 3. Secretary Finance 4. Secretary P&D 5. Project Director PMIU 6. And Others identified by USAID (SCDP Contract p.33)	1. Senior Minister Education 2. Secretary E&LD 3. Secretary Finance 4. ACS P&D Department 5. Special Secretary Schools 6. Additional Secretary Planning, Development and Research 7. Head of Curriculum Wing 8. Project Director PMIU 9. Deputy Director PMIU

- e. Options of relevant courses shared with the earmarked officials for selection at HKS
- f. SCDP communication with the Harvard Kennedy School registration/admissions team was undertaken for necessary support to streamline the process ensuring compliance with USAID systems.
- g. SCDP registration with TraiNet of R1/R2 focal persons to comply with all formalities of reporting; special category J-1 visas and waivers where needed; travel entries of Tier I officials reaching USA and returning to Pakistan.
- h. Training of SCDP R-1 in Islamabad on TraiNet systems (February 2016) and subsequently in Karachi from all USAID programs (June 2016)
- i. Training Needs Assessment (TNA) forms were designed and filled as an essential milestone under this sub-component. (annex)

Pre Departure - Key
Milestones Completed

C. Pre Departure - Key Milestones Completed

Training Need Assessment:

The TNA of six Tier-1 senior officials including Senior Minister Education & Literacy who were visiting the USA in spring and summer 2016 for executive training at the Harvard Kennedy School was completed in March 2016. Others were completed incrementally.

Visa Process:

For Tier I training in USA the category of visa is J-1 and the process was triggered for visa processing immediately after the selection was completed and officials earmarked for spring and summer courses.

Pre Departure Manual:

In March 2016 the Pre-departure Orientation Manual was prepared by SCDP team (4-d) to facilitate and enable Tier I officials for the HKS training. The manual is customised for each participant's course, ensuring that all obstacles envisaged in travel/training and stay in USA is well anticipated for optimized learning. The Manual has four parts (annex):

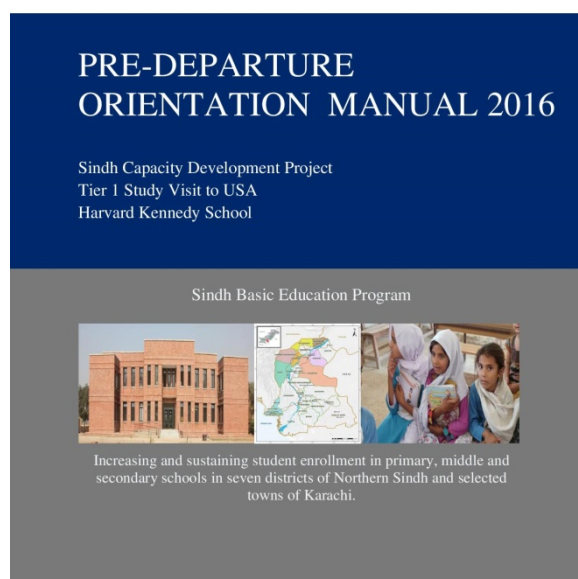
- 1) Program Objectives and Overview;
- 2) Administrative and Policy Review;
- 3) Cultural Aspects; and
- 4) Training/Learning Methods.

The manual is an essential preparatory requirement in fulfillment of requirement for overseas/USA training that includes the agreement between the Sponsoring Unit, the implementing partner, and stakeholders on the objectives, content, and

logistics of the Participant Training program. It enables the participant to understand the relationship of her/his program to USAID and the host country and what their responsibilities are in return. Information included is on: logistics and travel plans, a completed Participant Pre-Departure Checklist by the Sponsoring Unit or SCDP, costs and understanding of USAID policies on per diem payments, health and accident insurance coverage and limitation, emergency contact information as well as the requirement to return home immediately upon completion of the program. Furthermore, it has an informative section on culture, climate, clothing, foods, religions, and other customs, as well as some information on political differences and personal safety. It concludes with a section explaining the interactive nature of the classroom in which Participants are expected to express their own thoughts and analyses of problems, challenges and possibilities.

Visas mobilized:

After completing multiple pre-departure requirements, visas were arranged for 5, Tier-I, Senior officials. These included: Senior Minister E&L; Secretary E&LD, Addl. Secretary E&LD (Planning Development & Finance); Special Secretary Schools and Head Curriculum Wing. A J1 visa waiver has been requested for ACS P&D the sixth participant as was the case with Secretary E&LD.



Group I; Spring Courses 2016: Senior Minister E&LD Mr. Nisar A. Khuhro and Head of Curriculum Wing E&LD Dr Fouzia Khan were scheduled to proceed to USA in May, 2016, both for one week Training course at Harvard Kennedy School (HKS). The Senior Minister pulled out due to an urgent political compulsion at the last minute, requiring administrative actions to ensure zero financial losses to the project.

Group II: Summer Course 2016: The second group comprising Secretary Education Dr Fazlullah Pechuho, Additional Secretary PD&F Mr. Rehan Iqbal Baloch and Dr Alia Shahid scheduled for HKS 3 week summer program in July-August 2016 for senior Tier I managers and planners. PD PMIU Mr. Tameezuddin Khero was registered for HKS Summer course and all visa formalities were almost completed when he was transferred to another Department as Secretary PHED, Govt. of Sindh, not earmarked in SCDP contract.

USAID Training for R1 Officers June 1, 2016, Karachi:

“Training for Pakistan” at USAID organized training for R1 Officers. Two R-1 officers from SCDP attended the sessions and found them very useful. SCDP benefited immensely as it had learnt from first-hand experience after processing the cases of Tier I officers.

Pre Departure Orientation and
Visits Successfully Completed
to HKS

D. Pre Departure Orientation and Visits Successfully Completed to HKS

For five potential Tier I officials the Pre Departure orientations were held formally at the Provincial Assembly chambers and the Secretary E&LD Dr. Pechuho's Committee Room, where Senior Minister Education & Literacy, Nisar A Khuhro and Dr. Randy Hatfield from USAID were present respectively.

A pre-departure briefing session was held for the first Tier I Senior Official; Dr. Fouzia Khan in May 2016; this was done in the Assembly chambers of the Senior Minister E&LD. She was provided orientation to the manual and was formally handed her travel documents /ticket and all allowances for the study visit.

Change of Plans for Senior Minister E&L Govt of Sindh: Request Shifting Courses/ Dates:

The Senior Minister E&LD who was also selected as Tier I official scheduled to leave in May 2016. However, the Senior Minister Mr. Nisar Khuhro was unable to proceed and had to postpone his visit due to pressing Political Party matters at the last minute. He requested to shift his training to October 2016 for another week long course which was formally undertaken by SCDP team.



Pre- Departure briefing to Dr. Fouzia Khan;
Head of Curriculum Wing E&LD Sindh

Pre Departure Orientation for Group II (Summer Three Week Program)

Pre Departure Orientation for the next group of three senior Tier I participants was held on July 18, 2016 on training and post training critical information. They were proceeding for the 3 weeks' **“Senior Managers in Government”** Training at HKS- USA.

As per practice the customized manuals were prepared for the 3 Senior Officials including Dr Fazlullah Pechuho Secretary Education & Literacy Department, Dr Alia Shahid Special Secretary Schools and Mr. Rehan Iqbal Baloch Additional Secretary Planning, Development & Finance (PD&F) E&LD.

The session was attended by Senior Policy Advisor and Manager SBEP USAID Dr Randy Hatfield, COR SCDP -USAID Mr. Lila Ram, Head of Curriculum Wing E&LD (alumni HKS) Dr. Fouzia Khan, COP SCDP Baela Raza Jamil, Team Leader Education, Policy and Reforms Mr. TM Qureshi and Monitoring Officer SCDP Bilal Soomar. The session concluded with the handing over of the manuals, travel documents and per-diem by Dr. Randy Hatfield.

The second round of Tier I officials also carried dossiers/leaflets on SBEP key components from SRP, CMP, PMIU and SCDP to share with course participants and faculty at HKS.



Of the 4 Tier I Officials trained thus far under this component 50% have been women officers!

Post Training Debriefing Session

Dr. Fouzia Khan attended the week long course on ‘**Global Change Agents -Leading with Commitment, Creativity & Courage**’. She returned successfully on May 22nd 2016 after completing her course at Harvard Kennedy School.

Dr. Fouzia’s return was followed by the second group of three senior and influential Tier I officials to HKS program in the summer 2016.

The second cohort was led by Secretary Education & Literacy Department Govt of Sindh, along with Additional Secretary PD&F and Special Secretary Schools successfully attended the three week course “**Senior Managers in Government**” (July -August 2016) respectively .

All three have returned with fresh ideas and concepts, strategic and creative ways of addressing challenges. They unanimously found the arrangements, course coordinators, faculty and peer learning to be excellent, competent and exciting during the three week course at HKS.

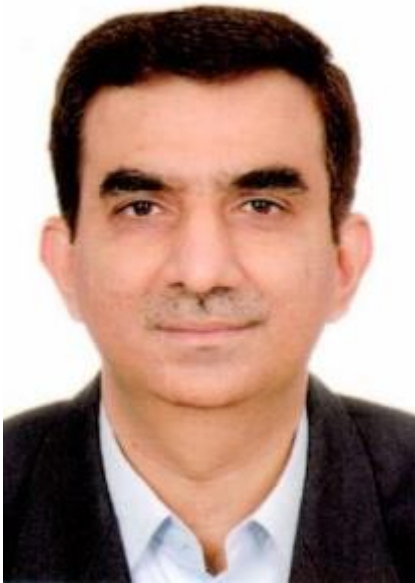
The formal debriefing of the second group of returned Tier I officials is awaited due to their extremely hectic engagements since they returned to Pakistan in the third week of August 2016. This delay was expected with senior officials who were away when the government changed soon after they left in July 2016. The new Chief Minister took oath in the last week of July 2016 and announced changes in senior minister portfolios including that of the Senior Minister E&LD who was scheduled to leave in October 2016. This would necessitate not just a replacement but also undermining of the targets planned for year I of SCDP for ‘administrators’ for capacity building/training. The CM has announced and completed further sectorial changes including separation of school and college departments from E&LD whereby the relevant department is the former for SCDP/SBEP program operations.



Dr Fouzia Khan - Head of Curriculum Wing for HKS Course titled “Global Change Agents; Leading with Commitment Creativity & Courage” (May 15-20, 2016)



Dr Fazlullah Pechuho – Secretary Education & Literacy Department for HKS Course titled “Senior Managers in Government” (July 24 – August 12, 2016)



Mr Rehan Iqbal Baloch – Additional Secretary PD&F Education & Literacy Department for HKS Course titled “Senior Managers in Government” (July 24 – August 12, 2016)



Dr. Alia Shahid – Special Secretary Schools Education & Literacy Department for HKS Course titled “Senior Managers in Government” (July 24 – August 12, 2016)

Debriefing Session by Dr. Fouzia Khan to Secretary E&L.D. & Senior Colleagues June 21st, 2016

The Head of Curriculum Wing E&LD Dr. Fouzia Khan successfully returned very fulfilled professionally and shared her post departure debriefing with other senior officials on June 21, 2016 along with her experience, course highlights and commitments to action.

Three Key Takeaways for Action shared by Dr. Fouzia Khan from the HKS course attended in May 2016.



Dr Fouzia Khan receiving her Certificate of completion of Global Change Agents

“Global Change Agents; Leading with Commitment, Creativity and Courage”

1. Coordination linkages- Since my wing was created to initiate a series of reforms, this is a skill that will be pivotal in effective implementation of all subsequent endeavors.

2. Lack of evidence based decision making- Allied institutions do not keep data as a major source of informing decisions, therefore there remains no systemic way to validate such decision making. This is a significant gap because all budgetary provisions and annual plans are based on these decisions. This course helped me to understand how a culture of evidence based decision making can be introduced in organizations without any such precedence.

3. Capacity issues of allied institutions- Gaps in allied institutions’ capacity is a major issue in introducing reforms as they are not equipped with the necessary human and physical capital to undertake improved functions. This course helped to build an understanding on aligning capacity building plans with overall objectives, and getting buy in of institutions requiring capacity interventions.



Dr Fouzia Khan – Head of Curriculum Wing debriefing other Senior officials of the Education & Literacy Department On her return from HKS

Key Images from the Summer Three Week Program Senior Managers in Government (July 24-Aug. 12 2016) at Harvard Kennedy School 2016

Whilst the Debriefing is awaiting for Tier I officials who attended the Summer Three Week program at HKS their group photographs and certificate can be seen below:



Senior Managers in Government
July 24 - August 12, 2016

Dr. F. Pechuho (Standing first row standing in the middle)

Mr. Rehan I. Baloch and Ms. Alia M. Shahid sitting in first row (first and last)



Certificate Awarded to Ms. Alia Shahid-Sp. Secretary Schools after Course Completion!

Budget Expended by August 2016 on Tier I Officials

With completion of courses for 4 Tier 1 Senior Officials, at HKS, SCDP has spent 48% of the tier 1 budget i-e \$78,310 out of \$162,960.

The remaining 6 Tier I officials finalized will all be attending shorter courses of week long duration as per plan and budget provision.

Adjustments & Amendments # 2, to the Tier I Officials Selection

Further to the finalization of 9 Tier I officials and approval by USAID there have been some changes due to the postings and transfers of various senior officials

Table 2: 2nd Change to Number of Tier I Personnel from List in January 2016

	Final List Tier I Officers Approved by USAID in January 2016 Component 4-d.	Proposed changes
	<ul style="list-style-type: none"> ● _Senior Minister Education ● Secretary E&LD ● Secretary Finance ● ACS P&D Department ● Special Secretary Schools ● Additional Secretary Planning, Development and Research ● Head of Curriculum Wing ● Project Director PMIU ● Deputy Director PMIU 	<p>1. Sen Minister changed July 29, 2016 as Chief Minister changed - and clarity requested for change in names and course selection. Deputy PD PMIU shifted to DG M&E</p> <p>2. PD PMIU shifted on June 30th 2016 as secrtary PHED and was earlier selected for 3 week course.</p> <p>Secretary E&LD who is also Chair of SBEP Steering Committee officially proposed to:</p> <p>A) Replace Deptuy PD’s slot with Chief Secretary Sindh</p> <p>B) Adjust 2 personnel against PD PMIU ‘s 3 week course that would include the PD PMIU and also DG M&E at E&LD.</p> <p><u>Action SCDP:</u></p> <p>I. Substitute proposal of adding Chief Secretary Sindh approved by USAID and letter sent for course option selections</p> <p>II. For the 10th officer proposed a request for approval has been sent to USAID.</p>

Nominations and Registration for the Remaining Tier I Officials

Moving further, the pre-departure requirements for the fifth successful nomination i.e Additional Chief Secretary Planning & Development Mr. Muhammad Waseem registered for the one week course “Emerging Leaders” (November 2016) is underway.

For the former Secretary Finance Mr. Sohail Rajput who had intended to attend the “Leadership Decision Making: Optimizing Organizational Performance” (February 2017), the course has been registered. However, with Tier I official currently away for the career promotion 6 months course, his portfolio has been formally handed over to another senior officer working as Secretary Finance Government of Sindh .What does this mean for the Tier I official earlier registered SCDP team will have to receive formal clarity in November 2016 whether the former secretary finance will return to his post after his course or not? Once that is clear the next steps will be taken to process the case formally.

Discussions are underway with two senior most Tier I officials, viz., a) the new Minister Education and Literacy Government of Sindh and b) Chief Secretary Government of Sindh, exploring specific course options for the relevant period, course preferences facilitation and TNA as per protocols of the sub-program component 4.d. The options selected appropriate to SBEP goal and components from HKS calendar up to May 2017 are shared below. .

Course Options- November 2016 to May 2017 for the Remaining Tier I Officials:

1. Leadership Decision Making: Optimizing Organizational Performance (October 23, 2016 - October 28, 2016, February 12, 2017 - February 17, 2017)
2. Driving Government Performance: Leadership Strategies that Produce Results (September 18, 2016 - September 23, 2016, March 19, 2017 - March 24, 2017)
3. Leading Successful Programs: Using Evidence to Assess Effectiveness (April 30, 2017 - May 5, 2017)
4. Global Change Agents: Leading with Commitment, Creativity, and Courage (April 30, 2017 - May 5, 2017)
5. A Cutting Edge of Development Thinking (May 15, 2017 - May 19, 2017)

The SCDP team acknowledges the timely support from Mr. Lila Ram- USAID who has been diligently supporting SCDP and this sub-component to achieve this milestone both in his capacity as COR and R2.

This is an interim compliance report, documenting activities under this sub-component up to September 30, 2016. The effort has been led by the COP SCDP Baela Raza Jamil with great deal of experience in this area and supported most efficiently by Monitoring Officer SCDP Mr. Bilal Soomar.

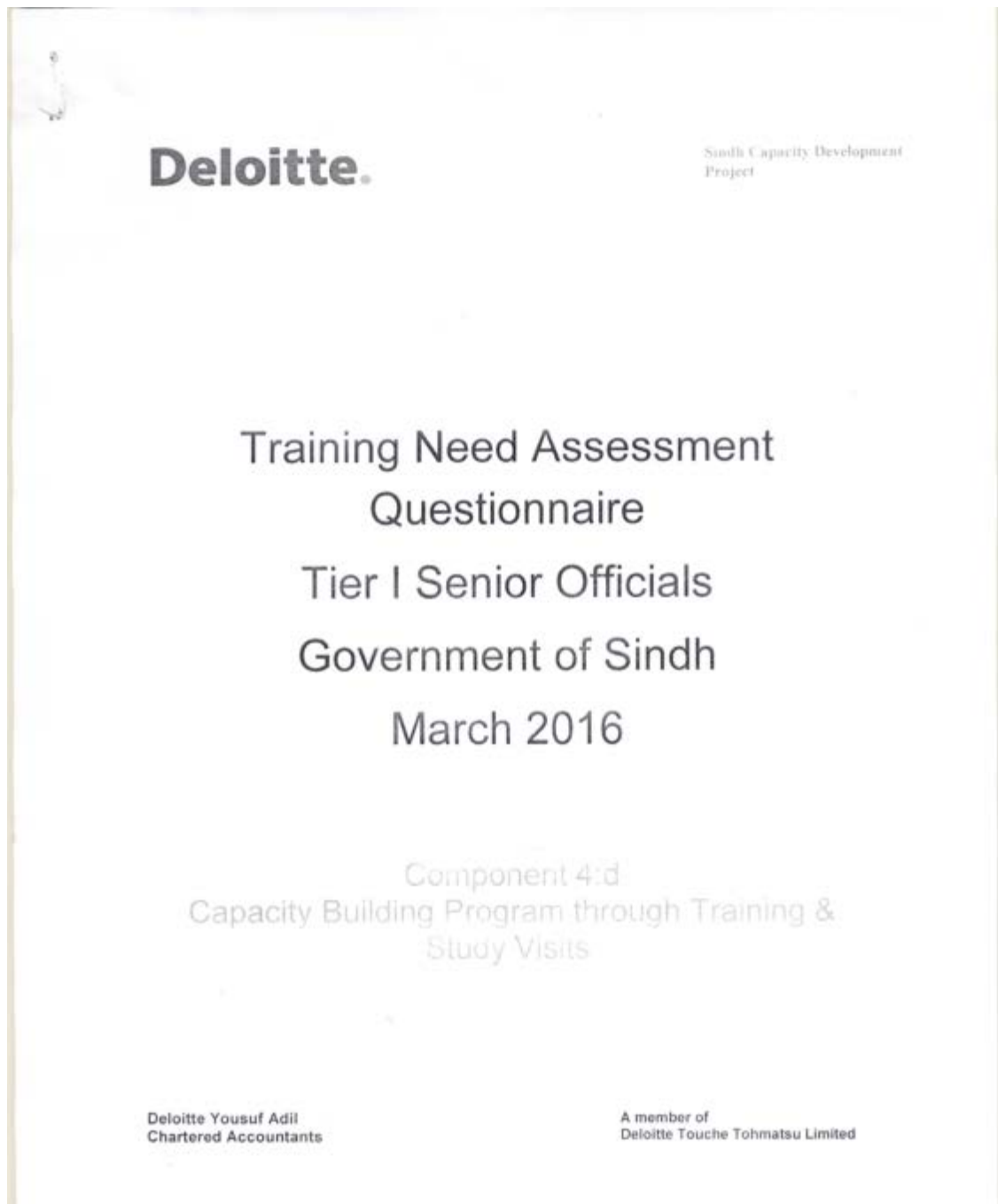
Tier I officials will complete their program by June 2017 and Tiers II and III by September 2017. The external or third party TNA for the latter two tiers will be completed in the coming quarter (Oct-Dec 2016) to facilitate selection/design of program at the regional and provincial level.

Annexures

E. Annexures

Annexure -1: Training Need Assessments

1. Dr. Fouzia Khan



TNA Questionnaire for Tier-I Officials Senior Executives Training Course in USA

I. Personal Information

Name: (First-Middle-Last)	Fouzia Naeem Khan
Current Designation	Head of Curriculum Wing ,E&L.D
Reporting to:	Secretary Education
Date of Appointment/ posting in Current Position:	May, 05 2014
Last Three Posts other than the current one	1. Dean Faculty of Social Sciences, Sindh Madrasatul Islam University 2. Dean Faculty of Management sciences, Sindh Madrasatul Islam University 3. Dean Faculty of Social and Media sciences, SZABIST
Province/ District:	Karachi, Sindh
Official Address:	First floor, Tughlaque house, Sindh Secretariat no 2, Karachi
Official Website of your department / project, if any:	www.sindheducation.gov.pk
Email:	Fozia.khan@sindheducation.gov.pk
Cell No:	03219200520
Land-line No:	021-99213486
Staff Officer's Name:	Muhammad Ali Mangi
Cell Number and email:	0345-6159362

Signature of the Participant



Date: 04 -3- 2016

II. Questions for Professional – Domains

Q-1: Do you have an official Job Description as provided by the Government of Sindh/ Your Department and / Project office?

- Yes
 No

If Yes, please provide a hard copy or an e-link

- Provide guidelines for developing education standards;
- Frame policy on curriculum, assessment, textbooks and learning materials;
- Ensure alignment between education standards, curriculum, assessment, textbooks, and learning material;
- Provide guidelines for periodical review, evaluation and revision of curriculum and instructional material;
- Certify curriculum, textbook and learning material submitted by relevant educational institutions;
- Establish an effective coordination mechanism to promote formal links between institutions for sharing expertise, experience and relevant resources for improving quality of education;
- Design capacity building strategies to strengthen the agencies or institutions under the administrative control of Education and Literacy Department;
- Provide guidelines for research on curriculum, assessment and related elements of quality of education; and
- Advise on the facilities, equipment and instructional materials to support the curriculum implementation.
- Facilitate efficient management and coordination of the delivery of education to ensure scheduled implementation of policies and attend to programs, and adherence to the education laws and regulations.

Q-2. How many people work under you? (tick mark as appropriate)?

- 50,000 +
 10,000 – 49,999
 1000 - 9,999
 500 - 999
 100 - 499
 50 - 99
 10 - 49

Q-3. For how many persons do you fill the Annual Confidential Report (ACR)/Appraisal form?

- 100
- 50
- 30
- 10
- 05
- None

Q-4. Are you engaged in the planning -budgeting cycle of your department?

- Yes
- No

Q-4 (a). If yes, what is the time line of your planning cycle (mark as appropriate):

- Annual
- Bi-annual
- Three Years
- Five years/ MTDf
- Any other

(Use Additional Sheet, if required)

Q-5 : Select three to five key challenges you face in your current position?
(mark in numbers in Priority 1= High; 2= Medium ; 3= Low)

- 1 Human Resource (HRM) (Insufficient/Contractual / Temporary)
- 2 Personnel Administration (Unpunctual/ Inefficient/ Capacity Issues/ Slow Moving/ Exert Undue pressure in Selection/ Posting/ Transfers etc.)
- 1 Financial/ Budgetary Issues- Low funding/ Delay in Release/ Low spending/
- 2 SEMIS / MIS / KPIs / Education Data Analysis
- 3 Monitoring & Evaluation (Timely Update/ Supervision/ Path correction/Assessment)
Unionism/ Associations (Undue Demands/ Interference in Administrations)
Any other (Use additional sheet, if required)

Q- 6 : What are the 3 major areas of institutional/systems reforms that you are most interested in and/or have initiated? (Mark as appropriate)

- Administrative & Personnel Reforms (Separate Cadres/ Bio-metric Attendance etc.)
- 4 Financial/ Budgetary Reforms
- Governance - Accountability & Citizens' Voice

- Teacher Recruitment/ Deployment
- Curriculum & Textbooks Reforms
- Examination & Assessment System
- Promoting Public Private Partnerships in Education
- Any other

Q- 7 : If you have already initiated some reform(s), what has been your role in any one of the reforms thus far; list any 3 key actions/initiatives

Title of the Reform:

Curriculum Reform-Legislation, Dissemination, and Coordination

1. Were you the main proposer of the Reform? Yes No
2. Did you involve Academia, Civil Society, Parliamentarians or formed Mufti-Stakeholder Group at Provincial or district level, for reaching Consensus/ Decision? Yes No
3. Did you proposed legislation or amendment in existing law? Yes No
4. Inter Sectoral cooperation by E&L.D with. Finance Dept. or P&D Dept.? Yes No
5. Prepared and Submitted Summary for approval of CM? Yes No
6. Developed PC-1? Yes No
7. Mobilized Donors/ Development Partners? Yes No
8. Mobilized Corporate Sector for CSR? Yes No
9. Any Other.....

Q- 7 (a) : Of these, what were your main hurdles if any, in achieving them? List 2-3

1. Lack of institutional linkages/ disconnect between allied institutions
2. Very high lead time in processing things across departments
3. Resistance from within the department due to vested interests of other involved parties

Q.8 : Do you consider yourself a “Champion” of reforms?

- Yes
 No.

Q.8 (a) : If yes, how would you describe yourself as a Champion based on your experience thus far? (bullets up to three and or a short response/ description up to 100 words) :

-Taking ownership of initiatives regardless of mandate, I try to play a coordinating role to move projects forward, particularly those that have no explicit custodians. Lack of resources is usually not the most pressing problem, but the lack of impetus to mobilize them which is why most of my efforts are geared towards pushing important items on top of the policy agenda within the department. A lot of times we face major resistance from various circles since my unit's SNE has not been approved, but we aim for an approach that can work with the available resources and align all concerned stakeholders.

Q-9 : Can the citizens/public reach you to share their concerns on education/financing and planning

- Yes
 No

Q-9 (a) : If yes, briefly describe the mechanism that can be clearly verified- (it may be in bullet points/steps or brief description up to 100 words)

The aforementioned areas aren't my mandate, but such issues can be generally raise via Itmi (The Department's complaint management system), which is personally driven by the Education Secretary. In addition, I can be approached via the official email channel for the Curriculum Wing.

Q-10 : Which key documents (provincial/national and global) do you refer to constantly as critical references in your sector- Please tick any 5 to 7 that are most relevant to your job/post.

Sindh Education Sector Plan (SESP) 2014-18	<input checked="" type="checkbox"/>	Sindh Education Profile (SEMIS – RSU) 2014-15	<input checked="" type="checkbox"/>
Sindh Free & Compulsory Education Act 2013	<input checked="" type="checkbox"/>	SBEP Monitoring & Evaluation Plan (Dec. 2015)	
Sindh Basic Education Program 2013-18 (SBEP)		National Education Policy 2009	<input checked="" type="checkbox"/>
Multiple Indicator Cluster Survey (MICS) 2014		Pakistan Economic Survey 2014-15 (Fin. Div.)	
Pakistan Education Statistics (NEMIS-AEPAM)		National Education Assessment Report 2014 (NEAS) and /or SAT Results Report	
National Education Policy 2009 (NEP)	<input checked="" type="checkbox"/>	National Curriculum 2006- 2007	<input checked="" type="checkbox"/>
SDGs /SDG 4 2030 Key Docs. (FFA/Indicators) MDGs -EFA key documents up 2000- 2015	<input checked="" type="checkbox"/>	Pakistan Social & Living Standards Measurement Survey (PSLM) 2013-14	
EFA Global Monitoring Report (GMR) 2000-		Human Dev. Report (HDR – UNDP) 2015	

2015

Q- 11 : What is your definition/description of the “governance challenge” we hear about so frequently in the context of the province/country?

It refers to the disconnect between the citizenry and public institutions, and the resulting lack of impetus for public officials to perform their duties. This disconnect is also prevalent between the department and its allied institutions due to the high power distance and centralization that has been a feature of most public institutions.

Q- 12: Have you gone through the following Reforms and key documents for the education sector? If so, please share a para or two/three sentences on any of the some key reforms below given below:
1. Fully Known; 2. Somewhat Known; 3. Not Known; 4. Reading the first time

Reforms	Level of Understanding (1= highest, 4=Lowest)	Training required	Response
12.1 Sindh Education Sector Plan (SESP) 2014-18	1	Yes/ No	Blueprint for all activities of the department, we consult it to set our annual goals as well
12.2 School Consolidation Policy	3	Yes/ No	Integral part of department plans, but not aware of all of its repercussions.
12.3 SMCs (School Mgt Committee)	1	Yes/ No	Well aware of it as it is an integral part of rules for Free and Compulsory education act
12.4 School Specific budget	2	Yes/ No	
12.5 PPP Act, 2010/ Amendment 2015 & PPP Node	3	Yes/ No	Could use some clarity on how the PPP model can be used more effectively in other areas
12.6 EMOs (Education Management Organizations)	2	Yes/ No	
12.7 Adopt a School Policy of ELD	2	Yes/ No	
12.8 Sindh Right of Children to Free and Compulsory Education Act, 2013	1	Yes/ No	Working on development of business rules for

			it
12.9 ILMI SMS online complaint system	1	yes/ No	

III. Key Areas of Capacity Building

Q- 13 : Would you please respond on following Key Areas of Capacity Building

(Fill out as appropriate in both Right Hand Side columns below):

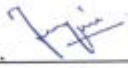
Sr. No.	Key Area of Understanding/Comprehension	Response Yes / No	Priority Level: 1=Hi, 2=Med, 3=Low
1	The context of Reforms in sector and its Governance	yes	2
2	The Policy Development process	Yes	1
3	Policy analysis & Reform	Yes	1
4	Introduction to Strategic Public Management	Yes	2
5	Main-streaming Innovations: From Pilots to Scale-up	Yes	2
6	Preparing & Defending Annual Budgets and PC-Is	Yes	1
7	Developing Partnerships in Education under PPP	Yes	2
8	Building Networks of Capacity for government through partnerships	Yes	1
9	Managing Risk Control Functions of Government	Yes	2
10	Interpersonal Persuasion & Communication Skills	Yes	2
11	Conflict Resolution Techniques	Yes	2
12	Data Understanding/ Management and Presentation skills	Yes	1
13	Any Other		

Q14 (a). What are your expectations about your selected Course at Harvard University and how will this help you in overcoming your Strategic Challenges and achieving your career goals?

What I seek from this course is an approach to project management in public institutions, with specific emphasis on policy analysis, stakeholder alignment, and resource mobilization. I am expecting that this course will be built upon a relevant context for public management in Pakistan, and focus more on practice as opposed to theory.

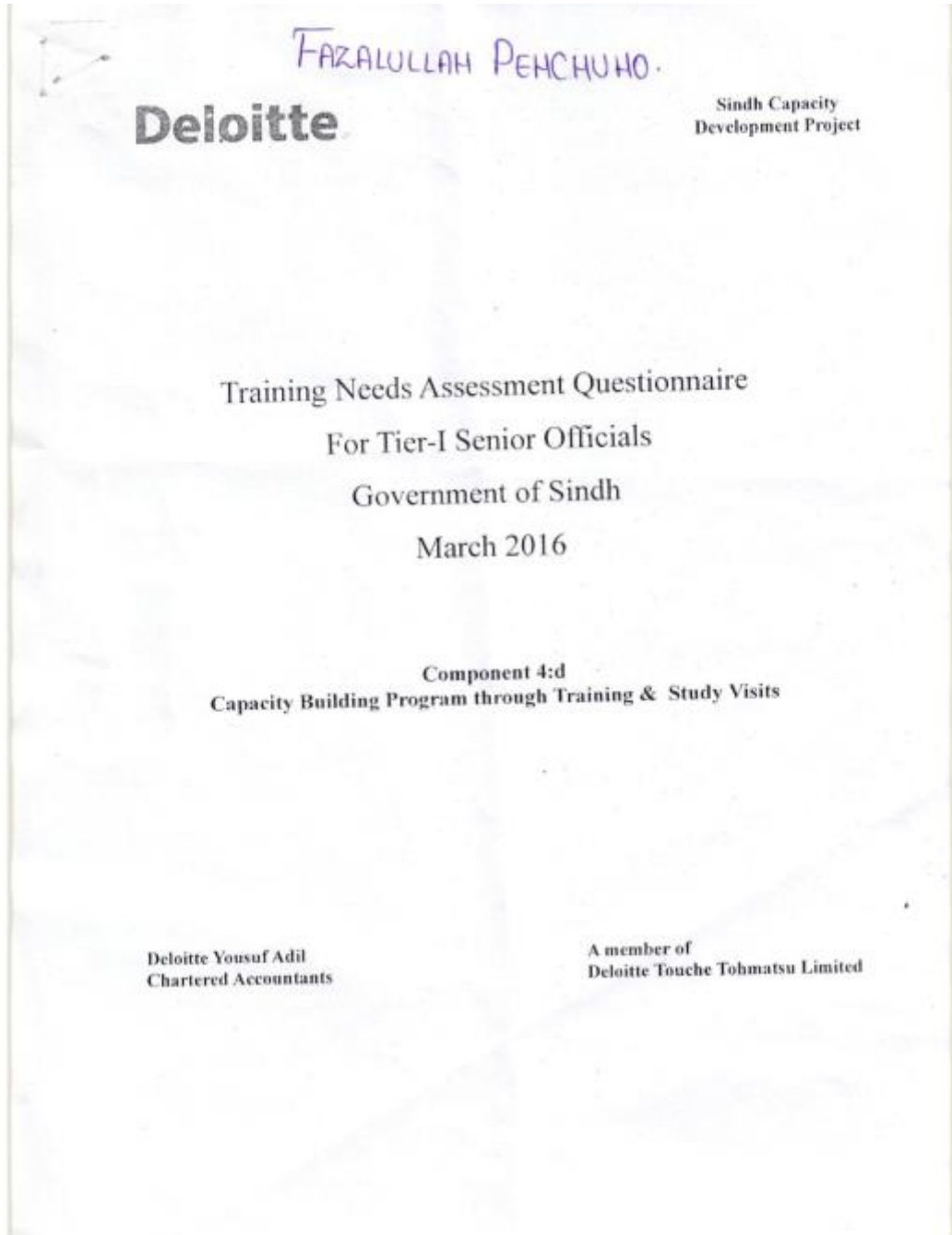
Q 14 (b). On your return, how do you envisage to utilize your learnings from this training? Please list three activities you would like to do?

1. Developing international linkages for curriculum
2. Setting up my team and budget utilization
3. Build robust accountability measures for my programs

Participant's Name: Dr. Fouzia Khan Signature:  Date: 04 -3- 2016

Facilitated by: T. M. Qureshi, TL-ER&P Signature:  Date: 04 -3- 2016

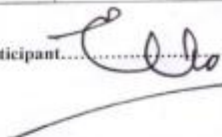
8. Dr Fazlullah Pechuho



TNA Questionnaire for Tier-I Officials Senior Executives Training Course in USA

I. Personal Information

Name: (First-Middle-Last)	FAZLULLAH PECHUHO
Current Designation	SECRETARY EDUCATION
Reporting to:	CHIEF SECRETARY - GOVT. OF SINDH
Date of Appointment/ posting in Current Position:	DECEMBER 2012
Last Three Posts other than the current one	1. CFO - Civil Aviation Authority 2. SECRETARY - FINANCE DEPARTMENT 3. SECRETARY - WORKS & SERVICES
Province/ District:	KARACHI - SINDH
Official Address:	1 st FLOOR, SINDH SECRETARIAT No. 2, KARACHI - SINDH
Official Website of your department / project, if any:	www.sindheducation.gov.pk
Email:	acs.edu@sindheducation.gov.pk
Cell No:	0321-2081525
Land-line No:	021-99211225
Staff Officer's Name:	MUHAMMAD SHABIR
Cell Number and email:	0333-2355613/mshabbir@yaho.com

Signature of the Participant.....

Date: -3-2016

II. Questions for Professional – Domains

Q-1: Do you have an official Job Description as provided by the Government of Sindh/ Your Department and / Project office?

- Yes
 No

If Yes, please provide a hard copy or an e-link

Q-2: How many people work under you? (tick mark as appropriate)?

- 50,000 +
 10,000 – 49,999
 1000 - 9,999
 500 - 999
 100 - 499
 50 - 99
 10 - 49

Q-3: For how many persons do you fill the Annual Confidential Report (ACR)/Appraisal form?

- 100⁺⁺ (BPS 19-20, Field Staff)
 50
 30
 10
 05
 None

Q-4: Are you engaged in the planning -budgeting cycle of your department?

- Yes
 No

Q-4 (a). If yes, what is the time line of your planning cycle (mark as appropriate):

- Annual
 Bi-annual
 Three Years
 Five years/ MTDF
 Any other

(Use Additional Sheet, if required)

7. Mobilized Donors/ Development Partners? Yes No
8. Mobilized Corporate Sector for CSR? Yes No
9. Any Other.....

Q- 7 (a) : Of these, what were your main hurdles if any, in achieving them? List any 2

- Delays in Decision-making at different levels
- Red- Tapeism in offices
- Capacity issues of support team/ staff
- Non-availability of required Budget
- Delays in release of Funds.

Q.8 : Do you consider yourself a "Champion" of reforms?

- Yes
- No.

Q.8 (a) : If yes, how would you describe yourself as a Champion based on your experience thus far? (bullets up to three and or a short response/ description up to 100 words):

- Initiated Bio-metric System of Attendance of Teaching/ Non-Teaching Staff
- Proposed/ Supported Merit-based Selection of Teachers in Transparent manner
- Started Curricular Review/ Textbooks Reforms
- Advocated Assessment/ Exam. Reforms
- Encouraged use of ICTs in Teaching- Learning Process
- Setting up M&E Directorate for School-based Monitoring System
- Improving Sindh Education Management Information System (SEMIS)
- Supporting PPPs in Education e.g. Adapt a School Program and EMOs
- Any other _____

Q-9 : Can the citizens/public reach you to share their concerns on education/financing and planning

- Yes
- No

Q- 9 (a) : If yes, briefly describe the mechanism that can be clearly verified- (it may be in bullet points/steps or brief description up to 100 words)

- Online Complaint System via e-mail on ELD Website
- Introducing Complaint System through SMS
- Allocating some hours for Public Grievances Hearing

Q- 10 : Which key documents (provincial/national and global) do you refer to, constantly as critical references in your sector- Please tick any 5 to 7 that are most relevant to your job/post.

Sindh Education Sector Plan (SESP) 2014-18	<input checked="" type="checkbox"/>	Sindh Education Profile (SEMIS- RSU) 2014-15	<input checked="" type="checkbox"/>
Sindh Free & Compulsory Education Act 2013	<input checked="" type="checkbox"/>	SBEP Monitoring & Evaluation Plan (Dec. 2015	<input checked="" type="checkbox"/>
Sindh Basic Education Program 2013-18 (SBEP)	<input checked="" type="checkbox"/>	National Education Policy (NEP) 2009	<input checked="" type="checkbox"/>
Multiple Indicator Cluster Survey (MICS) 2014	<input type="checkbox"/>	Pakistan Economic Survey 2014-15 (Fin. Div.)	<input type="checkbox"/>
Pakistan Education Statistics 2014-15 (NEMIS) Academy of Educational Planning & Management	<input type="checkbox"/>	National Education Assessment Report 2014 (NEAS) and /or SAT Results Report	<input type="checkbox"/>
National Curriculum 2006- 2007	<input type="checkbox"/>	South Asia Human Development Report	<input type="checkbox"/>
SDGs /SDG 4 2030 Key Docs. (FFA/Indicators) MDGs -EFA key documents up 2000- 2015	<input checked="" type="checkbox"/>	Pakistan Social & Living Standards Measurement Survey (PSLM) 2013-14	<input checked="" type="checkbox"/>
EFA Global Monitoring Report (GMR) 2000-2015	<input type="checkbox"/>	Human Dev. Report (HDR – UNDP) 2015	<input type="checkbox"/>

Q- 11 : What is your definition/description of the “governance challenge” we hear about so frequently in the context of the province/country? Please tick any two of following:

- Governance processes are often more difficult to find.
- It is not clear that what are the governance Processes and Structures within the Department or organization.
- Normally, it is ambiguous that who is accountable for the key risks or unsuccessful policies.
- Governance Processes and structures seldom support the other governance building blocks.
- Performance Management is not sufficiently embedded in the governance.
- Lack of accountability owing to political or bureaucratic pressure or favoritism.
- Rampant Financial Corruption.
- Any other.....

Q- 12: Have you gone through the following Reforms and key documents for the education sector? If so, please share a para or two/three sentences on any of the some key reforms below given below:
1. Fully Known; 2. Somewhat Known; 3. Not Known; 4. Reading the first time

Reforms	Level of Understanding (1= highest, 4=Lowest)	Training required	Response
12.1 Sindh Education Sector Plan (SESP) 2014-18	1	Yes/ No	
12.2 School Consolidation Policy	2	Yes/ No	
12.3 SMCs (School Mgt Committee)	2	Yes/ No	
12.4 School Specific budget	2	Yes/ No	
12.5 PPP Act, 2010/ Amendment 2015 & PPP Node	2	Yes/ No	
12.6 EMOs (Education Management Organizations)	1	Yes/ No	
12.7 Adopt a School Policy of ELD	2	Yes/ No	
12.8 Sindh Right of Children to Free and Compulsory Education Act, 2013	1	Yes/ No	
12.9 ILMI SMS online complaint system	1	yes/ No	

III. Key Areas of Capacity Building

Q- 13 : Would you please respond on following Key Areas of Capacity Building
(Fill out as appropriate in both Right Hand Side columns below):

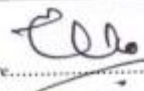
Sr. No.	Key Area of Understanding/Comprehension	Response Yes/ No	Priority Level: 1=Hi, 2=Med, 3=Low
1	The context of Reforms in sector and its Governance	Yes	1
2	The Policy Development process	Yes	2
3	Policy analysis & Reform	Yes	2
4	Introduction to Strategic Public Management	Yes	1
5	Main-streaming Innovations: From Pilots to Scale-up	Yes	1
6	Preparing & Defending Annual Budgets and PC-Is	Yes	1
7	Developing Partnerships in Education under PPP	Yes	1
8	Building Networks of Capacity for government through partnerships	Yes	2
9	Managing Risk Control Functions of Government	Yes	2
10	Interpersonal Persuasion & Communication Skills	Yes	3
11	Conflict Resolution Techniques	Yes	2
12	Data Understanding/ Management and Presentation skills	Yes	2
13	Any Other		

Q14 (a). What are your expectations about your selected Course at Harvard University and how will this help you in overcoming your Strategic Challenges and achieving your career goals?

This course will help me visualize reform introduction through a very holistic framework, whereby effective policies can be implemented in a timely manner with the most effective use of resources and partnerships.

Q 14 (b). On your return, how do you envisage to utilize your learnings from this training? Please list three activities you would like to do?

- Improving governance initiative*
- Building a stronger network of partnerships for reform introduction*
- Effective transacting of department vision to accomplish*

Participant's Name: _____ Signature:  Date: -3- 2016

Facilitated by: T. M. Qureshi TL-ER&P Signature:  Date: -3- 2016

9. Mr Rehan Iqbal Baloch

Deloitte.

Sindh Capacity
Development Project

Training Need Assessment
Questionnaire
Tier I Senior Officials
Government of Sindh
March 2016

Component 4:d
Capacity Building Program through Training &
Study Visits

Deloitte Yousuf Adil
Chartered Accountants

A member of
Deloitte Touche Tohmatsu Limited

TNA Questionnaire for Tier-I Officials Senior Executives Training Course in USA

I. Personal Information

Name: (First-Middle-Last)	Rehan Iqbal Baloch
Current Designation	Additional Secretary-Planning, Development, and Finance Education & Literacy Department
Reporting to:	Secretary Education- Education & Literacy Department
Date of Appointment/ posting in Current Position:	December 2012
Last Three Posts other than the current one	1. Director Enforcement SPPRA 2. Director Archives, Sindh 3. Executive District Officer (Revenue), Badin
Province/ District:	Karachi, Sindh
Official Address:	3 rd Floor, Sindh Secretariat Building No. 3, Old KDA Building, Karachi
Official Website of your department / project, if any:	www.sindheducation.gov.pk
Email:	ribaloch@gmail.com
Cell No:	03212674619
Land-line No:	021-99211180
Staff Officer's Name:	Saleem Afsar
Cell Number and email:	0333-2680723/ saleemafsar@gmail.com

Signature of the Participant



Date:

18th March 2016

II. Questions for Professional – Domains

Q-1: Do you have an official Job Description as provided by the Government of Sindh/ Your Department and / Project office?

- Yes
- No

If Yes, please provide a hard copy or an e-link

Q-2. How many people work under you? (tick mark as appropriate)?

- 50,000 +
- 10,000 – 49,999
- 1000 - 9,999
- 500 - 999
- 100 - 499
- 50 - 99
- 10 - 49

Q-3. For how many persons do you fill the Annual Confidential Report (ACR)/Appraisal form?

- 100
- 50
- 30
- 10
- 05
- None

Q-4. Are you engaged in the planning -budgeting cycle of your department?

- Yes
- No

Q-4 (a). If yes, what is the time line of your planning cycle (mark as appropriate):

- Annual
- Bi-annual
- Three Years
- Five years/ MTDf
- Any other

(Use Additional Sheet, if required)

**Q-5 : Select three to five key challenges you face in your current position?
(mark in numbers in Priority 1= High; 2= Medium ; 3= Low)**

- Human Resource (HRM) (Insufficient/Contractual / Temporary) 1**
- Personnel Administration (Unpunctual/ Inefficient/ Capacity Issues/ Slow Moving/ Exert Undue pressure in Selection/ Posting/ Transfers etc.) 1**
- Financial/ Budgetary Issues- Low funding/ Delay in Release/ Low spending/ 2**
- SEMIS / MIS / KPIs / Education Data Analysis**
- Monitoring & Evaluation (Timely Update/ Supervision/ Path correction/Assessment)**
- Unionism/ Associations (Undue Demands/ Interference in Administrations)**
- Any other (Use additional sheet, if required) Multitasking 2**

Q-6 : What are the 3 major areas of institutional/systems reforms that you are most interested in and/or have initiated? (Mark as appropriate)

- Administrative & Personnel Reforms (Separate Cadres/ Bio-metric Attendance etc.)**
- Financial/ Budgetary Reforms**
- Governance - Accountability & Citizens' Voice**
- Teacher Recruitment/ Deployment**
- Curriculum & Textbooks Reforms**
- Examination & Assessment System**
- Promoting Public Private Partnerships in Education**

Any other

Q-7 : If you have already initiated some reform(s), what has been your role in any one of the reforms thus far; list any 3 key actions/initiatives

Title of the Reform:

Teacher Recruitment, Public Private Partnership, School Infrastructure development

1. Were you the main proposer of the Reform? Yes No
2. Did you involve Academia, Civil Society, Parliamentarians or formed Multi-Stakeholder Group at Provincial or district level, for reaching Consensus/ Decision? Yes No
3. Did you proposed legislation or amendment in existing law? Yes No
4. Inter Sectoral cooperation by E&LD with. Finance Dept. or P&D Dept.? Yes No

5. Prepared and Submitted Summary for approval of CM? Yes No
6. Developed PC-1? Yes No
7. Mobilized Donors/ Development Partners? Yes No
8. Mobilized Corporate Sector for CSR? Yes No
9. Any Other.....

Q-7 (a) : Of these, what were your main hurdles if any, in achieving them? List 2-3

1. _____
2. _____

Q.8 : Do you consider yourself a "Champion" of reforms?

- Yes
 No.

Q.8 (a) : If yes, how would you describe yourself as a Champion based on your experience thus far? (bullets up to three and or a short response/ description up to 100 words) :

Q-9 : Can the citizens/public reach you to share their concerns on education/financing and planning

- Yes
 No

Q-9 (a) : If yes, briefly describe the mechanism that can be clearly verified- (it may be in bullet points/steps or brief description up to 100 words)

A part of my job description is overseeing the grievance redressal mechanism for the Education & Literacy Department. This entails my involvement in addressing various complains everyday whereby I handle over a 100 cases on a daily basis. People mostly reach me at my office, where me and staff facilitate them to the best of our abilities. The nature of complaints brought to me are very broad, but I am usually approached in cases where grievances have not been addressed at lower tiers of management or at secretariat level.

Q-10 : Which key documents (provincial/national and global) do you refer to constantly as critical references in your sector- Please tick any 5 to 7 that are most relevant to your job/post.

Sindh Education Sector Plan (SESP) 2014-18	<input checked="" type="checkbox"/>	Sindh Education Profile (SEMIS – RSU) 2014-15
Sindh Free & Compulsory Education Act 2013	<input checked="" type="checkbox"/>	SBEP Monitoring & Evaluation Plan (Dec. 2015
Sindh Basic Education Program 2013-18 (SBEP)	<input checked="" type="checkbox"/>	National Education Policy 2009

Multiple Indicator Cluster Survey (MICS) 2014	Pakistan Economic Survey 2014-15 (Fin. Div.)	✓
Pakistan Education Statistics (NEMIS-AEPAM)	National Education Assessment Report 2014 (NEAS) and /or SAT Results Report	✓
National Education Policy 2009 (NEP)	✓ National Curriculum 2006- 2007	
SDGs /SDG 4 2030 Key Docs. (FFA/Indicators) MDGs -EFA key documents up 2000- 2015	✓ Pakistan Social & Living Standards Measurement Survey (PSLM) 2013-14	
EFA Global Monitoring Report (GMR) 2000-2015	Human Dev. Report (HDR – UNDP) 2015	

Q- 11 : What is your definition/description of the “governance challenge” we hear about so frequently in the context of the province/country?

The Governance challenge in public institutions is mainly influenced by the type of public servants leading the respective departments. Capable and committed officers drive a culture of good governance in their teams, which is also contingent on the capacity and willingness of staff at all tiers. In an environment which is very people-driven, governance is directly impacted by those at the helm of affairs and their respective teams.

Q- 12: Have you gone through the following Reforms and key documents for the education sector? If so, please share a para or two/three sentences on any of the some key reforms below given below:

1. Fully Known; 2. Somewhat Known; 3. Not Known; 4. Reading the first time

Reforms	Level of Understanding (1= highest, 4=Lowest)	Training required	Response
12.1 Sindh Education Sector Plan (SESP) 2014-18	2	Yes/ No	It is the guide for all department initiatives related to reforms
12.2 School Consolidation Policy	1	Yes/ No	Leads to better governance
12.3 SMCs (School Mgt Committee)	2	Yes/ No	Paves way for involvement of communities in improving schools
12.4 School Specific budget	1	Yes/ No	Allows for improvement in school infrastructure
12.5 PPP Act, 2010/ Amendment 2015 & PPP Node	1	Yes/ No	Allows for innovative approach to deal with complex problems
12.6 EMOs (Education Management Organizations)	1	Yes/ No	It will help drive better enrolment figures
12.7 Adopt a School Policy of ELD	2	Yes/ No	Expands school ownership to various stakeholders
12.8 Sindh Right of Children to Free and Compulsory Education Act, 2013	1	Yes/ No	Provides impetus for improving enrolment
12.9 ILMI SMS online complaint system	1	yes/ No	Improves transparency in department services

Key Areas of Capacity Building

Q-13 : Would you please respond on following Key Areas of Capacity Building
(Fill out as appropriate in both Right Hand Side columns below):

Sr. No.	Key Area of Understanding/Comprehension	Response Yes/ No	Priority Level: 1=High, 2=Med, 3=Low
1	The context of Reforms in sector and its Governance	Yes	2
2	The Policy Development process	Yes	2
3	Policy analysis & Reform	Yes	2
4	Introduction to Strategic Public Management	Yes	2
5	Main-streaming Innovations: From Pilots to Scale-up	Yes	3
6	Preparing & Defending Annual Budgets and PC-Is	Yes	1
7	Developing Partnerships in Education under PPP	Yes	2
8	Building Networks of Capacity for government through partnerships	Yes	2
9	Managing Risk Control Functions of Government	Yes	2
10	Interpersonal Persuasion & Communication Skills	Yes	1
11	Conflict Resolution Techniques	Yes	1
12	Data Understanding/ Management and Presentation skills	Yes	1
13	Any Other		

Q14 (a). What are your expectations about your selected Course at Harvard University and how will this help you in overcoming your Strategic Challenges and achieving your career goals?

The experience from this course will be critical as I progress to more senior leadership positions since I will be responsible for driving strategies for my respective institution. I hope to be able to capitalize on the real life case studies to be taught in this program to be able to get a flavor of the various challenges faced at senior management positions, and innovative ways to deal with such challenges. Since I will be accompanied by other senior managers from the department in classes, it will be a unique experience to learn from their contribution in class as they would be able to share very relevant experiences.

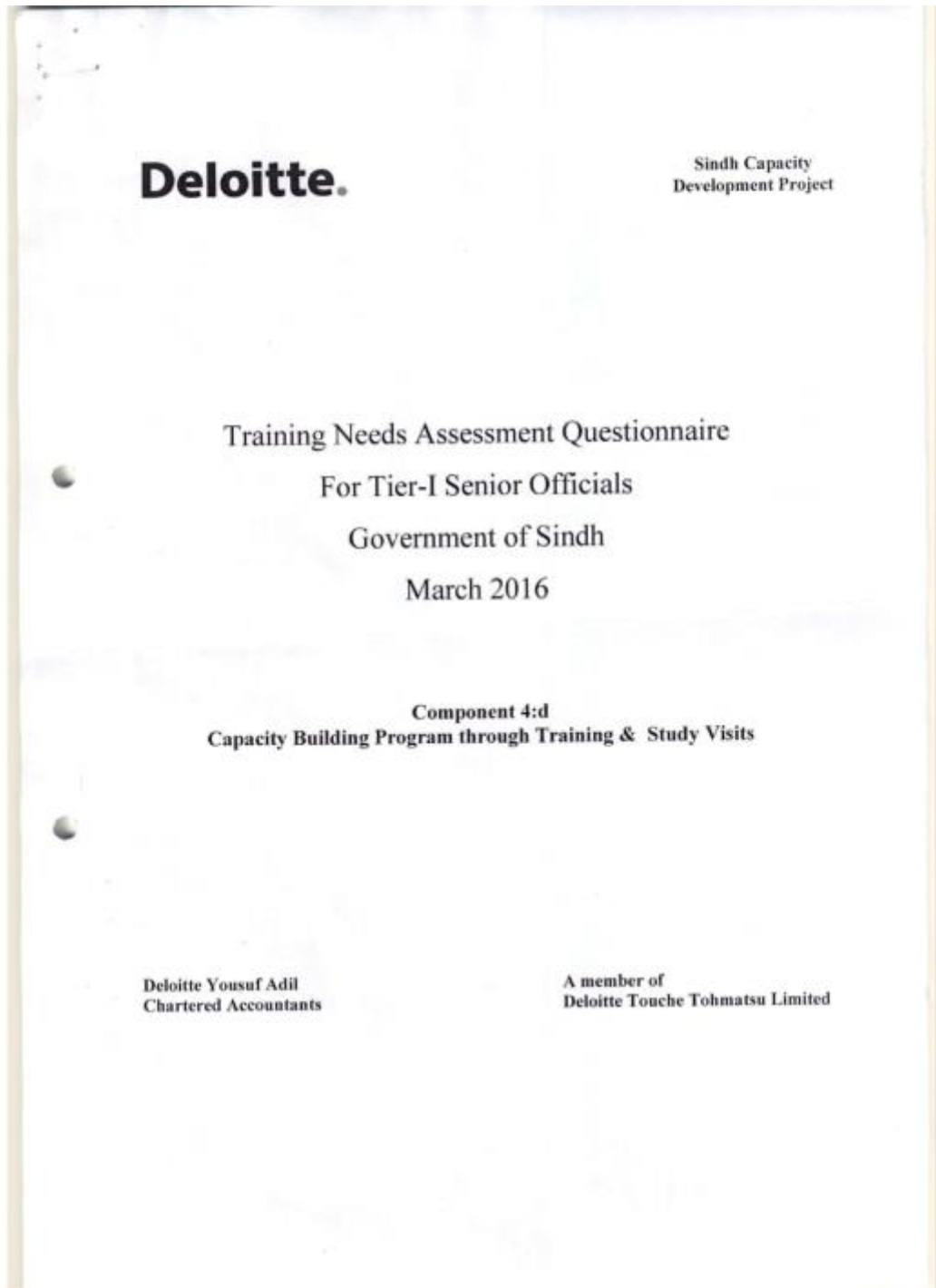
Q 14 (b). On your return, how do you envisage to utilize your learnings from this training? Please list three activities you would like to do?

1. Better Planning at senior management positions
2. Scaling up the public-private partnership program
3. Improved implementation of reforms via research, collaborations, and institutionalization

Participant's Name: Rehan Iqbal Baloch Signature: [Signature] Date: 18-3-2016

Facilitated by: T.M Qureshi TL-ER&P Signature: [Signature] Date: -3-2016

10. Dr Alia Shahid



TNA Questionnaire for Tier-I Officials Senior Executives Training Course in USA

I. Personal Information

Name: (First-Middle-Last)	Alia Shahid
Current Designation	Special Secretary
Reporting to:	Secretary Education and Literacy Department
Date of Appointment/ posting in Current Position:	January 2015
Last Three Posts other than the current one	<ol style="list-style-type: none"> 1. Joint Secretary M/O Kashmir Affairs and Gilgit Baltistan, CoP 2. Deputy Chief of Party, Community Mobilization Project 3. Chief Foreign Aid, Planning & Development Department, GoS
Province/ District:	Sindh
Official Address:	1 st Floor, Tughrq House, Sindh Secretariat Karachi
Official Website of your department / project, if any:	sindheducation.gov.pk
Email:	alia.mshahid@gmail.com
Cell No:	+992 331 8221585
Land-line No:	+92 99211480
Staff Officer's Name:	Abdul Ghaffar
Cell Number and email:	0334 3488984 abdulghaffarmangro@gmail.com

Signature of the Participant.....*Al. Ali*

Date: 15-3-2016

II. Questions for Professional – Domains

Q-1: Do you have an official Job Description as provided by the Government of Sindh/ Your Department and / Project office?

- Yes
 No

If Yes, please provide a hard copy or an e-link

Q-2. How many people work under you? (tick mark as appropriate)?

- 50,000 +
 10,000 – 49,999
 1000 - 9,999
 500 - 999
 100 - 499
 50 - 99
 10 - 49

Q-3. For how many persons do you fill the Annual Confidential Report (ACR)/Appraisal form?

- 100
 50
 30
 10
 05
 None

Q-4. Are you engaged in the planning -budgeting cycle of your department?

- Yes
 No

Q-4 (a). If yes, what is the time line of your planning cycle (mark as appropriate):

- Annual
 Bi-annual
 Three Years

- Five years/ MTDF
- Any other

(Use Additional Sheet, if required)

Q-5 : Select three to five key challenges you face in your current position?
(mark in numbers in Priority 1= High; 2= Medium ; 3= Low)

- Human Resource (HRM) (Insufficient/Contractual / Temporary)
- Personnel Administration (Unpunctual/ Inefficient/ Capacity Issues/ Slow Moving/ Exert Undue pressure in Selection/ Posting/ Transfers etc.)
- Financial/ Budgetary Issues- Low funding/ Delay in Release/ Low spending/
- SEMIS / MIS / KPIs / Education Data Analysis
- Monitoring & Evaluation (Timely Update/ Supervision/ Path correction/Assessment)
- Unionism/ Associations (Undue Demands/ Interference in Administrations)
- Any other (Use additional sheet, if required)

Q- 6 : What are the 3 major areas of institutional/systems reforms that you are most interested in and/or have initiated? (Mark as appropriate)

- Administrative & Personnel Reforms (Separate Cadres/ Bio-metric Attendance etc.)
- Financial/ Budgetary Reforms
- Governance - Accountability & Citizens' Voice
- Teacher Recruitment/ Deployment
- Curriculum & Textbooks Reforms
- Examination & Assessment System
- Promoting Public Private Partnerships in Education
- Any other

Q- 7 : If you have already initiated some reform(s), what has been your role in any one of the reforms thus far; list any 3 key actions/initiatives

Title of the Reform: HUMAN RESOURCE MANAGEMENT TECHNIC STAF

1. Were you the main proposer of the Reform? Yes No
2. Did you involve Academia, Civil Society, Parliamentarians or formed Multi-Stakeholder Group at Provincial or district level, for reaching Consensus/ Decision? Yes No
3. Did you proposed legislation or amendment in existing law? Yes No

4. Inter Sectoral cooperation by E&LD with Finance Dept. or P&D Dept.? Yes No
5. Prepared and Submitted Summary for approval of CM? Yes No
6. Developed PC-1? Yes No
7. Mobilized Donors/ Development Partners? Yes No
8. Mobilized Corporate Sector for CSR? Yes No
9. Any Other..... *Suggested to Education Secretary*

Q-7 (a) : Of these, what were your main hurdles if any, in achieving them? List any 2

- Delays in Decision-making at different levels
- Red- Tapeism in offices
- Capacity issues of support team/ staff
- Non-availability of required Budget
- Delays in release of Funds.

Q.8 : Do you consider yourself a "Champion" of reforms?

- Yes
- No.

Q.8 (a) : If yes, how would you describe yourself as a Champion based on your experience thus far? (bullets up to three and or a short response/ description up to 100 words):

- Initiated Bio-metric System of Attendance of Teaching/ Non-Teaching Staff
- Proposed/ Supported Merit-based Selection of Teachers in Transparent manner
- Started Curricular Review/ Textbooks Reforms
- Advocated Assessment/ Exam. Reforms
- Encouraged use of ICTs in Teaching- Learning Process
- Setting up M&E Directorate for School-based Monitoring System
- Improving Sindh Education Management Information System (SEMIS)
- Supporting PPPs in Education e.g. Adapt a School Program and EMOs
- Any other _____

Q-9 : Can the citizens/public reach you to share their concerns on education/financing and planning

- Yes
- No

Q-9 (a) : If yes, briefly describe the mechanism that can be clearly verified- (it may be in bullet points/steps or brief description up to 100 words)

- Online Complaint System via e-mail on ELD Website
- Introducing Complaint System through SMS
- Allocating some hours for Public Grievances Hearing

Q- 10 : Which key documents (provincial/national and global) do you refer to, constantly as critical references in your sector- Please tick any 5 to 7 that are most relevant to your job/post.

Sindh Education Sector Plan (SESP) 2014-18	Sindh Education Profile (SEMIS- RSU) 2014-15
Sindh Free & Compulsory Education Act 2013	SBEP Monitoring & Evaluation Plan (Dec. 2015)
Sindh Basic Education Program 2013-18 (SBEP)	National Education Policy (NEP) 2009
Multiple Indicator Cluster Survey (MICS) 2014	Pakistan Economic Survey 2014-15 (Fin. Div.)
Pakistan Education Statistics 2014-15 (NEMIS)	National Education Assessment Report 2014 (NEAS) and /or SAT Results Report
Academy of Educational Planning & Management	
National Curriculum 2006- 2007	South Asia Human Development Report
SDGs /SDG 4 2030 Key Docs. (FFA/Indicators)	Pakistan Social & Living Standards
MDGs -EFA key documents up 2000- 2015	Measurement Survey (PSLM) 2013-14
EFA Global Monitoring Report (GMR) 2000-2015	Human Dev. Report (HDR - UNDP) 2015

Q- 11 : What is your definition/description of the "governance challenge" we hear about so frequently in the context of the province/country? Please tick any two of following:

- a) Governance processes are often more difficult to find.
- b) It is not clear that what are the governance Processes and Structures within the Department or organization.
- c) Normally, it is ambiguous that who is accountable for the key risks or unsuccessful policies.
- d) Governance Processes and structures seldom support the other governance building blocks.
- e) Performance Management is not sufficiently embedded in the governance.
- f) Lack of accountability owing to political or bureaucratic pressure or favoritism.
- g) Rampant Financial Corruption.
- h) Any other.....

Q- 12: Have you gone through the following Reforms and key documents for the education sector? If so, please share a para or two/three sentences on any of the some key reforms below given below:
1. Fully Known; 2. Somewhat Known; 3. Not Known; 4. Reading the first time

Reforms	Level of Understanding (1= highest, 4=Lowest)	Training required	Response
12.1 Sindh Education Sector Plan (SESP) 2014-18	2	Yes/ No	Yes
12.2 School Consolidation Policy	2	Yes/ No	No
12.3 SMCs (School Mgt Committee)	2	Yes/ No	Yes
12.4 School Specific budget	3/ 3	Yes/ No	Yes
12.5 PPP Act, 2010/ Amendment 2015 & PPP Node	3	Yes/ No	Yes
12.6 EMOs (Education Management Organizations)	2	Yes/ No	Yes
12.7 Adopt a School Policy of ELD	1	Yes/ No	Yes

12.8 Sindh Right of Children to Free and Compulsory Education Act, 2013	✓	Yes/ No	Yes
12.9 ILMI SMS online complaint system	✓	yes/ No	No

III. Key Areas of Capacity Building

Q- 13 : Would you please respond on following Key Areas of Capacity Building (Fill out as appropriate in both Right Hand Side columns below):

Sr. No.	Key Area of Understanding/Comprehension	Response Yes/ No	Priority Level: 1=Hi, 2=Med, 3=Low
1	The context of Reforms in sector and its Governance	Yes	1
2	The Policy Development process	Yes	2
3	Policy analysis & Reform	Yes	1
4	Introduction to Strategic Public Management	Yes	1
5	Main-streaming Innovations: From Pilots to Scale-up	Yes	2
6	Preparing & Defending Annual Budgets and PC-Is	Yes	2
7	Developing Partnerships in Education under PPP	Yes	2
8	Building Networks of Capacity for government through partnerships	Yes	2
9	Managing Risk Control Functions of Government	Yes	1
10	Interpersonal Persuasion & Communication Skills	Yes	1
11	Conflict Resolution Techniques	Yes	1
12	Data Understanding/ Management and Presentation skills	Yes	1
13	Any Other		

Q14 (a). What are your expectations about your selected Course at Harvard University and how will this help you in overcoming your Strategic Challenges and achieving your career goals?

I would look forward to getting a better understanding of systemic issues of government departments with special emphasis on building team and developing networks for leading to performance based management.

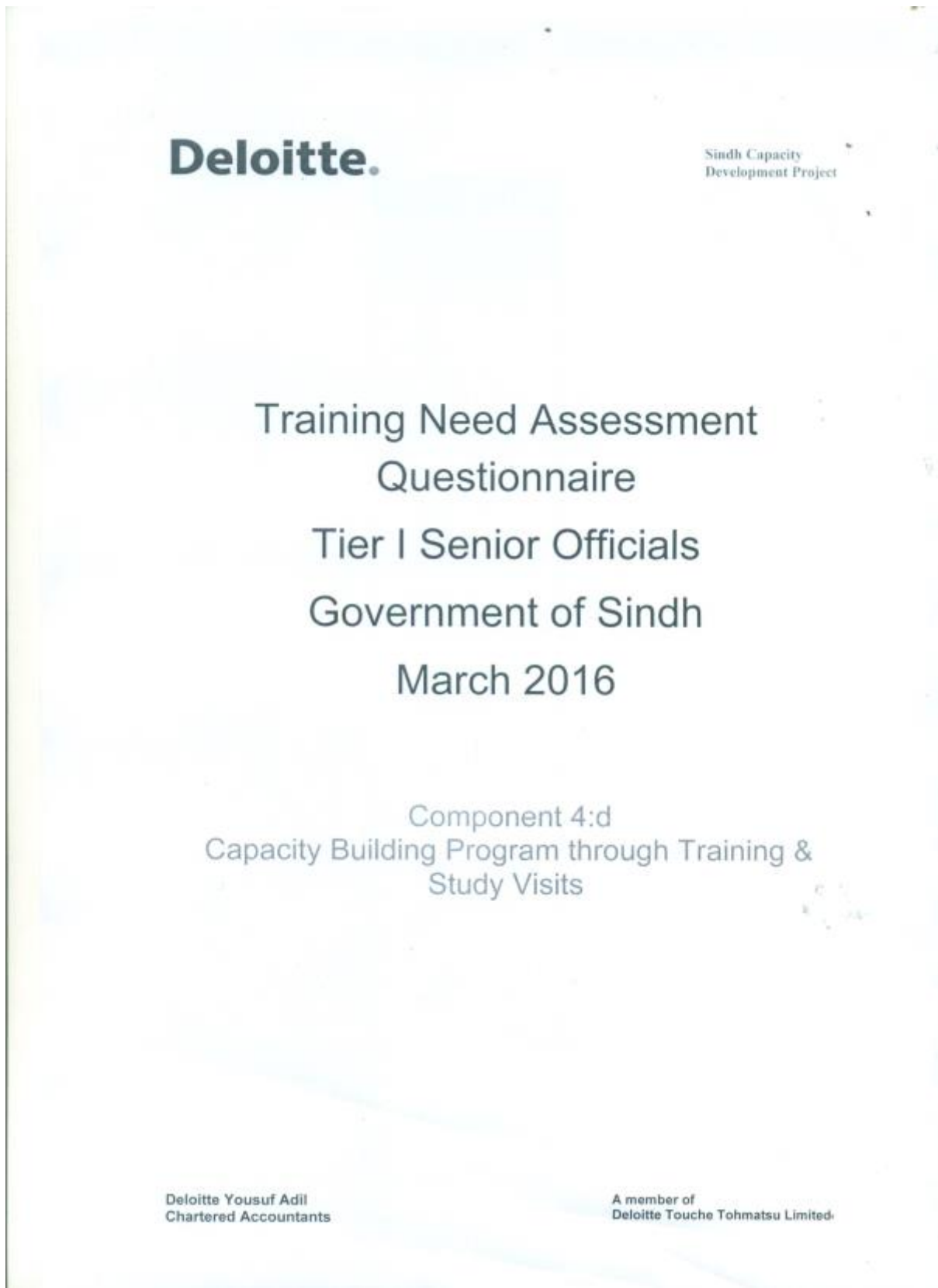
Q 14 (b). On your return, how do you envisage to utilize your learnings from this training? Please list three activities you would like to do?

- Taking stocks and recalibrating HR/ team working with me.*
- Getting better understanding of systemic issues of education dept.*
- Prioritizing major reform areas for factual strategy & implementation*

Participant's Name: Alia Sultana Signature: [Signature] Date: 15-3-2016

Facilitated by: T. M. Qureshi TI-ER&P Signature: [Signature] Date: 15-3-2016

11. Mr. Muhammad Waseem



TNA Questionnaire for Tier-I Officials Senior Executives Training Course in USA

I. Personal Information

Name: (First-Middle-Last)	Muhammad Waseem
Current Designation	Additional Chief Secretary (Development)
Reporting to:	Chief Secretary Sindh
Date of Appointment/ posting in Current Position:	23 July, 1988 / February 22, 2016
Last Three Posts other than the current one	I. Senior Member & Relief Commissioner, Board of Revenue, Government of Sindh. II. Additional Chief Secretary (Development), Planning & Development Department, Government of Sindh. III. Additional Chief Secretary (General Administration), Services, General Administration & Coordination Department, Government of Sindh.
Province/ District:	Sindh / Karachi
Official Address:	Room No. 319-C, 2 nd Floor, Tughlaq House, Sindh Secretariat No. 2, Shahr-e-Kamal Attaturk Road, Karachi.
Official Website of your department / project, if any:	www.sindhpsd.gov.pk
Email:	Waseem_5557@yahoo.com
Cell No:	03002199881
Land-line No:	021-99211405, 99211921
Staff Officer's Name:	Muhammad Asghar Memon
Cell Number and email:	03002474225, asgharmemon1969@gmail.com

Signature of the Participant..... 

Date: 29-7-2016

IV. Questions for Professional – Domains

Q-1: Do you have an official Job Description as provided by the Government of Sindh/ Your Department and / Project office?

- Yes
 No

If Yes, please provide a hard copy or an e-link

Q-2. How many people work under you? (tick mark as appropriate)?

- 50,000 +
 10,000 – 49,999
 1000 - 9,999
 500 - 999
 100 - 499
 50 - 99
 10 - 49

Q-3. For how many persons do you fill the Annual Confidential Report (ACR)/Appraisal form?

- 100
 50
 30
 10
 05
 None

Q-4. Are you engaged in the planning -budgeting cycle of your department?

- Yes
 No

Q-4 (a). If yes, what is the time line of your planning cycle (mark as appropriate):

- Annual
 Bi-annual
 Three Years
 Five years/ MTDF
 Any other

(Use Additional Sheet, if required)

Q-5 : Select three to five key challenges you face in your current position?
(mark in numbers in Priority 1= High; 2= Medium ; 3= Low)

- 2 ✓ Human Resource (HRM) (Insufficient/Contractual / Temporary)
- 2 ✓ Personnel Administration (Unpunctual/ Inefficient/ Capacity Issues/ Slow Moving/ Exert Undue pressure in Selection/ Posting/ Transfers etc.)
- 2 ✓ Financial/ Budgetary Issues- Low funding/ Delay in Release/ Low spending/
- 1 ✓ SEMIS / MIS / KPIs / Education Data Analysis
- 1 ✓ Monitoring & Evaluation (Timely Update/ Supervision/ Path correction/Assessment)
- Unionism/ Associations (Undue Demands/ Interference in Administrations)
- Any other (Use additional sheet, if required)

Q- 6 : What are the 3 major areas of institutional/systems reforms that you are most interested in and/or have initiated? (Mark as appropriate)

- Administrative & Personnel Reforms (Separate Cadres/ Bio-metric Attendance etc.)
- Financial/ Budgetary Reforms
- ✓ Governance - Accountability & Citizens' Voice
- Teacher Recruitment/ Deployment
- ✓ Curriculum & Textbooks Reforms
- Examination & Assessment System
- ✓ Promoting Public Private Partnerships in Education
- Any other

Q- 7 : If you have already initiated some reform(s), what has been your role in any one of the reforms thus far; list any 3 key actions/initiatives

Title of the Reform: Formation of realistic Annual Development Plan. Led the province in successful negotiation with development partners.

1. Were you the main proposer of the Reform? Yes ✓ No
2. Did you involve Academia, Civil Society, Parliamentarians or formed Multi-Stakeholder Group at Provincial or district level, for reaching Consensus/ Decision? Yes ✓ No
3. Did you proposed legislation or amendment in existing law? Yes ✓ No
4. Inter Sectoral cooperation by E&LD with. Finance Dept. or P&D Dept.? Yes ✓ No
5. Prepared and Submitted Summary for approval of CM? Yes ✓ No

6. Developed PC-1? Yes No
7. Mobilized Donors/ Development Partners? Yes No
8. Mobilized Corporate Sector for CSR? Yes No
9. Any Other.....

Q- 7 (a) : Of these, what were your main hurdles if any, in achieving them? List 2-3

1. Resource Constraints - Finances
2. Excessive demands of schemes from Parliamentarians
3. Incapacity of Executing Agencies

Q.8 : Do you consider yourself a “Champion” of reforms?

- Yes
- No.

Q.8 (a) : If yes, how would you describe yourself as a Champion based on your experience thus far? (bullets up to three and or a short response/ description up to 100 words) :

My vast experience in public sector coupled with my economics & finance background in academics

provided me an opportunity to evaluate the development requirements of the province vis a vis availability of funds to provide a realistic, achievable, people centric and sustained development plan. Efforts were carried to steer the provincial development department on trajectory of objective development rather than incremental development. Projects were more focused and clear objectives were set to achieve in desired time frame. Very first time throw-forward was decreased and hundreds of schemes were completed through better policy framework.

Q-9 : Can the citizens/public reach you to share their concerns on education/financing and planning

- Yes
- No

Q- 9 (a) : If yes, briefly describe the mechanism that can be clearly verified- (it may be in bullet points/steps or brief description up to 100 words)

Public involvement in various development projects through either steering committees or their participation through NGOs has been very beneficial in building consensus and having diversified opinions. This provided a platform to understand how public service projects are perceived by common people and how their valuable inputs can be systematically incorporated to reform development activities and align those for their betterment.

Q- 10 : Which key documents (provincial/national and global) do you refer to constantly as critical references in your sector- Please tick any 5 to 7 that are most relevant to your job/post.

Sindh Education Sector Plan (SESP) 2014-18	<input checked="" type="checkbox"/>	Sindh Education Profile (SEMIS – RSU) 2014-15	<input checked="" type="checkbox"/>
Sindh Free & Compulsory Education Act 2013		SBEP Monitoring & Evaluation Plan (Dec. 2015)	
Sindh Basic Education Program 2013-18 (SBEP)	<input checked="" type="checkbox"/>	National Education Policy 2009	
Multiple Indicator Cluster Survey (MICS) 2014	<input checked="" type="checkbox"/>	Pakistan Economic Survey 2014-15 (Fin. Div.)	<input checked="" type="checkbox"/>
Pakistan Education Statistics (NEMIS-AEPAM)		National Education Assessment Report 2014 (NEAS) and /or SAT Results Report	

National Education Policy 2009 (NEP)		National Curriculum 2006- 2007
SDGs /SDG 4 2030 Key Docs. (FFA/Indicators) MDGs -EFA key documents up 2000- 2015	✓	Pakistan Social & Living Standards Measurement Survey (PSLM) 2013-14
EFA Global Monitoring Report (GMR) 2000-2015		Human Dev. Report (HDR – UNDP) 2015

Q- 11 : What is your definition/description of the “governance challenge” we hear about so frequently in the context of the province/country?

In my province the major governance challenge is the incapacity of executing agencies to perform their role and responsibility as laid down in Rules of Business. Their incapacity has led the province to the level of compromised infrastructure and substandard service delivery in almost all sectors. This fact can easily be recognized from the poor utilization of resources by almost all the departments of Government which resulted into lapse of billions of rupees during last financial year. The incapacity to use the meager resources coupled with poor quality of service delivery has put the province at the bottom on all fronts as indicated by various indicators identified in research reports. There is a dire need to understand reforms in the first instance and then translate these reforms to improve the governance.

Q- 12: Have you gone through the following Reforms and key documents for the education sector? If so, please share a para or two/three sentences on any of the some key reforms below given below:

1. Fully Known; 2. Somewhat Known; 3. Not Known; 4. Reading the first time

Reforms	Level of Understanding (1= highest, 4=Lowest)	Training required	Response
12.1 Sindh Education Sector Plan (SESP) 2014-18	1	Yes/ No ✓	Implementation of plan will bring positive changes in Education System
12.2 School Consolidation Policy	1	Yes/ No ✓	Need to the day
12.3 SMCs (School Mgt Committee)	2	Yes/ No ✓	
12.4 School Specific budget	2	Yes/ No ✓	
12.5 PPP Act, 2010/ Amendment 2015 & PPP Node	1	Yes/ No ✓	Involvement of Private Sector for reforms
12.6 EMOs (Education Management Organizations)	2	Yes/ No ✓	
12.7 Adopt a School Policy of ELD	2	Yes/ No ✓	
12.8 Sindh Right of Children to Free and Compulsory Education Act, 2013	2	Yes/ No ✓	
12.9 ILMI SMS online complaint system	2	yes/ No ✓	

v. **Key Areas of Capacity Building**

Q- 13 : Would you please respond on following Key Areas of Capacity Building
(Fill out as appropriate in both Right Hand Side columns below):

Sr. No.	Key Area of Understanding/Comprehension	Response Yes / No	Priority Level: 1=Hi, 2=Med, 3=Low
1	The context of Reforms in sector and its Governance	Yes	1
2	The Policy Development process	Yes	2
3	Policy analysis & Reform	Yes	1
4	Introduction to Strategic Public Management	Yes	1
5	Main-streaming Innovations: From Pilots to Scale-up	Yes	3
6	Preparing & Defending Annual Budgets and PC-Is	Yes	2
7	Developing Partnerships in Education under PPP	Yes	3
8	Building Networks of Capacity for government through partnerships	Yes	3
9	Managing Risk Control Functions of Government	No	
10	Interpersonal Persuasion & Communication Skills	No	
11	Conflict Resolution Techniques	Yes	3
12	Data Understanding/ Management and Presentation skills	Yes	3
13	Any Other	Yes	

Q14 (a). What are your expectations about your selected Course at Harvard University and how will this help you in overcoming your Strategic Challenges and achieving your career goals?

The Emerging Leaders program will introduce me with the international best practices of leadership as leadership qualities are critically important to bring positive changes in my organization. It will enable to act in time, mobilize knowledge for social change and harness the power of social media and internet. It will build awareness in key policy areas affecting the growth of my Province. It will enable me to achieve my career goals which is to serve my people by providing them all the necessities of life.

Q 14 (b). On your return, how do you envisage to utilize your learnings from this training? Please list three activities you would like to do?

1. Implement what I have learned in the training program
2. Share my training experience with my colleagues, co-workers and other professionals in my field
3. Participate from time-to-time in relevant professional seminars, workshops and conferences to further my knowledge

Participant's Name: **Muhammad Waseem** Signature..... Date: 29-7-2016

Facilitated by: **T.M Qureshi TL-ER&P** Signature..... Date: 27-7-2016

Annexure – 2: Courses

1. Global Change Agents; Leading with Commitment, Creativity and Courage (May 15-20, 2016):

Global Change Agents: Leading with Commitment, Creativity, and Courage program addresses how to:

- Strategically intervene in a system to get attention and mobilize resources
- Determine key adaptive challenges the team, organization, or community faces
- Diagnose the psychological, emotional, and behavioural demands of a specific change
- Manage defensive routines, resistance, and work avoidance dynamics
- Orchestrate creative problem solving
- Use personal and formal power wisely and responsibly to attract and sustain attention
- Harness personal talents, predisposition and style in a productive manner
- Engage with other departments /sectors for multi-sectoral reforms for optimized resources and outcomes based implementation

2. Senior Managers in Government (July 24 – August 12, 2016) :

The objectives of Senior Managers in Government program are:

- Policy development: Structuring decision-making process that draws on knowledge from all parts of an organization and designing policies to optimize implementation.
- Political strategy: Mobilizing the support of key parties in an environment of shared responsibility to build support for a policy.
- Performance management: Defining, assessing, and improving organizational performance.
- Organizational design: Building authority and communication structures to optimize performance in an organization.
- Negotiation: Creating win-win outcomes, resolving differences, and breaking stalemates.
- Leadership: Evaluating and improving leadership styles, including leadership in crisis situations.
- PPPs: Engaging in public private partnerships through an accountable and outcomes based system of procurement, monitoring and implementation

3. Emerging Leaders (November 13-18, 2016) :

The objectives of Emerging Leaders program are to:

- Build strong, accountable, democratic societies and institutions at the national, regional and local level.
- Act in time, mobilizing knowledge for social change, and harnessing the power of social media and the internet.
- Foster trust, negotiate wisely and cooperate successfully in a political environment.
- Make evidenced-based decisions in a world of ambiguity.
- Build awareness in key policy areas affecting the course of their countries and communities.
- Create a global network of peers and learn from your new colleagues around the world

4. [Creating Collaborative Solutions: Innovations in Governance](#)

This program explores new methods of working across traditional jurisdictions and sectors to identify, understand, and address emerging social problems. It includes:

- **Strategic Management in the Public Sector:** Creating “public value propositions” that command legitimacy and support from a variety of stakeholders.
- **Adaptive Leadership:** Anticipating, embracing, and shaping change, and mobilizing the full resources of a community to deal with the problems it faces.
- **Public Sector Innovation:** Developing new operational methods and governance arrangements that can increase the capacity of a society to deal with both emergent and intransigent problems.
- **Principled Negotiation:** Going beyond positional bargaining to build strong, resilient relationships with key partners.
- **Political Innovation:** Finding new ways to identify and engage stakeholders in order to better define problems and identify and build support for effective solutions.

5. [Leadership Decision Making: Optimizing Organizational Performance](#)

Grounded in theories and evidence from psychology, behavioral economics, and neuroscience, Leadership Decision Making teaches leaders how to answer tough questions, improve the accuracy of your estimates, and structure effective negotiations. Moreover, it teaches how to design better decision environments—ones that reduce bias and inaccuracy—making your organization smarter. The assessment will allow Leaders to gain insight into own biases, attitudes toward risk, ability to regulate emotions, and other key personal insights that can sharpen decision-making.

6. [Driving Government Performance: Leadership Strategies that Produce Results](#)

Emerging Leaders program addresses:

- Given the multiplicity of their responsibilities, what specific results should the leadership team attempt to improve first? What exactly would it mean to improve performance?
- How will everyone in the organization — including front-line employees — know when they have, indeed, ratcheted their performance up a significant notch? How will legislators know? How will citizens know? And what works?
- Given limited resources and flexibility, how can public executives achieve such improvements? What approaches will prove effective in what circumstances?
- How can public executives measure performance in a way that motivates both employees and collaborators?
- How can public executives adapt strategies that have been successfully employed in other circumstances to produce meaningful results in their own, unique organizations?

Driving Government Performance introduces the participants to a variety of proven strategies that have helped a diversity of public executives in a diversity of circumstances produce significant results. This Executive Education program clarifies the leadership principles that undergird these strategies and provides the participants with the opportunity to learn how they can adapt these principles to improve performance in their own organizations.

7. Leading Successful Programs: Using Evidence to Assess Effectiveness

The program will explore:

- What are the big questions managers need to ask about the effectiveness of social programs in their organization?
- How should managers decide what evidence needs to be gathered?
- What kinds of evaluations and other forms of assessment need to be conducted?
- Since evaluations can be expensive and time consuming, how should managers make decisions about which social programs to evaluate?
- What are the key methods to evaluate the impact of a social program and when should each of them be used?
- What role do randomized experiments play in evaluating the impact of a program?
- What data should be collected and when?
- Does it all have to be numbers? How can managers make sense of mixed method evaluations and integrate quantitative and qualitative information to design and implement better social programs?

The program considers a wide range of types of evaluation (including design, process, and impact evaluations) and a wide range of evaluation methods. The curriculum pays special attention to the use of evaluation results and other type of evidence in helping managers make better decisions about their social programs.

8. A Cutting Edge of Development Thinking

The program is especially beneficial for senior development professionals, with a basic background in economics, confronting questions that include:

- What social and economic processes determine the speed of productivity gains and adoption of technology? How do these differ depending on institutional environments, productive capabilities, and inequality?
- What interventions work best to relax constraints, particularly in instances of high inequality?
- What is the tradeoff between growth and equity? What creates sustained equity: redistribution or inclusion in high productivity employment? Why do inefficient firms survive, trapping resources in low productivity activities?
- What institutional processes and agents best build the capacity to identify and address opportunities and obstacles? How can development institutions best approach agency and iteration to get things done in project implementation?

The program is specifically designed for development professionals with a range of interests and goals: promoting economic growth; incorporating inclusion into economic strategies; strengthening competitiveness; trade and industrial policy; creating better growth diagnostics; improving educational outcomes in labor markets; and identifying high potential growth sectors for investment.



PRE-DEPARTURE ORIENTATION MANUAL 2016

Sindh Capacity Development Project
Tier 1 Study Visit to USA
Harvard Kennedy School

Sindh Basic Education Program



Increasing and sustaining student enrollment in primary, middle and secondary schools in seven districts of Northern Sindh and selected towns of Karachi.

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WELCOME LETTER

Dear Participants,

Deloitte Yousuf Adil (DYA) congratulates you on your selection for the Professional Training organized by “Sindh Capacity Development Project” funded by the U.S. Agency for International Development, and hosted by Harvard Kennedy School in Boston, Massachusetts, USA. SCDP focuses on strengthening capacities, systems and policies of E&LD to improve the education services in conjunction with the education reforms in Sindh and supporting the sustainability of the Sindh Basic Education Program (SBEP) by ensuring stronger governance and public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS).

The Sindh Capacity Development Project team extends its best wishes and a warm welcome as you prepare for your visit to the United States of America.

To help make your departure arrangements, and to give you a better understanding of the program that you are about to undertake, this orientation manual has been put together for your use. It contains all the necessary information about your program and your stay in the United States of America. It is important that you read all the materials carefully for clarity regarding any issues that you may encounter during the program.

Please keep this manual to use as a reference during your entire program. If you have any further queries, please contact program staff for help.

SINDH CAPACITY DEVELOPMENT PROJECT

Overview

SCDP is a USAID three-year project that will support the sustainability of the Sindh Basic Education Program (SBEP). This will be done by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of Program Management and Implementation Unit (PMIU) and Education and Literacy Department (E&LD). The work extends to all 7 Districts of Sindh Sukkur; Khairpur; Kashmore; Jacobabad, Larkana Qambar Shahdadkot and Dadu and 5 Towns of Karachi : Lyari, ,Kemari, Orangi, Bin Qasim and Gadap. It has been awarded to Deloitte Yousuf Adil (Deloitte) by USAID and commenced in August 2015.

SCDP aims to:

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner;
- Strengthen the effectiveness and impact of SBEP through the implementation of the monitoring and evaluation (M&E) plan and further disseminate knowledge to guide the education sector's M&E programs and practices in Sindh;
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular;
- Strengthen capacities, systems and policies of the Education and Literacy Department (E&LD) to improve the education services in conjunction with the education reforms in Sindh

Strategically the SCDP is focused on four concurrent work streams:

- Capacity Building at individual, institutional and systems level;
- Systems Strengthening through improved monitoring and evaluation and accountability
- Policy Reforms through evidence based research and
- Communicating Change through timely advocacy, key messages and program visibility

HKS PROFILE

For the past seven decades the Harvard Kennedy School has strived to place itself at the vanguard of studying public policy and preparing its practitioners. Today the Kennedy School has evolved into one of the world's most eminent social science research institutions – housing 15 research centers and institutes and more than thirty executive education and degree programs – with worldwide reach and influence. More than 46,000 Kennedy School alumni reside in more than 200 countries and territories and serve in a wide range of positions in the public, private and nonprofit sectors.

The university offers Master's Degree Programs such as Master in Public Policy (MPP) & Master in Public Administration in International Development (MPA/ID), Master in Public Administration (MPA2), Mid-Career Master in Public Administration (MC/MPA), Edward S. Mason Program and Doctoral Degree Programs like Ph. D. in Public Policy, Political Economy and Government, Health Policy and Social Policy.

Relevant University web site: <https://www.hks.harvard.edu/>

The following items are included in your orientation packet:

- Welcome to Harvard Kennedy School
- Program Goals and Objectives
- Post Training Expectations and Deliverables from Tier 1 Participants under SCDP
- Cultural Etiquette and Protocol
- Rights and Responsibilities of the Exchange Visitor In J-1 Status
- Insurance Regulations For J-1 Exchange Visitors and Their Dependents
- Maintenance and other allowances
- Map of Harvard

WELCOME TO HARVARD KENNEDY SCHOOL

We are pleased that you have chosen to join our campus community. We trust that your experience at HKS will be successful and rewarding. Boston is an easily accessible four-season, safe and friendly destination located in the heart of Massachusetts.

This orientation packet to assist you to make a smooth transition to life in Boston and at our University. I recommend this isn't a letter signed by an individual, so maybe it should be 'it is recommended, or 'we recommend' that you review all of the materials contained in this packet carefully. Please keep your passport containing your visa and DS-2019 Form all the time throughout the journey.

SENIOR MANAGERS IN GOVERNMENT

JULY 24, 2016 – AUGUST 12, 2016

Program Goals

The objectives of Senior Managers in Government program are:

- Policy development: Structuring decision-making process that draws on knowledge from all parts of an organization and designing policies to optimize implementation.
- Political strategy: Mobilizing the support of key parties in an environment of shared responsibility to build support for a policy.
- Performance management: Defining, assessing, and improving organizational performance.
- Organizational design: Building authority and communication structures to optimize performance in an organization.
- Negotiation: Creating win-win outcomes, resolving differences, and breaking stalemates.
- Leadership: Evaluating and improving leadership styles, including leadership in crisis situations.

At the end of this program the participant should be able to:

- Apply the new knowledge, skills and attitude through increased interaction with colleagues and all relevant stakeholders for education reforms.
- Apply the new knowledge, skills and attitude through the design, management and sustainability of reforms and innovations across the education system in Sindh Pakistan.

The details of the program are entailed below in the schedule:



Updated 8.7.16

Senior Managers in Government
July 24-August 12, 2016

	Sunday, July 24	Monday, July 25	Tuesday, July 26	Wednesday, July 27	Thursday, July 28	Friday, July 29	Saturday, July 30
		Breakfast Through Program (8:00-8:40 am) 8:00-9:00 am Breakfast 9:00-10:30 am Leadership & Crisis I Event Description and Judgments	8:00-9:00 am Breakfast 9:00-10:30 am Strategy I Competition in the Pric	8:00-9:00 am Breakfast 9:00-10:30 am Recognizing Public Values I A Public Value System	8:00-9:00 am Breakfast 9:00-10:30 am Leadership & Crisis IV Three Ability Areas (over 3)	8:00-9:00 am Breakfast 9:00-10:30 am The Organization of Energy	8:00-9:00 am Breakfast 9:00-10:30 am Organizational Design II
		Break 10:30-11:00 am 11:00 am-12:30 pm Leadership & Crisis II Recent Challenges and Advances (over 3)	Break 10:30-11:00 am 11:00 am-12:30 pm Strategy II Introduction to Strategic Public Management	Break 10:30-11:00 am 11:00 am-12:30 pm Recognizing Public Values II A Public Value Assessment	Break 10:30-11:00 am 11:00 am-12:30 pm Leadership & Crisis V An Event	Break 10:30-11:00 am 11:00 am-12:30 pm Strategic Events Public in the Middle East	Break 10:30-11:00 am 11:00 am-12:30 pm Policy Development I Family Governance Plan
		Break 12:30-1:00 pm 1:00-2:30 pm Leadership & Crisis III Three Major Areas	Break 12:30-1:00 pm 1:00-2:30 pm Strategy III Introduction to Strategic Public Management	Break 12:30-1:00 pm 1:00-2:30 pm Recognizing Public Values III Performance Measurement for Organizational Learning	Break 12:30-1:00 pm 1:00-2:30 pm Leadership & Crisis VI Climate Change	Break 12:30-1:00 pm 1:00-2:30 pm Organizational Design I	Break 12:30-1:00 pm 1:00-2:30 pm Global Making Year (Response: Global Value and rebranding ideas)
		Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time	Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time	Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time	Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time	Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time	Break 2:30-3:00 pm 3:00-4:45 pm Free Time/Bookend Time
		Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm	Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm	Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm	Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm	Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm	Break 4:45-5:15 pm 5:15-6:00 pm Dinner 6:00-7:30 pm Breakfast Reception 7:30-9:00 pm Dinner 9:00-11:00 pm Breakfast Reception 11:00-11:30 pm

All times will be local to HKSC, with the Middle East time or New York or Harvard Kennedy School, 79 JFK Street, Cambridge, MA. TEEX, unless otherwise noted.

Updated 8.7.15
Senior Managers in Government
July 26-August 14, 2015



Monday, July 27	Tuesday, August 1	Wednesday, August 2	Thursday, August 3	Friday, August 4	Saturday, August 5	Sunday, August 6	
<p>Prep Time Not Class</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development II How Developmental Analysis Works</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development III The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development IV The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development V The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development VI The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development VII The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development VIII The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development IX The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development X The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development XI The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development XII The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development XIII The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p> <p>Policy Development XIV The 2000 Developmental Analysis Program</p> <p>8:00 - 9:00 am 9:00 - 10:00 am 10:00 - 11:00 am</p>	<p>Prep Time Not Class</p>

All classes will be held in 1100, except for the Multiple Practicum or VOTI, at Harvard Kennedy School, 79 JFK Street, Cambridge, MA 02138, unless otherwise noted.



Updated 8.7.16

Senior Managers in Government
July 26 - August 14, 2015
Week 3

Sunday, August 7	Monday, August 8	Tuesday, August 9	Wednesday, August 10	Thursday, August 11	Friday, August 12
Final Day No Classes	8:00 - 9:00 am Amenity Drop-off 9:00 - 9:30 am Executive Session I	8:00 - 9:00 am Breakthrough Through Forum I 9:00 - 11:00 am Executive Session I	8:00 - 9:00 am Breakthrough Through Forum II 9:00 - 11:00 am Executive Session II	8:00 - 9:00 am Breakthrough Through Forum III 9:00 - 11:00 am Executive Session III	8:00 - 9:00 am Final Breakfast 9:00 - 11:00 am Program Summary and Certificate Ceremony By: SAC
	9:00 - 11:00 am Executive Session I	9:00 - 11:00 am Executive Session I	9:00 - 11:00 am Executive Session II	9:00 - 11:00 am Executive Session III	9:00 - 11:00 am Program Summary and Certificate Ceremony By: SAC
	11:00 am - 12:30 pm Executive Session I	11:00 am - 12:30 pm Executive Session I	11:00 am - 12:30 pm Executive Session II	11:00 am - 12:30 pm Executive Session III	11:00 am - 12:30 pm Program Summary and Certificate Ceremony By: SAC
	12:30 - 2:00 pm Lunch	12:30 - 2:00 pm Lunch	12:30 - 2:00 pm Lunch	12:30 - 2:00 pm Lunch	12:30 - 2:00 pm Lunch
	2:00 - 3:30 pm Executive Session II	2:00 - 3:30 pm Executive Session II	2:00 - 3:30 pm Executive Session III	2:00 - 3:30 pm Executive Session III	2:00 - 3:30 pm Executive Session III
	3:30 - 5:00 pm Free Time/Working Time	3:30 - 5:00 pm Free Time/Working Time	3:30 - 5:00 pm Free Time/Working Time	3:30 - 5:00 pm Free Time/Working Time	3:30 - 5:00 pm Free Time/Working Time
	5:00 - 6:00 pm Dinner and Beer Center along the Charles River. Lunch with David H. Solomon at 6:30 pm	5:00 - 6:00 pm Dinner and Beer Center along the Charles River. Lunch with David H. Solomon at 6:30 pm	5:00 - 6:00 pm Dinner and Beer Center along the Charles River. Lunch with David H. Solomon at 6:30 pm	5:00 - 6:00 pm Dinner and Beer Center along the Charles River. Lunch with David H. Solomon at 6:30 pm	5:00 - 6:00 pm Dinner and Beer Center along the Charles River. Lunch with David H. Solomon at 6:30 pm

POST TRAINING EXPECTATIONS AND DELIVERABLES FROM TIER 1 PARTICIPANTS UNDER SCDP

Mr. Rehan Iqbal Baloch – Additional Secretary Planning, Development & Research E&LD Government of Sindh, we at SCDP, acknowledge your expectations about your selected course at the Harvard Kennedy School “ Senior Managers in Government ” in addressing strategic challenges and achieving your career goals formally as per your response in TNA Questionnaires copied below:

Expectations from the Course:

“ The experience from this course will be critical as I progress to more senior leadership positions since I will be responsible for driving strategy for my respective institution. I hope to be able to capitalize on the real life case studies to be taught in this program to be able to get a flavor of the various challenges faced at senior management positions and innovative ways to deal with such challenges. Since I will be accompanied by other senior managers from the department in classes, it will be a unique experience to learn from their contribution in class as they would be able to share very relevant experiences. ”

Mr. Rehan Iqbal Baloch

On your return SCDP shall expect a formal report and appreciate your commitment as formally noted in the TNA form to undertake the following activities for E&LD:

- Debriefing Senior E&LD Core Team and SBEP Steering Committee about your training program
- Better planning at senior management positions
- Scaling up the Public Private Partnership program.
- Improved implementation of reforms via research, collaborations and institutionalization.

SCDP team will be pleased to offer you all assistance for the debriefing and follow up on your return. TNA Form (annex 4.7)

CULTURAL ETIQUETTE AND PROTOCOL

Travel

Luggage and Suitcases:

You must be able to carry your own luggage/suitcases and be able to carry these up two or more flights of stairs when you arrive at the University. Please be aware of baggage weight restrictions and guidelines for international airline travel. For example, click on the following American Airlines website for helpful information:

<https://www.aa.com/i18n/travelInformation/baggage/checked-baggage.jsp>

The maximum baggage limit:

Karachi – Boston: 1 pieces allowed, 23 kg

Boston- Karachi: 1 piece allowed, 23 kg

Housing

Participants are housed, except when noted, at Soldiers Field Park Apartments (SFP), a graduate student housing complex adjacent to the Harvard Business School. From SFP, it is a pleasant fifteen-minute walk across the Charles River to the Harvard Kennedy School campus. The furnished apartments have two or three private bedrooms with a shared bath, living room, and kitchenette. For your convenience, amenities are provided in each apartment:

- Free wireless internet
- Coffee maker
- Telephone
- Television
- Iron and ironing board
- Bed linens and towels

In addition to wireless internet access, SFP offers a community room with desktop computers, printers, and ample space to conduct group sessions. As many Executive Education programs last 2 or more weeks, there are also numerous coin-operated washer/dryers on-site.

Room Assignments:

A room and key will be assigned to each person. If you want to change rooms, this information will be helpful

- Office Hours: 8:00 AM—5:00 PM, Monday—Friday, except University holidays
- Phone: 617-495-2154
- Email: huh_sfp-owa@harvard.edu
- Area Manager: Dan Blair
- Staff Assistant: Kendra Robichaud

Trash/Rubbish:

Because of health and safety laws, occupants will be expected to remove trash from their rooms and place it in the large trash receptacle outside of the dormitory; this must be done everyday. Personal trash may not be put in hallways, stairwells, public or common areas. Plastic rubbish-bin liners will be provided for convenient rubbish removal. A weekly supply of rubbish-bin liners will be delivered on the same day as the laundered sheets, pillow cases and towels are distributed.

Personal Clothing:

Harvard University has a large campus; you will need comfortable walking shoes. Make sure you bring a pair of comfortable, flat, rubber- soled walking shoes or any dependable sneakers. You will need a light jacket or sweater; temperatures may be as low as 17 degrees Celsius (62 degrees Fahrenheit) during the evening or on rainy days.

THINGS TO TAKE:

- a) Comfortable walking shoes
- b) Casual summer clothes (with some attire for occasional cooler weather)
- c) Alarm clock
- d) Personal toiletries
- e) Carryon with basic essentials (in case luggage is misplaced during flight)
- f) Medications - Bring medications and paper prescriptions from physician.
- g) Prayer rugs if possible.

Following facilities will be provided to the participants:

- 1) Rooms will be locked but no special security will be provided
- 2) Dietary needs will be respected

Personal Belongings: Harvard Kennedy School is not responsible for the safety of any personal valuables, such as money and jewelry.

Smoking:

Smoking of any kind inside any Residence Hall or University Building is prohibited. Those who smoke should do so outside and be at least 20 feet away from the entrance or exit of any Residence Hall, Dormitory facility or University Building.

Alcohol:

There are local, state, and Federal laws relating to the possession or usage of alcohol. The legal age to consume alcohol is 21. It should be understood that the non-consumption of alcohol on University property or during University activities is a privilege, and compliance with local, state and Federal law must be adhered to.

DISRESPECT

The following behavior is unacceptable:

1. Misconduct or any other inappropriate behavior.
2. Physical or verbal harassment.
3. Verbal abuse against a University staff or faculty member or a fellow participant.
4. Verbal abuse causing another person humiliation or unreasonable stress.
5. Verbal assault or threats of bodily harm.

DAMAGE and VANDALISM

Deliberate or reckless destruction, damage, vandalism, misuse, or defacement of University property or property of another University community member, is not permitted.

ASSAULT (Physical)

1. Assaultive behavior with the intent to harm another person is not permitted.
2. Assaultive behavior that causes harm to another person is not permitted.

ASSAULT (Sexual)

Sexual Assault is defined as the non-consensual or forced contact or activity of a sexual nature accomplished by one person without the meaningful consent of the other. In addition to the verbal or nonverbal indications of lack of consent, acts using force, threats, intimidation or advantage gained by the offended student's mental or physical incapacity or impairment (including intoxication*) of which the offending student was aware or should have been aware will be regarded as nonconsensual. A lack of response will not constitute meaningful consent. *The use of alcohol will not be accepted as an excuse and may be a cause to find increased responsibility for violation of this policy.

Electricity:

117 volts, 60 cycles. Appliances made for other electrical systems will require a transformer, and plugs will require an adaptor.

Candles and Incense:

The burning of candles or incense is not allowed in University housing.

Quiet Hours:

Courtesy hours within University housing are in effect 24 hours a day 7 days per week. Requests to reduce noise levels must be honored at all times.

Currency Exchange

Currency conversion website <http://www.xe.com/ucc/convert.cgi> Travelex Currency Services accepts foreign currency and foreign traveler's cheques (U.S. spelling is "checks") in exchange for U.S. money. Citizens Bank also can order foreign currency. ATMs (Automated Teller Machines) are numerous throughout the state of Cambridge and belong to international networks; so international visitors can access their funds at home. It is advisable to bring dollar travelers cheques, as they are more easily exchanged.

Off Campus Dining & Shopping

Types of Restaurants:

There are basically two types of restaurants – first is the fast food type of restaurant, for example, Burger King, MacDonald's, Dunkin' Donuts, etc., which does not require a tip or gratuity; and second is the more traditional "table service" type of establishment. The "table service" restaurant is the type which requires the customer to wait to be seated by a food server. A menu is brought to the table, and food choices are ordered from the menu. The customer is expected to leave a gratuity or tip. Tips are not required at campus dining facilities.

Gratuities (Tips):

In Boston, gratuities or tips for service personnel (wait staff) are not usually included with the check (bill.) Use your good judgment to compensate the service staff according to the service received; gratuities for food and beverage service are normally 15 – 20% of the check (bill.)

Shopping:

Located in Cambridge, MA are several small shops and restaurants on the main street within walking distance from the University campus. A major department store 'Target' is located just a mile away; the store has everything from food to clothing to electronics. It is customary at all shops and businesses to queue ("stand in line") at the cash register and wait for items to be processed by the cashier. All prices are fixed; there is no bargaining. An itemized receipt will be given to you as proof of purchase. Keep this receipt in case you need to return anything to the store. The store won't accept any returns if the price tag has been removed, so don't remove tags/labels if there is a chance you might want to return the item.

Schedules and Time:

It is very important to be punctual and on time to meetings, classes, and events while staying at the University. Lateness is considered impolite and disrespectful.

FedEx store:

There is a FedEx store close to the University on Auburn St. Please go to the Federal Express website to learn the cost and specifications for mailing boxes home to Pakistan.
<http://www.fedex.com/bs/rates/rateinfo.htm>

If you ship items back to Pakistan, you must pay the costs yourself. Neither the University nor the Institute will pay for mailing or shipping packages.

Location of Harvard Kennedy School:

For information regarding the location of Harvard Kennedy School (our address is 79 John F. Kennedy Street Cambridge, MA 02138) and other locations within the United States, please click on this website for access to maps:
<https://www.google.com/maps/>

RIGHTS AND RESPONSIBILITIES OF THE EXCHANGE VISITOR IN J-1 STATUS

In order to maintain valid status as a J-1 Exchange Visitor, you must follow the program objective at all times. Your program objective is to attend all the required classes and activities listed in the Program Schedule. It is your responsibility to comply with all of the immigration and program regulations, which govern the J-1, Exchange Visitor Program.

The form DS-2019, which is the Certificate of Eligibility for Exchange Visitor (J-1) Status, validates the dates of your program. Immigration regulations permit a 3-day grace period beyond this date. This 3-day period is to be used to prepare for your departure. If you do not depart the U.S. within this 3-day period you will be unlawfully present and subject to deportation. Please note that if you leave the U.S., you will not be permitted to re-enter the U.S. after the expiration date on your Form DS-2019. Federal laws enacted by the U.S. Congress in December 1996 state that failure to maintain legal immigration status in the United States will effectively invalidate your visa.

When you enter the U.S., the DS-2019 and a valid passport are your proof that you are admitted into the U.S. to participate in the exchange program. You must end the exchange program activities by the ending date on the DS-2019.

INSURANCE REGULATIONS FOR J-1 EXCHANGE VISITORS AND THEIR DEPENDENTS

Department of State regulations require that sponsors (colleges, universities, or agencies which promote educational exchange) monitor insurance coverage for all exchange visitors (J-1 principal and J-2 dependent non-immigrants) in their programs. While no recommendations are made on specific policies or carriers, the regulations do establish minimum coverage as follows:

1. Medical benefits of at least \$150,000 per accident or illness;
2. Repatriation of remains in the amount of \$7,500;
3. Expenses associated with medical evacuation of the exchange visitor to his or her home country in the amount of \$10,000.

An insurance policy secured to fulfill these requirements must provide coverage for activities inherent to the exchange program but may impose the following conditions:

1. A one-year waiting period for pre-existing conditions or other waiting period which is reasonable as determined by current industry standards;
2. No requirement for co-insurance under the terms of which the EV may be required to pay a percentage of the covered benefits per accident or illness; and
3. No unreasonable exclusion of coverage for perils inherent to the activities of the program in which the exchange visitor participates.
4. A deductible not to exceed \$50 per accident or illness.

USAID is not responsible for claims in excess of the coverage provided or for claims ineligible for coverage.

Please carry this Health & Accidental Coverage Card in your wallet throught out the journey

HTH Worldwide Insurance Services

hthworldwide.com • 877.424.4325 • 610.254.8700 • FAX 610.293.3020 One Radnor Corporate Center - Suite 100 - Radnor, PA 19087



Dear Rahim Baloch,

Welcome to HTH Worldwide's international community of students and scholars. At HTH Worldwide, we are dedicated to offering our customers comprehensive and affordable insurance products with world-class services, including state-of-the-art web-based tools and databases. From our global community of elite health-care providers to our attentive member service, every aspect of our program has been designed to meet your highest expectations.

Please detach and carry this identification card with you at all times or until you get a replacement card from HTH Worldwide. To order a new card, if one is desired, email us at studentinfo@hthworldwide.com.

Since you have already registered on the hthworldwide.com website, make sure you return frequently to view new information published on our site and to use the web-based tools provided on the site to help you:

- Review details of your insurance plan
- Search for best medical care providers and facilities especially designated for your plan
- Track the status of submitted claims

An additional benefit of your program is the Universal Rx Points of Care Program which provides a Prescription Savings program offering 0% discounts on prescription drugs when they are purchased at a participating pharmacy. For more information, call 1.888.243.2158 or visit www.hthworldwide.com to use the pharmacy locator and pricing look-up tools.

HTH Worldwide wishes you a safe and healthy educational experience.

PLAN# 0317-NB00300755L-NE-IND-FOLD-IN-COVER

<p>HTH Worldwide Insurance Services <small>Member of HTH Worldwide Insurance Services Group, Inc. Member of HTH Worldwide Insurance Services Group, Inc.</small></p> <p>Group Name: HAC SHORT TERM PLAN Name: Rahim Baloch Certificate No.: 502215433 Coverage Dates: 22-Jul-2015 - 14-Aug-2015</p> <p style="text-align: center;"><small>Outpatient Prescription Drugs payable at 100% of actual cost. Insurance benefits underwritten by HTH Insurance Company. Benefits delivered in cooperation with American Health Administrators.</small></p>	<p>HTH Worldwide Insurance Services MEDICAL INSURANCE ID CARD</p> <p>MEMBER CUSTOMER SERVICE: Toll Free: 1.888.256.2022 Contact: 1.215.793.8305 Fax: 1.888.256.4121 e-mail: studentinfo@hthworldwide.com PROVIDER CUSTOMER SERVICE: Toll Free: 1.800.414.0296</p> <p style="text-align: center;">KAPLIFE <small>Member of HTH</small></p> <p>SEND CLAIMS TO: HTH Worldwide P.O. Box 30258 Tampa, FL 33636 Payor ID: 60064</p>
<p><small>CLAIMS CENTER: 140 ONE ONE TWO - HTHWorldwide.com - CLAIMS CENTER: 140 ONE ONE TWO</small></p> <p>Members: visit hthworldwide.com for comprehensive information and services relating to your insurance. You can: track claims, search for a doctor, view claim information, download forms, and view health and security information. To sign in on the site, go to hthworldwide.com and click on "Sign in". Then follow the simple instructions to complete the registration.</p> <p>Important Information: To ensure timely processing of your claims, please include your certificate number found on the front of this card on all claim forms and other correspondence with HTH. To review the status of a claim, go online at hthworldwide.com or call the Claims Administrator number listed on the front of this card. For other questions, call the Customer Service number on the front of this card.</p> <p>Physicians and Hospitals: for questions regarding eligibility verification, benefits, billing information or the status of a submitted claim, please call the Claims Administrator listed on the front of this card.</p>	<p><small>CLAIMS CENTER: 140 ONE ONE TWO - HTHWorldwide.com - CLAIMS CENTER: 140 ONE ONE TWO</small></p> <p style="text-align: center;">Universal Rx <small>Rx Plan Group 8-174322</small></p> <p>HTH Members: HTH Worldwide members are offered a prescription discount program through Universal Rx. Members must file a claim with the Claims Administrator for reimbursement for any prescription benefits offered through this plan. In accordance with their plan benefits. Call Member Services with questions: 1.888.243.2158.</p> <p>Pharmacies: Process claims through Pharmacy Data Management (PDM) Processor (CEM) #11025, Processor Control #145023.</p> <p>For inquiries on electronic claims submission pharmacies may call 1.800.329.0988.</p>

MAINTENANCE AND OTHER ALLOWANCES

Short-Term (less than six months) Program Allowance Rates

U.S. short term (fewer than six months) program allowance rates (such as standard per diem rates) are based on GSA's Standardized U.S. Government Federal Travel Regulations, as established by GSA. These rates are found at 41 CFR 301-7 and 301-8. You will be provided PerDiem according to the calculation suggested by GSA.

USAID will pay no legal fees on behalf of a Participant if the Participant is arrested or otherwise required to obtain legal counsel, and that the SCDP will reduce maintenance rates if the Participant receives any additional income in the form of a scholarship, assistantship, or wages

MAP OF HARVARD



PRE-DEPARTURE INFORMATION

About Packing

For most major US international airlines, you are allowed 2 pieces (but its recommended to take 1 piece) of checked luggage and 1 carry-on bag. Your carry-on bag you will take on the plane with you and should be able to fit under the seat in front of you or in the overhead compartment.

1. Make sure to pack the following items in your carry-on bag, to be kept with you at all times, and NOT in the baggage you will be checking with the airline:
 - Passport and two copies of first page and US visa page
 - Photographs (4)
 - Money/Travelers cheques
 - Another form of photo ID
 - Any medication you're currently taking – in their original package or with prescription
 - Any valuables (though you should not be taking anything extremely valuable on this trip)
 - Some toiletries (toothbrush, toothpaste, underwear, etc.) in case your luggage is lost or delayed upon arrival. Please do not carry shampoo bottles etc in your hand luggage as all liquids will be confiscated. You may take small sachets.
 - Glasses/contact lenses if needed
2. **Most international airlines limit the amount of baggage you can take on a flight.** If you pack a lot of things and exceed the airline's weight limit, be prepared to pay excess baggage charges. These charges can be expensive- from \$50-\$100 per bag if they are over the weight limit of 50 lbs.
3. **You are only allowed ONE suitcases not exceeding 23 kgs each on your way to the U.S. On your way back you are allowed ONE suit case, weighing 23 kgs.**
4. Should your bags be lost or damaged, please report this to the airline BEFORE you leave the airport. **The carry-on bag is limited to 9 inches x 16 inches x 21 inches.** Most airlines will permit passengers to carry a purse, umbrella, or camera in addition to one carry-on bag.
5. **Baggage restrictions can differ depending on the airline, so please contact your airline directly for the most updated information.**
6. **Do not pack your passport in the bags you are checking at the airport!**

Keep all important papers (such as, passport, DS 2019, Health & Accidental Coverage card, telephone numbers, travel instructions, etc.) as well as any traveler's checks and cash with you at all times. A passport case that goes around your neck under your clothing, a money belt, or a waist pack are very handy.

Make a copy of your passport so that, in case you lose it, it will be easier to get another one. Also, it's a good idea to copy the number and date of issue of your passport, as well as any serial numbers of your camera and traveler's checks and put them in a safe place. Leave a copy of your passport and other serial numbers with someone in your home country to speed recovery should your things be lost or stolen. You can even email all this information to yourself so it can be accessed from anywhere in the world

7. *Do not bring any sharp objects such as knives, nail scissors, nail files etc. as they will be confiscated at the airport. You can pack nail cutters, razors etc in your checked in luggage.*

TRAVEL TIPS

1. While SCDP will handle your air reservations, it is recommended that you check your ticket for your name and confirm your arrival in the U.S. on the date specified in itinerary.
2. Your passport should be valid at least six months past the end of your training programs, Renewing passports in the United States is difficult, so it is recommended you make renewal arrangements, if required, before you leave Pakistan.
3. Baggage should be checked all the way to the U.S. and not to any of the layover cities. All bags should be tagged with a label given below:

Mr. / Ms. _____ (Participant Name)

Harvard Kennedy School

79 John F. Kennedy Street

Cambridge, MA 02138

Main Telephone: 617-495-1100

4. Hand baggage should be tagged too.
5. You should carry on all prescription and medications, personal toiletries, one change of clothing, and anything else that you may need for the 1-2 days in the event checked baggage is misrouted or otherwise delayed.
6. There are restrictions on carrying liquids beyond a very small amount in your carry on. As shampoo bottles, perfumes, creams, even toothpaste, be confiscated? Fresh fruit or any other food item should not be brought in baggage as this is against customs regulations.

For those of you who have not traveled outside Pakistan before, we offer the following information.

1. Check with the airline on which you are traveling for baggage regulations so that you do not find yourself charged for extra baggage. The usual allowance for baggage on an international flight for is one suitcases weighing 23 kilograms (50 pounds) each, per passenger. However, on a national flight passengers are allowed to book a suitcase weighing 20 kilograms only. it is advised that you carry light suitcases so that you have enough room to fit in belongings which you bring back after your stay in the United States.

2. You are required to check in for an international flight at least 3 hours before the flight departs. Check with the airline for the exact time.
3. Consider the time it takes to reach the airport from your starting point so that you set out at the right time and reach the airport without any miscalculated delays.
4. Customs regulations in the U.S. require you to report what you are bringing in the country. You can bring personal effects like jewelry for use but not for sale. You will be asked to complete a customs declaration form on the flight before you arrive in the U.S. if you do not understand any part of the form, ask one of the flight attendants for help.
5. It is always safer to carry traveler's checks than cash. Traveler's checks can be purchased from banks. You can use these checks for purchases in shopping malls, restaurants etc. Traveler's checks are acceptable as cash in stores. Traveler's checks are secure because they can be replaced if stolen. Be sure to carry your passport with you for identification purposes while using traveler's checks. Keep your receipt for the checks separate from the check in case you need to claim for stolen checks.
6. Please carry some Pakistani rupees to pay for taxi charges, porter charges etc. at the airport in Pakistan upon your return.

CHECKING IN

1. You will be required to present your passport and visa as well as your tickets
2. Most airlines will ask you questions about the content and security of your baggage
3. Ask the airline to check your baggage to your final destination in the USA.

AIRLINE SECURITY

Airlines are required to question passengers about the contents and security of their baggage. Be prepared for increased security, especially for males: Your luggage may be searched, you will need to remove your shoes while going through security, and you will be asked to respond to questions such as "Did you leave your bags unattended?" and "Did you accept any packages from strangers."

Unfortunately, citizens from Arab and predominantly Muslim countries have been under increased scrutiny since the events of 9/11. You may encounter this during traveling and may be subject to additional searches or questioning. Please see the "Arrival" section below for additional information.

Please be aware that males over 16 years of age are generally subject to more scrutiny than females. Keep a book with you and calmly read it if you are told to wait for any length of time. Remember, do not lose your cool; the airport staff is doing their job and travelers must comply with their requirements.

TRAVEL DOCUMENTS: CUSTOMS & IMMIGRATIONS

You should be familiar with some of the documents that you need in order to travel. Listed below are the ones you must have.

Passport

PLEASE DO NOT PACK YOUR PASSPORT IN LUGGAGE YOU WILL BE CHECKING WITH THE AIRLINES. MAKE SURE TO PACK IT IN YOUR CARRY-ON BAG AND THAT IT IS WITH YOU AT ALL TIMES. If your passport is going to expire, be sure to contact the consulate or embassy well in advance of the expiration date. If your passport is stolen, you may need to have a police report to present to the consulate.

On your flight to the US, flight attendants will distribute Custom Declaration forms:

U.S. Customs allows international visitors to bring in \$100 worth of gifts before paying duty. **No plants, fruit, meat or fresh produce can be brought into the country.**

If you are planning to bring some tea from home, please bring it in a marked or its original container. If you bring loose tea leaves in an unmarked plastic bag, it could cause problems for you at customs.

You must bring prescription drugs into the U.S., make sure the container is clearly marked and that you bring your doctor's statement and a prescription for each medication. Check with the U.S. Customs Service (www.customs.gov) for more information.

DS-2019

Many of you are already aware of this form from your visa processing experience! This sheet, “Certificate of Eligibility for Exchange Visitor” confirms that you are a visitor and have a J-1 Visa. **Make sure this paper remains in your passport and keep it with your passport in a safe place at all times while you are in the US.**

J-1 Visa

This is a stamp in your passport that you received from the American Embassy before departure.

The following information is from the US State Department website:

<http://www.UnitedStatesVisas.gov/index.html>

A visa doesn't permit entry to the U.S. A visa simply indicates that your application has been reviewed by a U.S. consular officer at an American embassy or consulate, and that the officer has determined you're eligible to enter the country for a specific purpose. Consular affairs are the responsibility of the U.S. Department of State.

A visa allows you to travel to the United States as far as the port of entry (airport or land border crossing) and ask the immigration officer to allow you to enter the country. Only the immigration officer has the authority to permit you to enter the United States. He or she decides how long you can stay for any particular visit. Immigration matters are the responsibility of the U.S. Department of Homeland Security.

ARRIVAL IN THE UNITED STATES

After leaving the plane you will proceed through customs and immigration. Please note the following:

PLEASE NOTE: As of January 5, 2004, the US is fingerprinting and photographing every international visitor arriving with a US visa. The procedure is supposedly very quick and involves taking your fingerprint electronically (<http://www.UnitedStatesVisas.gov/visanews/index.html>).

You will also be asked to present your passport along with any other travel documents and perhaps answer a few questions (“How long will you be in this country?” “What is the purpose of your visit?”) And so forth. As always, answer with a simple, direct, and honest response.

National Security Exit/Entry Registration System (NSEERS)

As some of you may know, after the events of Sep. 11, the US Government put in place new security procedures at all major airports. Males over 16 from predominantly Muslim countries are subject to these new registration procedures ([See http://www.ice.gov/graphics/enforce/imm/imm_sr.htm](http://www.ice.gov/graphics/enforce/imm/imm_sr.htm)).

GROUND TRANSPORTATION UPON ARRIVAL

The Kennedy School is only a few miles away from Boston’s Logan International Airport.

A taxi ride from the airport should take 20-30 minutes and cost approximately \$35.

To use public transportation, take the MBTA Silver Line SL1 bus to South Station. From South Station, transfer to the outbound Red Line train (toward Alewife) for 6 stops to Harvard Square. The full ride takes approximately 30-40 minutes. The MBTA fare is \$2.50 from Logan airport to Harvard Square.

By Train or Taxi:

The Kennedy School is convenient to Boston’s three main Amtrak stations.

From South Station a taxi ride should take 15-20 minutes and cost approximately \$20.

South Station is also convenient to Cambridge via subway. Take the Red Line (direction Alewife) six stops to Harvard Square. The subway ride should take about 15 minutes and costs \$2.

From North Station a taxi ride should take 15-20 minutes and cost approximately \$20.

If you wish to take public transport take any outbound Green Line train (direction Boston College, Cleveland Circle, Riverside, or Heath Street) for three stops to Park Street. Change to the outbound Red Line train (direction Alewife) for four stops to Harvard Square. Follow the maps for walking directions. The subway ride costs \$2 and takes about 25 minutes.

From Back Bay Station a taxi ride should take 10-15 minutes and cost approximately \$15.

If you wish to take the subway, take the Orange line inbound (direction Oak Grove) for three stops to Downtown Crossing. Change to the outbound Red Line train (direction Alewife) for five stops to Harvard Square. Follow the maps for walking directions. The subway ride costs \$2 and takes about 25 minutes.

Walking from Harvard Square Subway Station

The Kennedy School is a quick walk from Harvard Square Station. As you come out of the station in Harvard Square head to your left down John F. Kennedy St. and continue down the street for three blocks. The Kennedy School is on the corner of John F. Kennedy Street and Eliot Street.

ACCOMMODATION ARRANGEMENTS

The participants will be provided accommodation on Harvard Kennedy School premises and there is no charge for it.

** The information provided in this manual is subject to change.

HOTELS IN THE AREA

The following hotels are located in Harvard Square and are within walking distance of the Kennedy School:

THE CHARLES HOTEL

WWW.CHARLESHOTEL.COM

1-800-882-1818

THE SHERATON COMMANDER HOTEL

WWW.SHERATONCOMMANDER.COM

1-888-627-7121

THE HARVARD SQUARE HOTEL

WWW.HARVARDSQUAREHOTEL.COM

1-800-458-5886

HOTEL VERITAS

WWW.THEHOTELVERITAS.COM/

617-520-5000

There are many other hotels in Boston that are a quick subway or bus ride away.

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PROGRAM ITINERARY

American Airline

Departure from Pakistan					
Airline	Flight No.	Date	From	Time of Departure	Time of Arrival
EY	EY 201	22 July	KHI-ABU DHABI	21:50	23:15
AA	AA 9062	23 July	ABU DHABI-PARIS	02:10	07:55
AA	AA 147	23 July	PARIS-BOSTON	11:00	13:10
Departure from US					
Airline	Flight No.	Date	From	Time of Departure	Time of Arrival
AA	AA 1039	13 August	BOSTON-NEW YORK	09:10	10:29
AA	AA 9070	15 August	NEW YORK-ABU DHABI	15:00	12:05
EY	EY 200	16 August	ABU DHABI-KHI	15:40	19:05



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Sindh Basic Education Program

**‘Global Change agents; Leading with
Commitment, Creativity & Courage’**

**Debriefing Session
June 21st 2016**

Program Management & Implementation Unit (PMIU),
Education & Literacy Dept.
Govt. of Sindh

1



GCA Faculty and courses

1-Dean Williams

What the global change agent does

Diagnostic & intervention. 1&2

Staying alive in the work of change

2- Hugh O'Doherty

Leadership self and system 1&2

Leading wisely

3-Jamil Mahuad

Leadership: Dangers and opportunities 1,2,3&4

4- Doris Sommer

The change agent as Artist . 1,2,3&4

5-Tim O'Brien

The personal work of the change agent. 1&2

2



Redefining Real Leadership

- Leadership is an activity
- It can be exercised with or without Authority
- It is about mobilizing people to face reality
- Leadership stimulates learning, creativity, & change
- It takes place at the boundaries
- **A process of mobilizing people to face reality, solve problems and improve human conditions.**

3



What does it mean to be a Global change agent?

- Provides leadership to help people
- Face what they do not want to face
- Address interdependent problems
- Create something new and better
- Change agents provide real leadership to take on the toughest issues, surface unresolved concerns, and intervene to get people to discuss the undiscussable.
- They are courageous and creative as they go about intervening into complex systems by crossing boundaries, busting boundaries, building bridges, and leading change.

4



Big Man Leadership	Change Agent Leadership
Prominence (Focus on Leader)	Attention manager (focus on the problem)
Dominance (“I’ll handle it”, Do your Job”)	Adaptive problem solving (Gives the work to people, coordinates learning)
Tribalization (advance group interact, neglect implication for wider system)	Systematic perspective (Build adaptive capacity in tribe, concern for the wider system) ⁵



Most significant strategic challenges in my work and how did participation in this program helped to address these challenges?

1) **Coordination linkages-** Since curriculum wing is in its emerging stage and our work entails direct coordination between institutions, the lack of existent communication linkages has been a challenge

- GCA course equipped me with the knowledge to engage the necessary stakeholders via communication of shared benefits. Since my wing was created to initiate a series of reforms, this is a skill that will be pivotal in effective implementation of all subsequent endeavors.

6



2) **Lack of evidence based decision making-** Allied institutions do not keep data as a major source of informing decisions, therefore there remains no systemic way to validate such decision making. This is a significant gap because all budgetary provisions and annual plans are based on these decisions.

- This course helped me to understand how a culture of evidence based decision making can be introduced in organizations without any such precedence.

7



3) **Capacity issues of allied institutions-** The Curriculum Wing's work centers around driving projects through other institutions, strengthening their respective capacities is more or less tied to its institutional mandate. Gaps in allied institutions' capacity is a major issue in introducing reforms as they are not equipped with the necessary human and physical capital to undertake improved functions.

- This course helped to build an understanding on aligning capacity building plans with overall objectives, and getting buy in of institutions requiring capacity interventions.

8



Leading Wisely

- **Lesson 1:** Be like Odin (God of wisdom), have a passion for wisdom, and use your power wisely.
- **Lesson 2:** Have the wisdom to see and step into a leadership moment. (when to act, when not to act)
- **Lesson 3:** Have the wisdom to keep it real and not succumb to the “Elvis syndrome”. To create a culture, where they respect each other, no ego should be involved.
- **Lesson 4:** Have the wisdom to cross boundaries sensitively, & seek to understand the narratives of the different factions.
- **Lesson 5:** Have the wisdom to know that just because you went to Harvard, don't think you have this leadership stuff figured out.

9



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A leader is one who knows the
way, goes the way, and shows
the way

John C. Maxwell

10a



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SINDH CAPACITY DEVELOPMENT PROJECT

Tier II Report

Sindh Capacity Development Program (SCDP)
Contract Award: AID-391-C-15-00010

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List of Acronyms

ASER	Annual Status of Education Report
CDD	Curriculum Development Division
CPD	Continuous Professional Development
DEOs	District Education Officers
DMO	Delivery Management Office
ECE	Early Childhood Education
EMOs	Education Management Organizations
EPRD	Education Planning and Research Division
ES	Examination Syndicate
GoS	Government of Sindh
IAB	Institute Aminuddin Baki
ICT	Information and Communications Technology
IQA	Inspectorate and Quality Assurance
ITE	Institute of Teacher Education
KPI	Key Program Indicators
M&E	Monitoring and Evaluation
MEB	Malaysian Education Blueprint
MoE	Ministry of Education
NEAS	National Education Assessment System
NER	Net Enrollment Rate
NPIS	National Preschool Information System
NPQS	National Pre-School Quality Standards
PADU	Performance and Delivery Unit
PASR	Primary School Alternative Assessment Statement of Results
PISA	Program for International Student Assessment
PMIU	Program Management and Implementation Unit
PMO	Program Management Office
PPP	Public Private Partnerships
RSU	Reform Support Unit
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Project

SCMP	Sindh Community Mobilization Program
SELD	School Education & Literacy Department
SQEMS	Standard for Quality Education in Malaysian Schools
SRP	Sindh Reading Program
SSE	School Self Evaluation
SWOT	Strengths Weaknesses Opportunities Threats
TED	Teacher Education Division
TIMSS	Trends in International Mathematics and Science Studies
USAID	United States Agency for International Development

Executive Summary

One deliverable of component 4 of Sindh Capacity Development Project (SCDP) pertains to the development of District Education Managers through senior leadership and training via exposure to education processes in international jurisdictions, as well as, provinces within Pakistan. In this regard, a three tiered system was developed to meet the target of the deliverables.

This is the Tier II report of Sindh Capacity Development Project (SCDP). Tier II refers to the officials going on an exposure visit to a regional country which has a government structure and development strategy that is similar to Sindh. Accordingly, Malaysia was chosen as the country of visit. This was done to ensure that the visit serves as a learning platform which provides support for the enhancement of education outcomes in Sindh.

Thus, this report is a collation of the learning experiences of the officers and provides a detailed account of the educational reforms taking place in Malaysia. It also discusses the state of education in Sindh to acutely depict the need for reforms in the sector. In addition to that, the report presents the summary analysis of potential countries to visit and the process of selection of Malaysia. Further, pre-visit assessment criteria, selection of officials, pre-visit workshop and post-visit workshop are also discussed.

Chapter 3 is devoted to the findings and recommendations for Sindh based on the visit to major organizations working in Malaysia for the improvement and sustainability of the education system. A few of these organizations include: Ministry of Education, Educational Planning and Research Division, Education Performance and Delivery Unit, Inspectorate and Quality Assurance, Division & Putrajaya Education Department, Curriculum Development Division and Examination Syndicate, Institute of Teacher Education Malaysia, and Institute Aminuddin Baki. Public Private Partnerships are also functional in Malaysia under the Ministry of Education.

Findings from a few of these organizations suggest that the education system in Malaysia has been developed based on national aspects such as vision and philosophy which serve as a unifying factor for the citizens, including the students. Additionally, the education system is more effective and outcome-oriented as evidenced by the Malaysian Education Blueprint, Performance and Delivery Unit (PADU) and Inspectorate and Quality Assurance (IQA). Moreover, the Malaysian education system does not only focus on academic attainment but also provides opportunities for vocational and technical training. Trust School Programs (under PPPs) are also similar to Educational Management Organizations functioning in Sindh, however, the difference is that the trust schools are granted complete autonomy to develop curriculums with the use of technology and better teaching strategies.

Another learning aspect was the fact that the monitoring and evaluation of education in Malaysia does not merely focus on quantitative aspects such as rates of enrollment and attendance; it also focuses on qualitative aspects such as learning and comprehension based on certain rubrics and yardsticks which determine the educational progress. Not only that, through the IQA, schools are equipped to conduct their own evaluation on a web-based portal; the schools are then visited by the teams for verification and accuracy of the reported data. Malaysian teacher education and training is also divided into phases, levels and roadmaps which are constantly charted through a reporting mechanism.

If the recommendations and analysis of the organizations laid out in this report are implemented then it will pave the way forward for a better education system in Sindh.

1 Introduction

1.1 Background

Sindh Basic Education Project is an initiative funded by the United States Agency for International Development with the collaboration of Government of Sindh to achieve increased and sustained student enrollment in primary, middle and secondary levels. The program funds the construction and rehabilitation of schools affected by the floods in 2010 and supports the Government of Sindh's policy of merging, consolidating, and upgrading schools through new construction. Sindh Basic Education Program also seeks to improve early grade reading in primary schools and to mobilize communities to increase girls' enrollment.

The program is working across 7 components concurrently:

- Component 1: Construction of schools affected by 2010 floods.
- Component 2: Support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction of schools.
- Component 3: Improvement in early grade reading in primary schools.
- Component 4: Community mobilization, with a focus on increasing girls' enrollment and improving nutritional status of children.
- Component 5: Technical assistance to the Department of Education.
- Component 6: Monitoring and Evaluation.
- Component 7: Architect and Engineering (A&E) Services.

SBEP is currently implemented in 7 districts of Sindh and 5 towns of Karachi. For transparent and efficient management of Sindh Basic Education Program (SBEP), the School Education Department, Government of Sindh has established a Program Management Implementation Unit (PMIU). PMIU is headed by SBEP Program Director, who reports to Secretary of School Education and Literacy Department (SE&LD), Government of Sindh. The PMIU supervises the construction of schools under SBEP and coordinates and monitors progress of the entire SBEP. In addition to the work directly overseen by PMIU, the following projects are being implemented under SBEP:

Sindh Reading Program (SRP) is a five-year initiative launched to support SBEP's goal of improving early grade reading, through continuous teachers' professional development, improvement of assessment and distribution of supplementary materials.

The Sindh Community Mobilization Program (SCMP) is a five-year program to sustain community mobilization and school based management in Sindh province. The program's inclusive community activities are designed to make educational improvements sustainable by increasing community support for local schools and increasing advocacy for better educational provision generally.

Sindh Capacity Development Project (SCDP) is a three-year project to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports PMIU in the development of its core capacities including monitoring and is responsible for the capacity development of the School Education Department (SELD).

To summarize the aforementioned, Sindh Capacity Development Project has been assigned the task of supporting capacity building of the School Education Department of the Government of Sindh. Also, there are multiple deliverables and processes being undertaken through four components.

Component 1 aims to improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) and has a total of 12 deliverables which includes annual financial

evaluation, financial bookkeeping and capacity building plan for PMIU.

Component 2 aims to strengthen the effectiveness and impact of SBEP through the implementation of the M&E Plan and has a total of 10 deliverables which also include preparation of quarterly and annual monitoring and progress reports, and the dissemination of M&E strategy plan.

Component 3 aims to facilitate knowledge generation on education challenges and innovative interventions to inform decision-makers for the improvement of education policies and programs. It has a total of 5 deliverables which includes research studies, research dissemination strategy and provision of support to PMIU to enhance advocacy and communication.

Lastly, Component 4 aims to strengthen capacities, systems and policies of the SE&LD to improve the education services in conjunction with the education reforms in Sindh. It has a total of 16 deliverables which includes preparation and dissemination of standardized PPP toolkits and education sector-specific guidelines, capacity gap analysis regarding PPP, and provision of support to SELD to institutionalize PPP best practices in education.

One deliverable of Component 4 pertains to the development of District Education Managers and senior leadership and training through exposure to education processes in international jurisdictions, as well as, provinces within Pakistan. A three-tiered system is explained below (as per the contract):

1. Tier-1 targets high level provincial officials of the GoS including the Education Minister, Secretary Education, Secretary, Finance, Secretary P&D, Project Director-PMIU and others identified by USAID. Based on capacity needs assessment, senior officers in this Tier were sent to Harvard University's Kennedy School of Government for short term training.
2. Tier-2 includes provincial level managers, leaders and technical persons of SED, PMIU, Reform Support Unit (RSU), BOC and PITE involved in the implementation of education reforms especially SBEP. It was planned that under this activity, officers will be sent to a regional country to learn more about their education system. It was also decided that the country chosen will be similar to Pakistan in governance structure, recent history of development and other relevant factors which can provide learning opportunities for enhancing education outcomes in Sindh.
3. Tier-3 has been designed to provide exposure to District Education Officers and administrators involved in SBEP in seven targeted districts and five towns of Karachi. It was planned that under this activity, officials will be sent to other provinces to learn from their experiences and reforms that will help the implementation process of education reforms in Sindh.

Under Tier 2, _____ officials were sent on the exposure visit to Malaysia to learn their reforms and practices to enhance the education sector in Sindh. Thus, this report is based on the collation of their findings and observations.

It first provides a situational analysis of education in Sindh by highlighting the challenges of quality, access and governance. The report then discusses the educational reforms occurring in other countries and elaborates on the selection process of Malaysia for the exposure visit.

Second, the report discusses the process design of the visit where it details the pre-assessment questionnaires, pre-departure workshop, overview of the trip, and post departure workshop.

Third, this report details the educational organizations functioning in Malaysia for the improvement of education sector.

1.1 Objectives

The objective of Tier 2 training and visit was to provide officers an insight into the mechanism of education service delivery in other countries and to enhance their understanding of various aspects of delivery that improve governance and management (including planning, monitoring and accountability) thereby boosting education outcomes.

The visit included exposure to the following:

1. Education governance, policy and human resource management.
2. Quality product development and monitoring of education standards
3. Planning and monitoring through evidence based approaches.
4. Education reforms in Malaysia.

The focus was to provide exposure to the overall quality value chain in education as seen in Figure 1 below. Aspects such as curriculum, teacher training and assessments were also covered as well as the linkages across them. Additionally, participants were familiarized with the overarching management areas like capacity and standards etc.

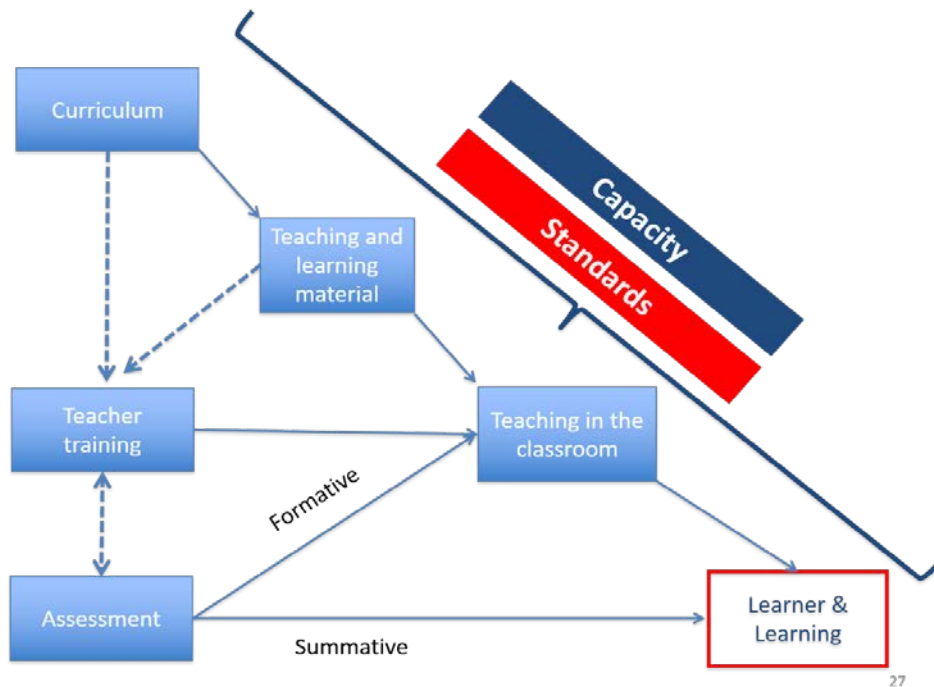


Fig-1: Education Value Chain

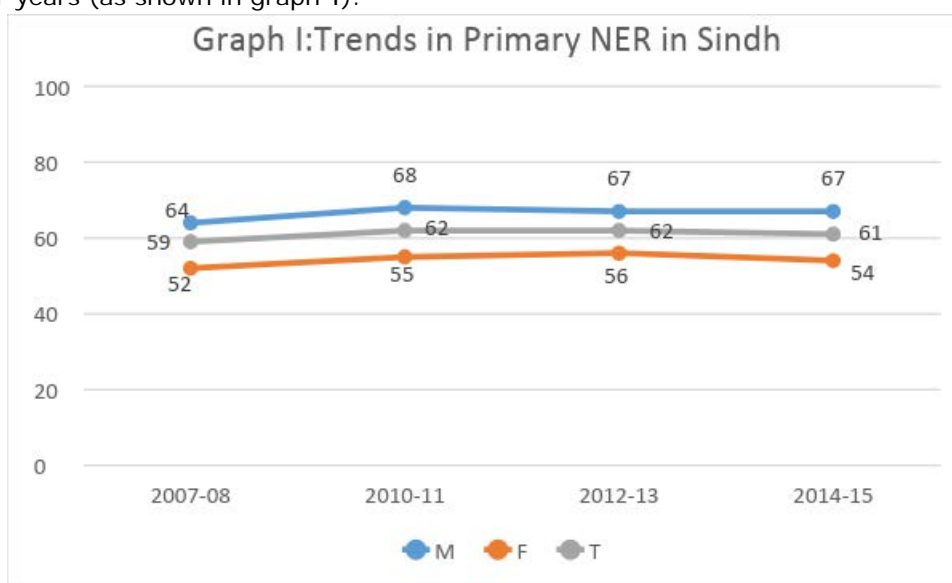
The program planned to orient participants on the above components and also demonstrated teaching and learning in the classroom for both formal and non-formal education. For planning and monitoring processes, officers were given an orientation on identification of data needs, designing of databases,

collection of data and its use. The latter also included monitoring and follow up. In addition to the aforementioned, specific interest areas of Malaysia were also shared.

1.2 Situation Analysis of Sindh

Education in Sindh faces three important challenges: Access, Quality and Governance. The weakest link is quality. This can be seen through the poor results of children in various assessments like National Education Assessment System (NEAS) and the Annual Status of Education Report (ASER). Among other factors, high dropout rates also indicate a deficiency in quality.

In Sindh, there are more than 45000 schools. Of these, 91% are primary schools which show that there is a major bottleneck beyond the primary. Many of the primary schools are single or two rooms which result in multi-grade teaching. The lack of basic facilities and poor quality of education has impacted participation in schools. This can be seen in low Net Enrolment Rates: a trend that has not shifted over years (as shown in graph-I).

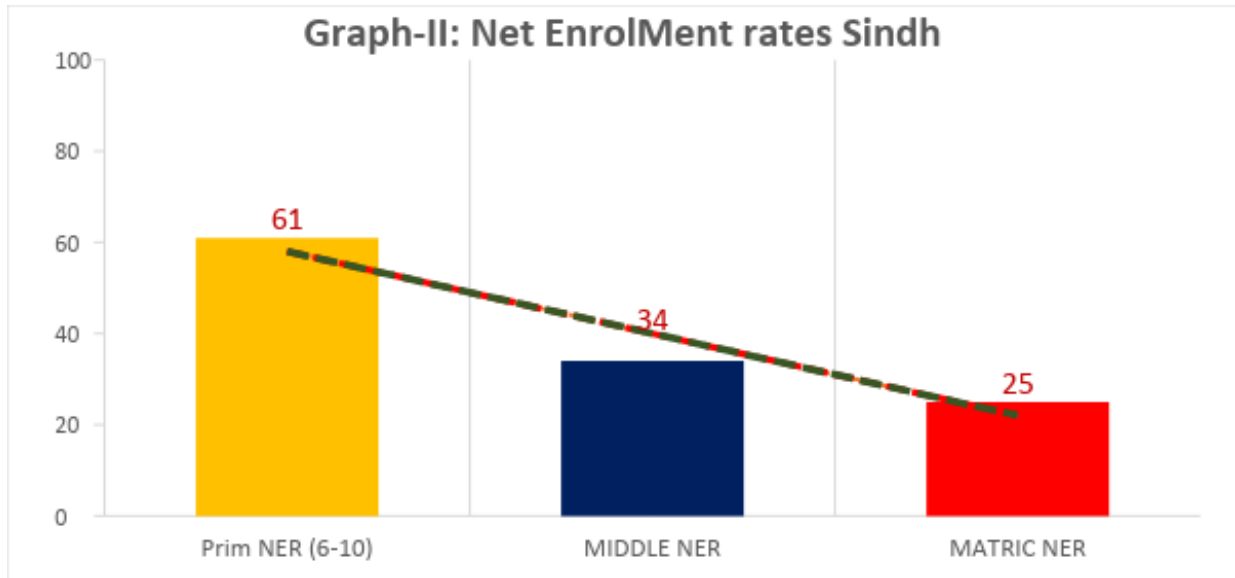


Source: Various PSLMs

There is also a huge dropout in NER from primary level (61%) to Middle level (34%) and it gets further down to a metric level to 25% (Graph-II)¹. The declining NER clearly results from high drop outs at primary level and also low transition rates between primary and middle. 20% of children drop out of public schools from grade 1 and 2 only².

¹ NER reported in PSLM includes all school types: public, private and madrassas

² Source: Sindh Education Management Information System (2013-14 and 2014-15)

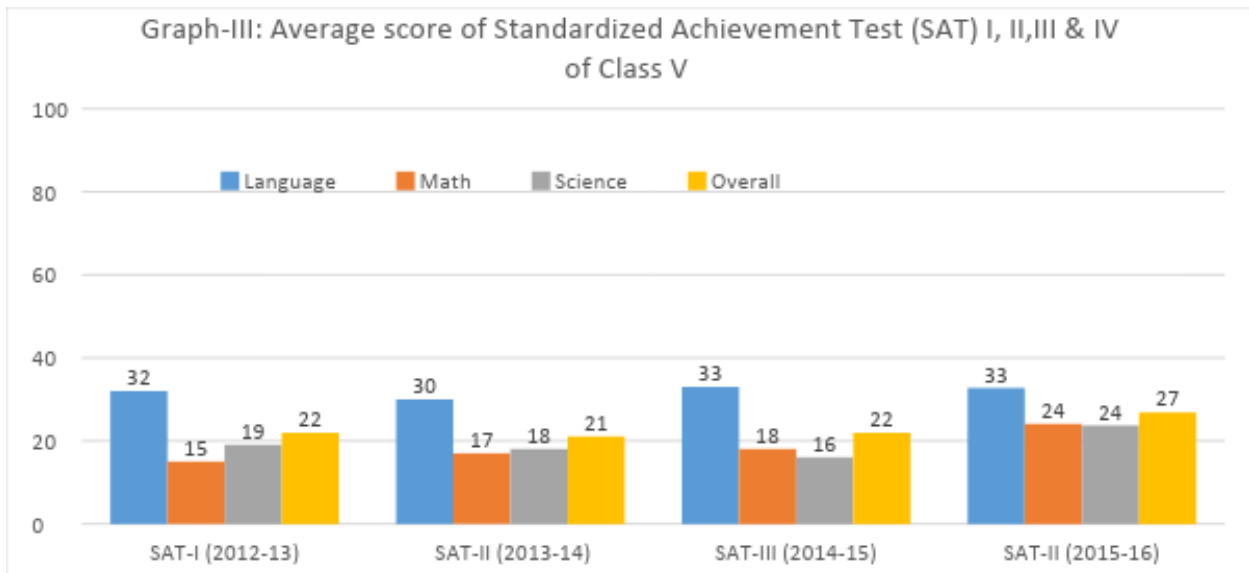


Source: Pakistan Social and Living Measurements Survey 2014-15

By secondary level, NER reduces to 25%. This corroborates with some of the other findings on drop outs. According to Alif Ailan,³ which estimates that 86% of children aged 14 to 15 are out of school, the decline in participation is not just a factor of facilities or demand side reluctance. Poor quality of teaching and learning is the most major contributor.

1.3 Quality of Education

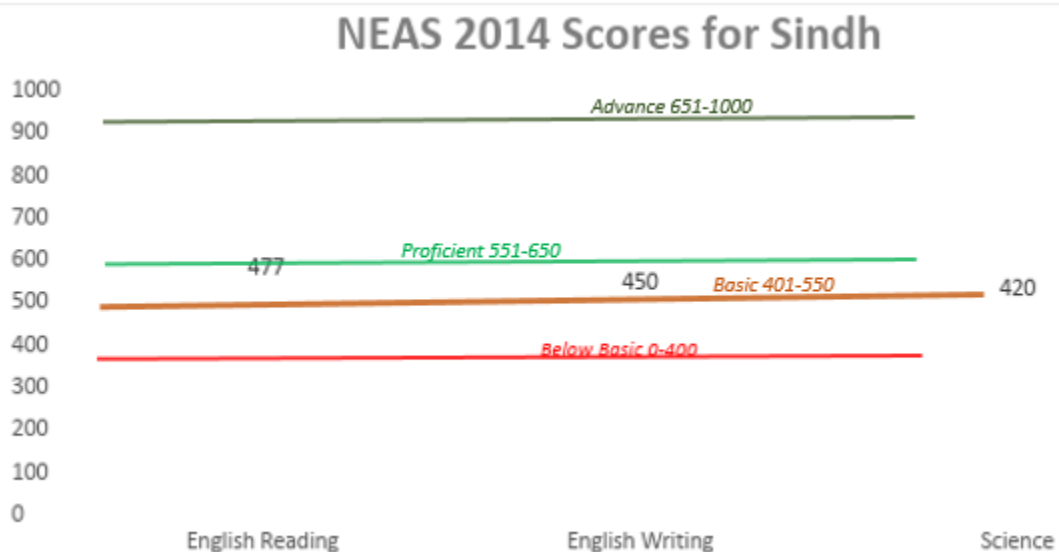
Quality of education in Sindh has been extremely low. This can be seen in the Standard Achievement Test (SAT) conducted by SED with the help of Institute of Business Administration (IBA) of the University of Karachi. As evidenced by the graph, there has been only marginal improvements in SAT results since 2012-13 (Graph-III).



³ Source: 25 Million Broken Promises by Alif Ailaan

Source: Various SAT result reports (IBA-Sukkur)

These results are corroborated by the findings of the National Education Assessment System (NEAS)-2014. The latter also shows a bleak picture of the quality of education in Sindh. The learning level of students of Class-V is at a very basic level of subject knowledge in science, English reading, and English writing.



Government of Sindh is cognizant of many of these problems and has been actively targeting them through a series of reforms. These include, among others, recruitment of teachers through third party tests to ensure merit, promulgation of the Curriculum and Standards Act 2014 and Right to Education Act 2013, and preparation of the Sindh Education Sector Plan 2014-18. The Government continues to receive support from a number of development partners in this effort. Sindh Basic Education Program (SBEP) of the USAID is one such support that is assisting Government of Sindh across a wide set of educational needs of the province. Aspects of governance, quality, access and equity are all covered in SBEP.

Recently, the Government has increased its emphasis on public private partnerships for education service delivery. This is the model of Education Management Organizations (EMOs) wherein private sector entities bid for government schools available for PPPs. These schools are then managed by the private sector entity and overseen by the government on the basis of an agreed set of key performance indicators. This new model has been premised on the analysis that the current public sector managing system is not able to deliver effectively.

The new model brings in much needed resources from the private sector with a promise for improvement. The model, however, also requires the government to rethink and restructure its approach to governance. If some of the current gaps in capacity, planning and monitoring continue then the results from the PPP model will also be sub-optimal.

Given the state of education and the efforts undertaken by the government, exposure visit of officials from the Government of Sindh had been planned so that key learnings can be implemented during the reform process. Thus, the training proposed by SCDP under its three tiered program provides this opportunity.

1.4 Selection of Host Countries

The selection of countries was based on recent demonstrated achievements in the education sector. Initially, six countries were considered: Thailand, Malaysia, Indonesia, Sri Lanka, Vietnam and Nepal. After further research and discussions based on the quality of education and access indicators, the selection was narrowed down to three countries i.e. Malaysia, Sri Lanka and Vietnam. Summary analysis of all three countries is discussed below which explains the reasons for selecting Malaysia as the country of visit.

1.5 Summary Analysis of Countries

All three countries shortlisted have strong education indicators. They have high literacy as well as enrolment rates, but Malaysia and Vietnam are ahead in quality. In fact, Vietnam has been an exception that has surprised the World with its Program for International Student Assessment (PISA) results in 2015 where it stood 12th overall and outperformed countries like USA and UK in Mathematics. Sri Lanka and Malaysia have higher school completion rates as compared to Vietnam. This is a bit of an anomaly as normally good quality education is associated with lower dropouts. However, it appears that education in Vietnam is more expensive due to the practice of private tuitions by teachers and relevance of curriculum to the job market is low.

Malaysia has a greater balance in its all-round indicators despite falling behind Vietnam on quality. Sri Lanka has achieved universal literacy but lacks the requisite quality. It has never competed in PISA but in 2009 and 2013, students from Sri Lanka appeared in Trends in International Mathematics and Science Studies (TIMSS) where the average score for the country was 403 and 316 respectively. Comparatively, Malaysia had a score of 440 in 2011.

The education systems in all three countries are similar with very few differences. In all three countries, the primary level consists of five years and starts at the age of six. The NER at primary level is above 95% in all three countries, however, Malaysia has maintained a 100% primary completion rate for the last five years. Though early childhood education is excellent in all three countries, Malaysia has better and well maintained ECE centers as compared to the other two. In Malaysia and Sri Lanka, education up to secondary level is free. In Vietnam, on the other hand, education is compulsory up to secondary level but the country offers free education only up to the primary level.

In all three of the shortlisted countries, Malaysia, Sri Lanka and Vietnam, education is overseen by the federal ministries of education, with some devolved powers to the provinces. Compared to these, Pakistan has a more devolved education governance system where provinces have greater autonomy. This means that one of the primary focus of the visit was on the working of the federal ministries in Malaysia.

Malaysia was finalized for the tier two visit as it was logistically more feasible and had a well-structured education system.

2 Process Design

Tier 2 training engaged provincial level officers that were primarily from organizations responsible for the education value chain in Sindh. Before selection of the officers, a pre-visit assessment was also conducted where potential participants were evaluated and selected. In addition to that, for proper orientation of the participants, a pre-visit workshop was held where issues pertaining to education in Pakistan, specifically Sindh, were discussed and reviewed. This was followed by a session on Malaysia and its education system to ensure that the participants have appropriate background knowledge for the visit. During the visit, participants visited organizations working in the education sector and engaged in presentations and meetings with officials from Malaysia. After the visit, a post-visit workshop was held which was a platform for the participants to discuss their findings and learnings.

2.1 Pre-visit Workshop

The pre visit workshop for Tier 2 was held on November 18, 2017. Prior to the visit, the workshop aimed to provide basic understanding of the Malaysian education system and the reforms in Sindh's education system. Furthermore, all logistical details and checklist for international travel were discussed. In this regard, a detailed pre-departure manual was also developed and shared with the participants.

The workshop started with registration and recitation from Holy Quran. Followed by the Tilawat, Mr. Abdul Wahab Soomro, Program Director- PMIU-SBEP, welcomed the participants. He shared the objectives and progress of SBEP and further mentioned the importance of the visit to Malaysia. He stated that the sole purpose of this visit was to observe the educational reforms and initiatives undertaken by the Malaysian government and to use the visit's learnings to streamline the reform process in Sindh in order to enhance the quality of the education system.

Later Mr. Asad Ali Shah, Managing Partner SCDP, provided a briefing on the role played by Sindh Capacity Development Project to improve and sustain the quality of education in Sindh. In addition, he explained the process of selecting the participants to visit the regional country and the process of selecting Malaysia. Mr. Shah mentioned that initially six countries were selected and after necessary analysis and research, the list narrowed down to three and finally, based on the current success and indicators, Malaysia was finalized as the country of visit.

Later Mr. Ghulam Nabi, Alternative Learning Pathways Specialist SCDP, briefed the participants about the details of visit. The participants also received travel documents and a pre-departure manual.

2.2 Visit Plan

To ensure a feasible and error-free exposure visit, officials approached Ministry of Education, Malaysia which coordinated and supported the officials in logistical tasks such as travel arrangements, departures, accommodation and daily transportation.

Accordingly, the participants visited Malaysia for four days where they got exposure to Education Planning and Management, Monitoring and Evaluation, Teacher Trainings Institutes, Curriculum and Assessment, and Public Private Initiatives. The visit was designed to ensure that the participants receive exposure to the interventions, processes and reforms taken by the Government of Malaysia to improve access, governance and quality of education. Therefore, the participants visited the Ministry of Education, Educational Planning and Research Division, Education Performance and Delivery Unit, Inspectorate and Quality Assurance, Division & Putrajaya Education Department, Curriculum

Development Division and Examination Syndicate, Institute of Teacher Education Malaysia, and Institute Aminuddin Baki.

On Monday, November 20, 2017, the participants visited Ministry of Education Malaysia where they were presented with an overview of the Malaysian Education System. Educational Planning and Research Division (EPRD) and Education Performance and Delivery Unit (PADU) gave presentations. EPRD discussed topics such as planning and construction of education policies, planning for development of education, development of information application systems in education, and collection of data and information related to education. PADU elaborated their functions of facilitating, supporting, delivering the ministries' vision in transforming the education system through the implementation of Malaysia National Blueprint 2013-2025. The participants also visited Inspectorate & Quality Assurance (IQA) where they got to learn the basic functions of the organization.

On Tuesday, November 21, 2017, the participants visited School Management Division and Putrajaya Education Department. They also visited schools.

On Wednesday, November 22, 2017, the participants met with representatives from Curriculum Development Division and Examination Syndicate where they received an overview of the curriculum being taught in Malaysia. Then they were presented with a brief introduction to the Examination Syndicate followed by an explanation of the national education assessment system, school based assessment, alternative assessment of primary school, and the 9-point system.

On Thursday, November 23, 2017, the participants met with representatives from Institute of Teacher Education Malaysia and Institute Aminuddin Baki.

2.3 Post-visit Workshop

After the visit, a post-visit workshop was held on February 15, 2018. The post-visit workshop was used as a platform to discuss, reflect and analyze the educational reforms in Malaysia. The officials who visited Malaysia presented their findings of the organizations working in the education sector. They also discussed whether the reforms undertaken by Malaysia could be implemented in Sindh.

The workshop started with registration and Tilawat. After Alternative Learning Pathways Specialist SCDP, which was followed by remarks from Abdul Wahab Soomro, Program Director- PMIU-SBEP, who explained that the purpose of the visit was to share knowledge and to learn and adapt wherever possible. He also stated that they wanted officials to go on the exposure visit to learn new ideas and reforms that can serve as a basis for change in the Sindh Education System.

Abdus Sami Khan, Chief of Party SCDP, mentioned that one of SCDP's deliverable was to arrange exposure visits to different provinces and regional countries to learn practices taking place in similar educational structures. He added that it took centuries for the western world to achieve their present quality of education, however, Singapore, Malaysia and Vietnam broke the myth and achieved progress in terms of educational attainment in merely 20 years or less. Initially, the plan was to visit both Vietnam and Malaysia however for reasons of logistical ease, Malaysia was finalized.

Ghulam Nabi then introduced the Malaysian Education System and stated that the main purpose of education is to learn. He also added that learning is an ongoing process and the main purpose of the three tiers and exposure visits was to learn from others and to adapt their best practices in order to enhance Sindh's education system.

The officials presented their learnings on several organizations working on the education sector in Malaysia such as: Ministry of Education, Planning Division, Performance and Delivery Unit (PADU), Curriculum Development and National Examination, Teacher Education and Management Development, Public Private Partnerships, and Non-Formal Education.

After the presentations were concluded, the floor was opened for questions and answers where the participants got a chance to engage in constructive dialogue.

Asad Ali Shah, Managing Partner SCDP, then congratulated and thanked the presenters for the completion of a successful visit. He mentioned that in terms of the population, Pakistan is the 6th largest country in the world but based on social and economic indicators, it is ranked 146th. The lag in economics is due to the lack of investment and planning in the development sector. However, such visits are promising and should be held on a regular basis. This was followed by a vote of thanks which concluded the post-visit workshop.

3 Findings from Malaysia Visit

3.1 Ministry of Education, Malaysia

The Ministry of Education is responsible for the education system in Malaysia.

Malaysian education system is based on the principles of National Education Philosophy that aims to have holistic and integrated development of individuals by creating a balance between intellectual, spiritual and emotional capabilities. Not only that, National Education aims to improve the quality of education, increase the number of educated citizens and contribute to a prosperous nation.

The Malaysian educational system consists of 5 stages: Pre-school education, Primary education, Secondary education, Post-secondary education and Higher education. The formal education begins at the age of 4 with Pre-Schooling. Primary school, which starts at the age of 6, is compulsory for everyone. It is followed by three years of Lower Secondary Form and then two years of Upper Secondary Form. In Lower secondary Form, general education is provided so that students can acquire knowledge of various disciplines whereas, in upper secondary education, students go for specialized education by selecting academic, technical, religious, sports or art related streams. After completing the upper secondary form, students can select Form 6 or matriculation colleges at the post-secondary level so that they can prepare for higher education or full-time employment later. Mainly, the medium of education is the national language, Malay, as well as Chinese and Tamil.

Assessments are conducted after the successful completion of each educational stage. If successful, students are allowed to enroll for the successive stage. USPR (Primary School Assessment Test) is carried out after finishing primary education. PT3 (Form 3 Assessment), done after the lower secondary, is composed of school-based tests and projects. SPM (Malaysian Certificate of Education) is completed before enrolling for post-secondary education. Malaysian Higher School Certificate (STAM, STMP (HSC)) are also prerequisite for enrollment in higher education.

Recommendations

Unlike Malaysian Education System, the vision and objectives of the education department of Sindh are not translated into actions which can be reflected in their present quality and standards of education. A comprehensive education system should be implemented, which not only prepares students to be academically smart but also intellectually and emotionally intelligent. A sense of unity and patriotism should be instilled amongst the citizens.

In addition, in order to make the education system more effective and outcome-based, Sindh should implement more summative assessments. This would work as a quality check, making sure that every student has sufficient level of education required for the next stage.

In Sindh, evaluation of education focuses more on academic qualifications than on attainment of vocational skills/training. Therefore, as observed in Malaysia, it is recommended that awareness related to vocational training should be raised and more vocational institutes should be set up in Sindh.

3.2 Performance and Delivery Unit

3.2.1 Malaysia Education Blueprint

In October 2011, the Ministry of Education developed National Education Blueprint after a comprehensive review of the education system of Malaysia. It is the largest public consultation process undertaken by the ministry. The process took into consideration the opinions of all stakeholders and is built on international performance standards and expertise. The primary functions of the Blueprint are: to identify the current trends and challenges of Malaysian Education System, establish a clear vision for students and education system, and outline a comprehensive framework for the transformation of the system. In addition to that, Performance and Delivery Unit was also created after the inception of MEB to facilitate improvement in the education system as well as to monitor and share the progress.

The Blueprint was generated after referring to multiple sources, such as national and international panels of experts, public universities, articles, seminars, and memorandums. The report was divided into 3 phases. In phase 1, focus groups, workshops and surveys were carried out with principals, teachers, students from different schools, and state officers. In phase 2, a national dialogue was organized with teachers, PTA members, and public supporters from every state. In phase 3, the feedback on the initial blueprint was incorporated. Moreover, 11 shifts were needed in the system to promote the high performance of schools, teachers and students.

The Blueprint seeks to achieve the following 5 outcomes for the Malaysian Education system:

1. Access: 100 percent enrollment at all school levels by 2020.
2. Quality: Top 3 in international assessments in TIMSS and PISA within 15 years.
3. Equity: 50 percent reduction in urban-rural, socio-economic and gender disparity by 2020.
4. Unity: Education system based on shared values and diversity.
5. Efficiency: Maximum benefits for students within the budget.

The Ministry aligned the transformation into 3 waves in order to build the capacity and capability of the system. The first wave (2013-2015) reversed the system by providing support to teachers and focusing on strengthening the core skills. The second wave (2016-2020) aims at accelerating the improvements in the system. The last wave (2021-2025) focuses on increasing the operational flexibility so as to move towards excellence.

The transformation can be a challenging task considering the complexities in the organizational structure of the Ministry. For proper implementation, facilitation and delivery of the Blueprint, the Education Performance and Delivery Unit (PADU) was created. PADU aims to facilitate the Ministry of Education to bring a change in the education system. In addition, it monitors and shares progress updates of the blueprint through annual reports where the successes and shortcomings and plans for remedial action plans are discussed. It also integrates the functions of Project Management Office (PMO) and Delivery Management Office (DMO).

The key contributions of PADU are related to coaching and mentoring, inculcating data-driven culture, conducting solution-oriented labs and counselling, knowledge exchange and collaboration, and best practices for planning and assurance to support Key Program Indicators (KPIs).

Recommendations

An educational blueprint similar to MEB exists Sindh called the Sindh Education Standards however, it needs to be more comprehensive so that attention is drawn upon the strengths and weakness in the education system, along with the different ways for transformation. When making a blueprint, the opinions of all the stakeholders should be incorporated during policy making process. The targets and interventions need to be well-planned out. It is important that the panel of the decision making committee consists of highly educated and qualified individuals who can share their insights and knowledge gained throughout their own experience.

Efficient policy making and implementation are not present in Sindh. To curb this issue, a systematic monitoring and evaluation mechanism needs to be put into effect for regular check and balance of progress made. Transformation in the existing system can be a demanding task. An organization like PADU needs to be introduced in Sindh that facilitates the ministry in the implementation process of the blueprint. Moreover, it can also help other departments in terms of monitoring and evaluation.

3.3 Inspectorate and Quality Assurance Division (IQA)

In Malaysia, education has greatly improved through the assurance of quality and standards maintained by a Monitoring and Evaluation system called Inspectorate and Quality Assurance Division (IQA). Recognizing the importance of monitoring and evaluation, the Ministry of Education has placed IQA under its authority. The IQA is mainly responsible for the evaluation of pre-primary, primary and post-primary schools, and education centers. IQA also measures the educational sector through yardsticks of Malaysian Education: quality, values, and enhancement of school leadership.

One of the ways IQA evaluates schools is through School Self-Evaluation (SSE) forms. The purpose of SSE is to facilitate schools to conduct their own SWOT (strengths, weaknesses, opportunities, threats) analysis, plan budgets and identify further areas for improvement. These forms are given to the schools at the beginning of the academic year and collected back at the end; the findings and data are then consolidated into a report which serves as a tool guide for improvement. This entire process has been recently transferred onto an online web-based form for ease of access. To verify the accuracy of the reported data, monitoring team visits the schools to inspect whether the self-evaluation has been done correctly. A few years ago, some gaps were found which were overcome by further trainings and clarifications.

Moreover, attendance of teachers is not a priority for IQA as school administrations monitor it on their own through automated attendance system and manual registers. Instead, IQA focuses on school-specific and student-specific assessments which focus on aspects of learning, facilitation and organizational management.

National Pre-school Quality Standard comes under the mandate of Inspectorate and Quality Assurance Division and Ministry of Education.

3.3.1 National Pre-School Quality Standards (NPQS)

In the absence of a national standard, the development of National Pre-School Quality Standards was to ensure the quality of preschool education. Thus, NPQS aims to assess standards, plan improvement measures, and to streamline quality and consistency across all public and private preschools. While they are also incorporating access, equity, unity and efficiency in their educational standards, their main focus is on quality which they measure through an assessment method detailed below.

The dimensions of quality in NPQS are Governance, Teachers and Teaching Assistants/Pupil Management Assistants, Curriculum, Preschool Parent/Guardian interactions, and Health, Nutrition and Safety. To measure these dimensions, NPQS has developed an assessment method which includes:

- Pre-School Profiles
- Objective Indicators
- Subjective Indicators

Pre-school profiles are managed through NPQS online system which is called National Preschool Information System (NPIS). NPIS is a web-based database that integrates information from all the registered pre-schools. It provides a platform to conduct an online self-assessment process which records and calculates the scores of each item in NPQS. A report is then generated based on these scores.

NPIS also uses subjective and objective indicators to measure the quality of education. The objective indicators aim to assess the quantitative aspects of education, for example, the number of teachers, academic qualifications and the number of reading materials. On the other hand, the subjective indicators observe the qualitative aspects of education, such as teaching and learning environment and surroundings, and student-teacher relationships and interactions.

Recommendations

The difference between Malaysian and Sindh education monitoring system is that Malaysia has equipped schools with enough resources to conduct their own self-evaluation. Whereas, the focus of monitoring in Sindh is based on attendance and enrollment. No qualitative tool is being employed that measures student learning and comprehension by monitoring assistants. Moreover, Sindh has developed an early childhood policy but there are no implementation instruments.

In addition to that, the Malaysian M&E system follows certain rubrics and yardsticks to measure its educational progress. Sindh should focus on sustainable, qualitative and implementation aspects of their M&E system. Instead of focusing on quantitative data, the system should also look into qualitative measures of education. It should not only measure headcount but also the quality, delivery and outcomes. They can also integrate the M&E system with field offices around the region. Moreover, they can involve parents and community members in the entire process. Another reform could be the use of biometric attendance machines for the attendance of teachers.

3.4 Standard for Quality Education in Malaysian Schools (SQEMS)

SQEMS are the school operation guidelines and self-evaluation tool to improve the quality of management process at all levels of schools. The key functions of SQEMS are to improve the quality of school's management process, to transform the school environment from teaching and learning, and facilitating. Every existing task in school is structured into 5 standards: Leadership, Organizational Management, Management of Curriculum, Co-Curriculum and Pupils' Affair, Learning and Facilitating and Pupils' Accomplishment. These standards evaluate the levels of implementation and quality of all the tasks carried out at school. Following steps needs to be taken in order to change the preexisting attitudes towards self-evaluation:

1. Benefit should be gained by all users of the schools.
2. The school management manual should also be an instrument for assessment.
3. The evaluation of implementation and quality level should be done for all the school tasks. This task should be assigned to staff members.
4. Implemented throughout the year with 3 level of review.
5. Evidences of implementation should be mentioned.
6. Principals should follow the process.
7. School's own ratings should be audited.

Recommendations

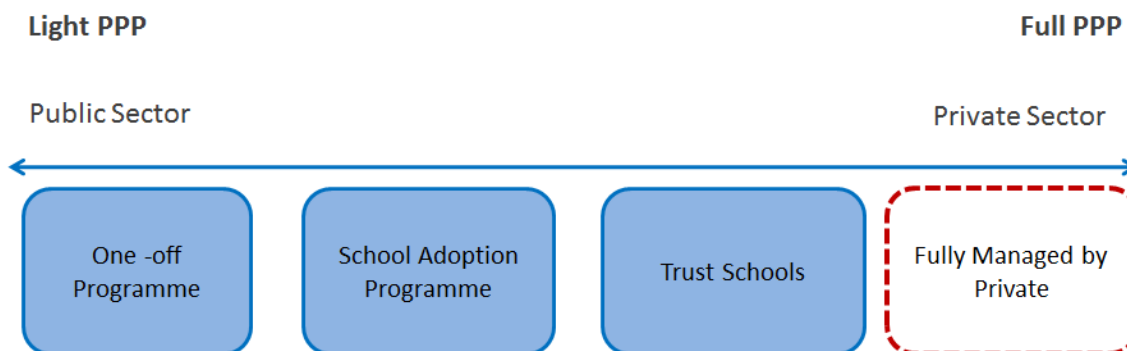
Education in Sindh focuses on measuring the quantitative aspect of evaluation, such as school enrollment and attendance rates. No instrument or tool is used to measure the qualitative aspect of the school education, such as measures related to learning, comprehension, and infrastructure and overall school environment. Limited resources also plays its part in creating hindrances in complete evaluation process.

In order to improve sustainability and promote same quality of education, certain benchmark should be maintained in the system. It would also make it more convenient to compare performance against the predefined evaluation targets in all parts of Sindh. School and student related self-evaluation tests should be launched in order to assess quality and gain feedback from students, teachers and other stakeholders. Based on the quality assessment indicators, customized solutions can be provided.

3.5 Public Private Partnerships (PPP), Ministry of Education

Public Private Partnership is the 9th shift of the Malaysian Blueprint of Education 2013-2025. The private sector includes companies, corporations, non-governmental organizations and not-for-profit organizations who are interested in collaborating with Malaysian Ministry of Education. Through this alliance, the Ministry of Education aims to improve curriculum and delivery of education, improve the management of schools, and provide technical and financial assistance. It also creates a network of integrated and sustainable schools that wish to improve public school services and student outcomes.

The spectrum of PPP is shown below:



Light PPP covers three streams: one-off programmes, school adoption programmes and trust school programmes. Full PPP is practiced in private sector.

1. One- Off Programmes

One-Off Programs are sponsorships for educational programmes and activities requiring short term funding and support. Schools are also provided with infrastructure, material and other requirements. More than 9000 schools are a part of one-off programmes. Some of the main contributors are Yayasan Maybank, Bank Simpanan Nasional, Majlis Perbandaran Subjang Jaya, Petronas, and Milo-Nestle.

2. School Adoption Programmes

For school adoption programmes, a 3-5 year contract is awarded to companies. These companies partner with underdeveloped schools and help them by introducing new technologies, after-school activities, literacy projects and educational labs. A few companies that participated in this initiative are PINTAR Foundation, Yayasan SP Detia, and Yayasan Sime Darby.

3. Trust School Programmes

In Trust School Programmes, sponsored organizations work with government organizations. It is based on the Gradual Release Model where 83 schools are handed over to organizations for 5 years to improve the quality of learning and teaching, and maximize student achievement and potential.

The program focuses on capacity building of teachers and school leaders, and creating a learning environment. The entire school system gets involved in the school transformation process. The 4 main goals of the trust school are:

1. To develop high-quality leadership and management: It is measured using 6 indicators: school improvement planning, distributed leadership, continuous professional development and learning, financial planning and integration, rigorous performance management, and effective staff utilization.
2. To improve quality of learning and teaching: It is measured using 6 indicators: teaching pedagogy, student engagement and collaboration, physical and emotional learning environment, teacher continuous professional development and learning, innovative assessment and personalized learning, and student implementation of learning strategies.
3. To strengthen the engagement of parents, community and other stakeholders: It is measured using 5 indicators: personal, social and emotional development of students, holistic curriculum, positive values and attitudes, promotion of communication skills and bilingualism, and student key performance targets.
4. To maximize student achievement and potential: It is measured using 3 indicators: parents' awareness, active participation of parents, and community engagement.

A study on these trust schools conducted by University of Melbourne's Centre for Program Evaluation revealed that teachers were more competent, principals were satisfied, and students were performing well. This shows that the impact of trust schools on teachers, principals and students was positive in terms of proficiency, competency and collaboration.

As of 2017, the main sponsor organizations for trust schools are Yayasan Pahang, Khazanah Nasional Berhad, Petronas, Westport Malaysia, UEM Group and Time.com.

Recommendations

Public Private Partnerships should work in integration with public and private organizations. In Sindh, public-private partnerships should start focusing on the provision of practical, technical and vocational skills instead of just basic and secondary education. Besides, Education Management Organizations (EMOs) can become more integrated by giving them the autonomy to develop curriculum, improve technology and teaching strategies like in Malaysia. The entire process could be a collaborative effort with numerous private, as well as public sector organizations, working together on management and integration of education.

3.6 Curriculum Development Division (CDD)

Curriculum Development Division (CDD) aims to develop a school curriculum that increases the quality of education aligned with the National Philosophy of Education (which was discussed above).

The roles and functions of CCD are to:

1. Design and develop the school curriculum
2. Disseminate and implement the curriculum
3. Monitor the curriculum implementation
4. Prepare materials and tools that enhance the curriculum
5. Conduct research for the development and evaluation of curriculum

The aim of education is to produce:

1. Responsible Citizens who are united, courteous, fair, patriotic and serve the country.
2. A learner who is intellectually, spiritually, emotionally and physically balanced by being educated and confident with belief in God.
3. Global players who possess self-dignity and are competitive and resilient.
4. Knowledgeable workers who are innovative and creative with the incorporation of technology.

In order to address the above mentioned four aims of education, the following core plans for curriculum development took place: National Education Philosophy, National Education Policy, Vision 2020, Government Long Term Plans, National Education Blueprint, 21st Century Challenges, New Economic Model, Learning Theories, UNESCO's 4 Pillars of Education and Accredited Resources.

The curriculum development follows a cycle that begins with a needs analysis. In addition to research on world trends in education, feedback from seminars, meetings, and stakeholders is also taken into consideration. In the second stage, the planning of the curriculum is done where concept papers are sent for approval to the education planning committee. In the third stage, the curriculum document is drafted and approval is taken from the central curriculum committee.

The fourth stage is the pilot implementation of the curriculum where sustainability, understanding of teachers, pupils' reception and school readiness is analyzed and studied. The fifth stage is the dissemination and implementation of the curriculum in schools. The last stage is monitoring of the curriculum through summative evaluations to determine whether the curriculum needs any maintenance, improvement or changes.

At the preschool level, the curriculum focuses on socialization, personality development, and preparation for primary school. At the primary school level 2 (year 4-6), the children are reinforced by the 3Ts and taught complex skills, acquisition of knowledge, prevocational education, development of personality, attitude and values. At secondary level (year 1-3), the aim is to develop personality, attitude and values. At lower secondary level (Form 1-3), they are taught general education and consolidation of skills acquired at primary and prevocational level. At the upper and secondary school level (Form 4-5), the focus is on the development of aptitude and interest, along with the development of personality, attitude and values. As a whole, the curriculum aims to create a holistic individual by focusing on science, technology, communication and spiritual values to refine students' critical and creative thinking. They also focus on personal, physical and aesthetic development.

The curriculum not only aims to produce holistic individuals as per the National Education Philosophy but also provide quality education. They focus on learning and assessment where standards are set on the content written, indicators are used to measure the quality of learning, and criteria are used to indicate the level of proficiency acquired by pupils.

Recommendations

Quality education is dependent on dynamic curriculum development. To improve the quality of education in Sindh, the focus should also be on the development of curriculum which has a holistic approach that makes students better citizens and promotes nation building. Apart from teaching academic related content, extracurricular activities that improve skill learning should be introduced in the education system. ICT needs to be involved in the system in order to update teaching and learning experience.

Furthermore, it was observed that Malaysian curriculum focuses on managing change, innovation and policy. In Sindh, the courses do not focus on such aspect of learning. A more visionary and strategic approach should be taken when designing the school curriculum.

3.7 Examination Syndicate (ES)

Examination Syndicate (ES) focuses on the Education Assessment Policy which aims to develop a world class quality National Education Assessment System to ensure the validity and reliability of examinations in order to achieve meaningful and effective learnings. ES conducts national examinations to assess the performance of students' knowledge, skills and values based on the curriculum.

The National Educational Assessment System is divided into School Based Assessments and Centralised Examinations. The school based assessment is academic (school/ classroom assessments and central assessments that are PT3, Primary School Alternative Assessment and Malaysian Vocational Certificate) and non-academic (psychometric assessment and physical activity, sports and co-curricular assessment) evaluation. Centralized examinations take place in primary school and in secondary school. In primary school, Primary School Achievement Test (UPSR) is conducted which has three certifications: Malaysia Certificate of Education, Malaysia Islamic Religious Certificate and Malaysia Vocational Certificate. Malaysia Vocational Certificate is also given in secondary school.

In 2016, there was a standardized assessment made for students with learning disabilities. The aim of Primary School Alternative Assessment Statement of Results (PASR), is to provide holistic and meaningful reporting. PASR is divided into two authentic and integrated assessments, ProKhas 1 and ProKhas 2. ProKhas 1 takes place from July to August for 8 weeks where the student choose 1 out of 4 living skills (cooking, gardening, sewing and petting farm along with Malay language and Mathematics). ProKhas 2 takes place in September for 4 weeks were English language, science, social and environment courses are assessed.

Recommendations

Presently, the assessment criteria of Pakistani education system centers only on testing academic knowledge rather than non-academic aspects of education. Also, the assessments are textbook based rather than curriculum based. Based on the learnings from Malaysian education system, there is a dire need to make revisions in the education system and implement a uniform system of assessment. Apart from testing theoretical knowledge, examinations should test vocational and technical performance as well. In addition, special educational needs should be initiated for students with learning and physical disabilities so that they do not have trouble in taking assessments.

3.8 Teacher Quality Development Program

Professional Development and Education Sector is a sub-organization working under the Ministry of Education. There are 3 teacher development and training centers in Malaysia: Institute of Teacher Education (ITE), Teacher Education Division (TED) and Institute Aminuddin Baki (IAB).

Ministry of Education not only produces teachers who impart quality education to students but also provides teachers who are able to address the needs and demands of the population and the country to develop its human capital. To achieve this objective, Ministry of Education improves teachers' competency through its Human Resource Training Policy. The policy states that every individual employed in civil services needs to be equipped with the required skills, ability and knowledge through human resource development programmes that are based on competency and continuous learning. In Malaysia, every teacher is required to go through at least 7 days of training/workshops per year.

All the institutes also follow a Teachers' Professional Development Framework which has been adapted from Model of Educator Talent Management Framework. The teachers' professional development framework is divided into three phases:

1. **Pre-Service:** During this phase, teachers are not eligible for nomination/appointment unless they undergo professional assessment, fulfil selection criteria and teacher training. Pre-service training usually consists of two semesters and can be carried out in Arabic, Malay or English.
2. **In-Service:** During this phase, teachers undergo further assessments, induction and mentoring, and support and resources. After these processes, they are signed up for Teacher Registration Record and Competency Development. In-service training usually consists of eight semesters and the domains of courses focus on policy and direction, instruction and delivery as well as managing change and innovation.
3. **Career Enhancement:** During this last phase, teachers are provided with regular career enhancement, and competency and expertise development opportunities. Continuous Professional Development (CPD) is further divided into five subtypes:
 - **Basic CPD:** It consists of pre-service teachers and the courses focus on mastering basic competency and work orientation.
 - **Competency Development:** These are a series of activities which refine generic and functional competencies based on field and job description.
 - **Policy/Specific Needs:** The aim is to improve teachers' understanding and implementation of programs that are aligned with Ministry of Education's policies and specific requirements.
 - **Elective:** These are chosen by the teachers themselves to further develop their understanding of a subject.
 - **Complementary:** These are exclusive programmes offered to high-performing teachers, leaders and principals to strengthen their expertise.

Additionally, all teachers have a performance profile which is used for evaluation purposes and it is regularly updated by the school administration. The profile is divided on the teacher's level of expertise (beginner, aspiring, competent, proficient, expert and strategist) and also includes a field of training and values.

Recommendations

Malaysia's teacher education system is divided into phases and is marked by levels, road maps and charts. The teacher curriculum is strategic and visionary with courses that sharpen a teacher's skills and capabilities. Whereas in Sindh, there is no mapping or reporting mechanism for a teacher's progression.

Sindh should initiate teachers' performance profiles for their own accurate monitoring and evaluation. The pre-service and in-service courses being taught in Sindh are also not up to par. Targets and interventions should be well-planned by conducting prior research and situational analyses in order to create a difference in the sector just like the Blue Book of Malaysia. A core strategy needs to be planned out on what needs to be done for M&E, assessments, and teacher's education. Moreover, a sector plan cannot work without a causal analysis of the previously failed plans in Sindh.

4 Conclusion

Tier II had been designed to include provincial level managers, leaders and technical persons of SED, PMIU, Reform Support Unit (RSU), BOC and PITE involved in the implementation of education reforms in Sindh especially for SBEP. This was done to ascertain that the officials observe, learn and adapt the best practices so that they can be implemented in the education sector in Sindh.

However, because Malaysia is ahead of Sindh in terms of educational indicators as well as in other developmental aspects, the learning and reforms must be contextualized to fit the local context and setting of Sindh.

The state education in Sindh is sub-optimal and as aforementioned, monitoring and evaluation of education in Sindh focuses only on the quantitative aspects. There is no instrument or tool or even a reform that has targeted the quality of education; nearly all target the decreasing enrollment rates and increasing dropout rates. While these efforts have increased the number of children attending school, it has not increased the quality of education being provided to these children. A qualitative reform is needed as much as a quantitative one and like the work of organizations such as PADU, IQA, CDD and ES in Malaysia, there needs to be professional as well as competent input for the development of an educational strategy, training of teachers and instructors, effective curriculum, textbook development and conduction of assessments that targets the quality of education.

Further, the examinations should start testing students on not just academic aspects but also on non-academic aspects such as vocational and technical education. Also, the examinations should be curriculum based instead of textbook based. More importantly, special educational facilities should be initiated for students with learning and physical disabilities so that they do not face any difficulty. The textbooks should also be aided and complemented with audio, visual and digitalized textbooks for the children with disabilities.

In addition to that, if the EMOs are granted more autonomy and their roles are further expanded then instead of just managing the school, they can also be provided with the authority to develop curriculums as well as use tools and resources that can help them improve education.

Additionally, the teacher education system is divided into three main phases known as: pre-service education, in-service education, and career enhancement which is further divided into five subtypes. This maintains the quality of education in teachers as well as the standard of educational delivery. Despite the fact that Sindh has teacher training institutes, there is no charting or reporting mechanism as competent as the one in Malaysia which is divided into phases and marked by levels, road maps and charts that accurately presents the rate of a teacher's progression.

If the recommendations provided in this report are regularly followed up and implemented, the reform process in Sindh is more likely to have greater success with its objectives and consequently, a greater effect on the children of Sindh and their surrounding communities.



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SINDH CAPACITY DEVELOPMENT PROJECT

Tier III Report

Sindh Capacity Development Program (SCDP)
Contract Award: AID-391-C-15-00010

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List of Acronyms

ASC	Annual School Census
ASER	Annual Status of Education Report
CEA	Centers of Excellence Authority
CPD	Continuous Professional Development
DEOs	District Education Officers
DCTE	Directorate of Curriculum and Teacher Education
ECE	Early Childhood Education
E&SEF	Elementary and Secondary Education Foundations
ESRU	Education Sector Reform Unit
EMIS	Education Management Information System
ESDSS	Education Spatial Decision Support System
GIS	Geographical Information System
GoS	Government of Sindh
ICT	Information and Communication Technology
IMU	Independent Monitoring Unit
M&E	Monitoring and Evaluation
NER	Net Enrollment Rate
NFE	Non Formal Education
OAMS	Online Action Management System
OOSC	Out of School Children
PCTB	Punjab Curriculum and Textbook Board
PDS	Punjab Danish Schools
PEC	Punjab Examination Commission
PEF	Punjab Education Foundation
PITE	Provincial Institute of Teacher Education
PITB	Punjab Information and Technology Board
PMIU	Program Management and Implementation Unit
PPP	Public Private Partnerships
QAED	Quaid e Azam Academy for Educational Development
RSU	Reform Support Unit
SEC	Science Education Centre
SED	School Education Department

SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Project
SCMP	Sindh Community Mobilization Program
SRP	Sindh Reading Program
SELD	School Education and Literacy Department
TIS	Teachers Information System
USAID	United States Agency for International Development

Executive Summary

One deliverable of component 4 of Sindh Capacity Development Project (SCDP) pertains to the provision of exposure to District Education Officers and administrators involved in SBEP in seven targeted districts and five towns of Karachi. In this regard, a three tiered system was developed to meet the target of the deliverables.

This is the Tier III report of Sindh Capacity Development Project (SCDP). Tier III refers to the officials that were sent to Punjab and Khyber Pakhtunkhwa to learn from their best practices and reforms that will help the implementation process of educational reforms in Sindh.

Thus, this report is a collation of the learning experiences of the officers and provides a detailed account of the educational reforms taking place in Punjab and Khyber Pakhtunkhwa. It also discusses the state of education in Sindh to acutely depict the need for reforms in the sector. In addition to that, the report presents the process of support and coordination for logistical arrangements, travel and accommodation between the provinces and the teams. Further, pre-visit assessment criteria, selection of officials, pre-visit workshop and post-visit workshop are also discussed.

Chapter 3 is devoted to the findings and recommendations for Sindh based on the visit to major organizations functioning in Punjab for the improvement and sustainability of the education system. A few of these organizations include: Secretary of Punjab, PMIU, QAED, PEC, PEF, PCTB, CEA, Punjab IT Board, and lastly, Danish Schools in Hasilpur. Whereas Chapter 4 details the findings and recommendations for Sindh based on the visit to major organizations in Khyber Pakhtunkhwa. A few of these organizations include: Secretary E&SED, EMIS, Planning Cell, IMU, Online Action Management System, E&SEF, GHS No.1 Peshawar Cantt, JICA Model School Peshawar, and PITE.

It was found that with the inception of EMIS in Khyber Pakhtunkhwa, it has led to a centralized database system which is also shared with relevant stakeholders. It has complete data of schools ranging from their geographical locations to the population of children in schools to the information and profile of teachers. Not only that, the use of technology in Khyber Pakhtunkhwa is innovative as they have also developed centralized monitoring systems such as Independent Monitoring Unit and Online Action Management System. Online Action Management System is also an auto-generated system which develops actions for DEOs against various indicators hence is also a disciplinary action system.

Not just limited to technology, Punjab and Khyber Pakhtunkhwa have also initiated voucher schemes, sponsorships and financial support that serves as an incentive for children to attend school. In addition to that, PITE in Khyber Pakhtunkhwa has also designed and implemented professional teacher development with sessions on assessments, subject specific trainings and recently, early childhood education. These sessions help maintain the quality of education as well as the standard of education service delivery. ESRU in Khyber Pakhtunkhwa has also developed an induction program for teachers as well as the Education Service Act which presents terms, conditions and basic information about how the teachers should teach.

If the recommendations and analysis of the organizations laid out in this report are implemented then it will pave the way forward for a better education system in Sindh.

1 Introduction

1.1 Background

Sindh Basic Education Project is an initiative funded by the United States Agency for International Development, collaborating with the Government of Sindh to achieve increased and sustained student enrollment in primary, middle and secondary levels. The program funds the construction and rehabilitation of schools affected by the floods in 2010 and supports the Government of Sindh's policy of merging, consolidating, and upgrading schools through new construction. Sindh Basic Education Program also seeks to improve early grade reading in primary schools and to mobilize communities to increase girls' enrollment.

The program is working across 7 components concurrently:

- Component 1: Construction of schools affected by 2010 floods.
- Component 2: Support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction of schools.
- Component 3: Improvement in early grade reading in primary schools.
- Component 4: Community mobilization, with a focus on increasing girls' enrollment and improving nutritional status of children.
- Component 5: Technical assistance to the Department of Education.
- Component 6: Monitoring and Evaluation.
- Component 7: Architect and Engineering (A&E) Services.

SBEP is currently implemented in 7 districts of Sindh and 5 towns of Karachi. For transparent and efficient management of Sindh Basic Education Program (SBEP), the School Education Department, Government of Sindh has established a Program Management Implementation Unit (PMIU). PMIU is headed by SBEP Program Director, who reports to Secretary of School Education and Literacy Department (SE&LD), Government of Sindh. The PMIU supervises the construction of schools under SBEP and coordinates and monitors progress of the entire SBEP. In addition to the work directly overseen by PMIU, the following projects are being implemented under SBEP:

Sindh Reading Program (SRP) is a five-year initiative launched to support SBEP's goal of improving early grade reading, through continuous teachers' professional development, improvement of assessment and distribution of supplementary materials.

The Sindh Community Mobilization Program (SCMP) is a five-year program to sustain community mobilization and school based management in Sindh province. The program's inclusive community activities are designed to make educational improvements sustainable by increasing community support for local schools and increasing advocacy for better educational provision generally.

Sindh Capacity Development Project (SCDP) is a three-year project to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports PMIU in the development of its core capacities including monitoring and is responsible for the capacity development of the School Education Department (SELD).

To summarize the aforementioned, Sindh Capacity Development Project has been assigned the task of supporting capacity building of the School Education Department of the Government of Sindh. Also, there are multiple deliverables and processes being undertaken through four components.

Component 1 aims to improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) and has a total of 12 deliverables which includes annual financial evaluation, financial bookkeeping and capacity building plan for PMIU.

Component 2 aims to strengthen the effectiveness and impact of SBEP through the implementation of the M&E Plan and has a total of 10 deliverables which also include preparation of quarterly and annual monitoring and progress reports, and the dissemination of M&E strategy plan.

Component 3 aims to facilitate knowledge generation on education challenges and innovative interventions to inform decision-makers for the improvement of education policies and programs. It has a total of 5 deliverables which includes research studies, research dissemination strategy and provision of support to PMIU to enhance advocacy and communication.

Lastly, Component 4 aims to strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh. It has a total of 16 deliverables which includes preparation and dissemination of standardized PPP toolkits and education sector-specific guidelines, capacity gap analysis regarding PPP, and provision of support to ELD to institutionalize PPP best practices in education.

One deliverable of Component 4 pertains to the professional development, senior leadership and training of District Education Managers through exposure to education processes in international jurisdictions, as well as, provinces within Pakistan. A three-tiered system is explained below (as per the contract):

1. Tier-1 targets high level provincial officials of the GoS including the Education Minister, Secretary Education, Secretary, Finance, Secretary P&D, Project Director-PMIU and others identified by USAID. Based on capacity needs assessment, senior officers in this Tier were sent to Harvard University's Kennedy School of Government for short term training.
2. Tier-2 includes provincial level managers, leaders and technical persons of SED, PMIU, RSU, BOC and PITE involved in the implementation of education reforms especially SBEP. It was planned that under this activity, officers will be sent to a regional country to learn more about their education system. It was also decided that the country chosen will be similar to Pakistan in governance structure, recent history of development and other relevant factors which can provide learning opportunities for enhancing education outcomes in Sindh.
3. Tier-3 has been designed to provide exposure to District Education Officers and administrators involved in SBEP in seven targeted districts and five towns of Karachi. It was planned that under this activity, officials will be sent to other provinces to learn from their experiences and reforms that will help the implementation process of education reforms in Sindh.

According to the deliverable for tier- 3, 30 officers at the district level were provided exposure to reforms within provinces in Pakistan.

Thus, this report is a collation of the learning experiences of the officers and provides a detailed account of the educational reforms taking place in other provinces in Pakistan.

It first provides a situational analysis of education in Sindh by highlighting the challenges of quality, access and governance. The report then discusses the educational reforms occurring in other provinces in Pakistan and elaborates on the selection process of provinces for the exposure visit.

Second, the report discusses the process design of the visit where it details the pre-assessment questionnaires, pre-departure workshop, overview of the trip, and post departure workshop. Third, this report details the educational organizations working in KP and Punjab for the improvement of education.

1.2 Objectives

The objective of Tier-III trainings was to provide officers an insight into the education service delivery mechanisms of provinces within Pakistan and help them enhance their understanding of various aspects of delivery that improve governance and management (including planning, monitoring and accountability) thereby boosting education outcomes.

The visit included exposure on the following:

1. Overall education governance, policy and human resource management.
2. Quality product development and monitoring of education standards

3. Planning and monitoring through evidence based approaches.
4. Education reforms of the in the provinces
5. Assessments and examination system

The focus of the visit was on the overall quality value chain in education. Individual aspects like curriculum, teacher training and others were also covered as well as the linkages between them. Additionally, participant were oriented on the overarching management areas like capacity and standards etc.

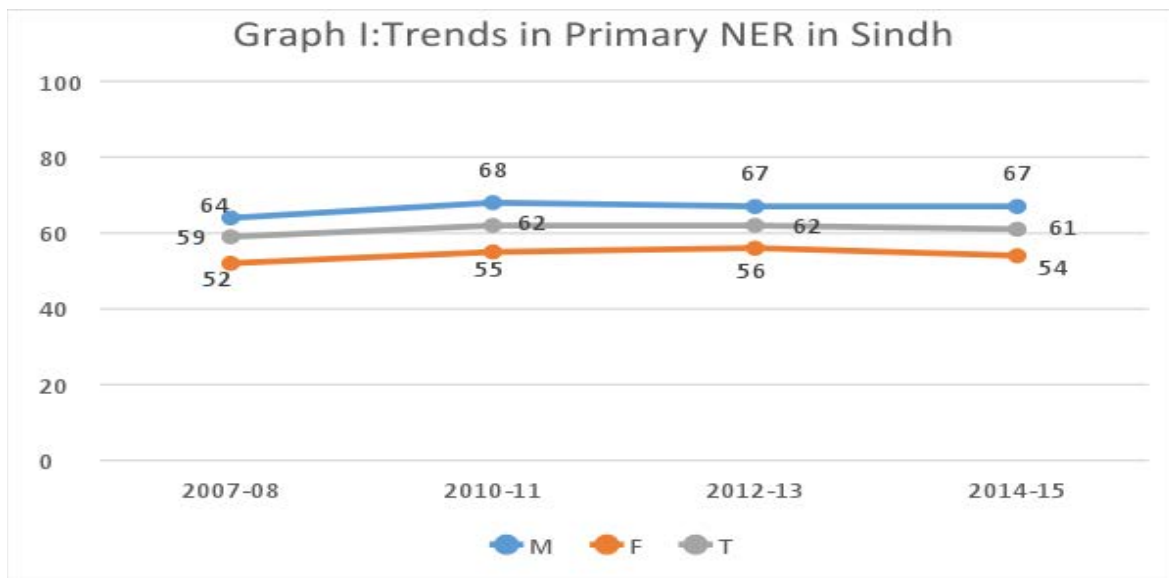
However, through internal discussions, SCDP reviewed the deliverable and felt that the visit should not be restricted to district level managers only. Senior level education managers and professionals at the provincial level should also be included. The purpose of this suggestion was to ensure the learning gets translated into reforms, improvements in governance, and a policy framework at the provincial level. Given the centralized decision making, especially on quality, policy framework and governance areas, like public private partnership, non-formal education initiatives, monitoring and evaluation, human resource management, curriculum, textbooks and examinations, just the participation of district level officers may not be sufficient to reach the objective. Therefore, 30 officers were sent to the exposure visits.

1.3 Situation Analysis of Sindh

To understand the dire state of education, a situational analysis of Sindh has been provided below to serve as a basis of comparison with the state of education in other provinces.

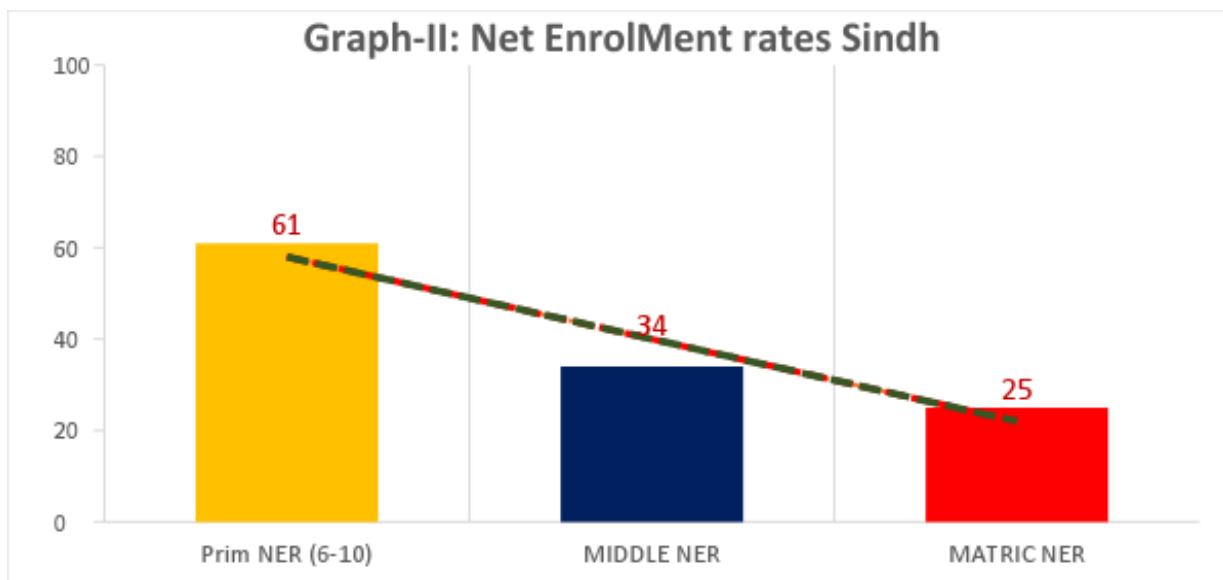
Education in Sindh is facing three important challenges: Access, Quality and Governance. The weakest link is quality. This can be seen through the poor results of children in various assessments like National Education Assessment System (NEAS) and the Annual Status of Education Report (ASER). High dropout rates also indicate, among other factors, a deficiency in quality.

In Sindh, there are more than 45000 schools and of these, 91% are primary schools which means there is a major bottleneck beyond primary. Many of the primary schools are single or two room which results into multi-grade teaching. Many schools lack basic facilities which has impacted participation in schools. This can be seen in low Net Enrolment Rates: a trend that has not shifted over years (as shown in graph-I).



Source: Various PSLMs

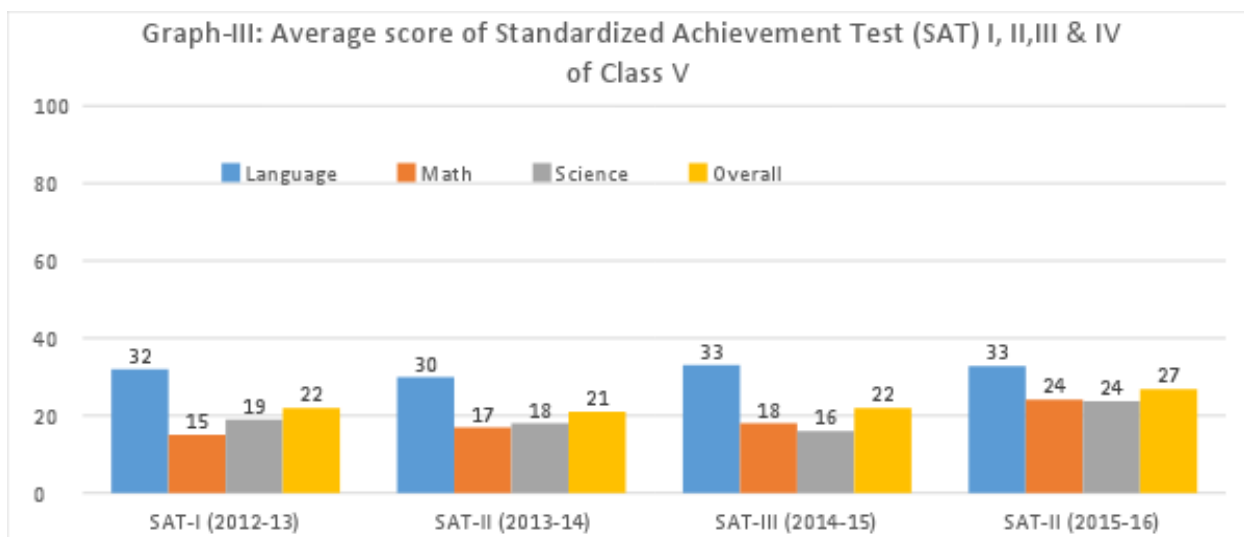
There is also a huge dropout in NER from primary level (61%) to Middle level (34%) and it get further down to metric level to 25% (Graph-II)¹. The declining NER clearly results from high drop outs at primary level and low transition rates between primary and middle. Only from grade 1 to 2 about 20% of children drop out of public schools².



Source: Pakistan Social and Living Measurements Survey 2014-15

By secondary level, NER reduces to 25% only which corroborates with some of the other findings on drop outs. According to Alif Ailan³ which estimates that 86% of children aged 14 to 15 are out of school. The decline in participation is not just a factor of facilities or demand side reluctance; poor quality of teaching learning is the most major contributor.

Quality of education in Sindh is extremely low which can be seen in Standard Achievement Test (SAT) conducted by SED with the help of Institute of Business Administration (IBA) of the University of Karachi. Since 2012-13, there have been only marginal improvements in SAT results (Graph-III).



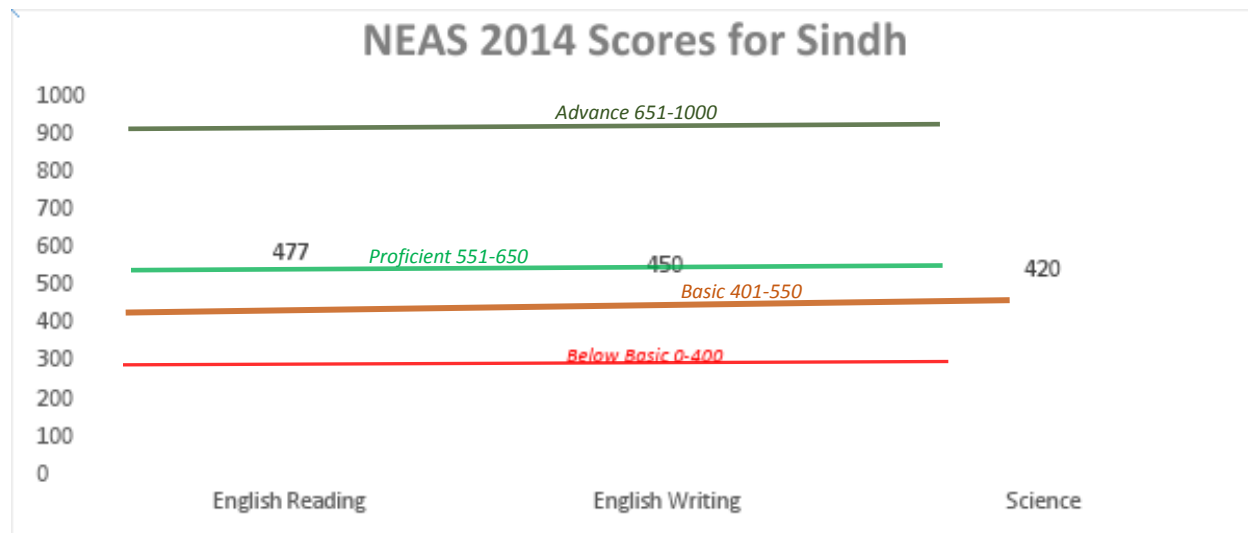
¹ NER reported in PSLM includes all school types: public, private and madrassas

² Source: Sindh Education Management Information System (2013-14 and 2014-15)

³ Source: 25 Million Broken Promises by Alif Ailaan

Source: Various SAT result reports (IBA-Sukkur)

The results are corroborated by the findings of the National Education Assessment System (NEAS)-2014. The latter also shows a bleak picture of quality of education in Sindh. The learning level of students of Class-V is at a basic level of subject knowledge in science, English reading and English writing.



Government of Sindh is cognizant of many of these problems and has been active in targeting them through a series of reforms. These include, among others, recruitment of teachers through third party tests to ensure merit, promulgation of the Curriculum and Standards Act 2014, Right to Education Act 2013, and preparation of the Sindh Education Sector Plan 2014-18. The Government continues to receive support from a number of development partners in such efforts. Sindh Basic Education Program (SBEP) of the USAID is one such support that is assisting across a wide set of educational needs of the Government of Sindh. Aspects of governance, quality, access and equity are all covered in SBEP.

Recently, the Government has increased its emphasis on public private partnerships for education service delivery. It is the basis for the Education Management Organizations (EMOs) model wherein private sector entities bid for government schools available for PPPs. These schools are then managed by the private sector entity and overseen by the government on the basis of an agreed set of key performance indicators. This new model has been premised on the analysis that the current public sector managed system has not been able to deliver effectively.

The new model brings in much needed resources from the private sector with a promise for improvement. The model, however, also requires the government to rethink and restructure its approach to governance. If some of the current gaps in capacity, planning and monitoring continue, then the results from PPP model will also be sub-optimal.

1.4 Selection of Province (s)

As already detailed in the 'Situation Analysis' section above, quality and governance are the key issues that hinder the impact of education. While quality is a universal struggle across the country, with only relatively better situations in some provinces, governance models for education differ. Both Punjab and Khyber Pakhtunkhwa (KP) have introduced some path breaking reforms which can be good models to review and, if possible, replicate. These models include check on teacher absenteeism, provision of missing facilities, better M&E systems and (especially in the case of Punjab) innovations in Public Private Partnerships. Additionally, on the quality side, important work has been done for textbooks development, assessments and teacher training.

As reform process are initiated in Sindh, it would be beneficial for officers to visit other provinces within Pakistan to familiarize themselves with work there and learn:

1. What good reforms can be adapted?
2. What critical mistakes (lessons learnt) need to be avoided?
3. How have post devolution responsibilities evolved in each province?
4. What type of complementarities can be explored between the work in Sindh and other provinces including possibilities of technical level cooperation?

After looking at some of the key indicators and reforms in the education sector, Balochistan, Punjab and Khyber Pakhtunkhwa were considered for the possible visit. After discussions, it was concluded that Khyber Pakhtunkhwa and Punjab have introduced some interesting reforms with the support of development partners. Punjab has had a series of reforms which have been taking place since nearly a decade with the support of World Bank and Department for International Development (DFID) of United Kingdom. Similarly, Khyber Pakhtunkhwa has undertaken various reforms in the area of EMIS, monitoring and textbooks development and has had some positive results in the reduction of teacher absenteeism.

Net Enrolment Rates at all three levels (primary, middle and secondary) for Sindh and Balochistan is lower than in Punjab and Khyber Pakhtunkhwa.

Province	Primary (6-10) * NER	MIDDLE (11-13) * NER	MATRIC (14-15) NER
Balochistan	56	26	15
Sindh	61	34	25
KP	71	41	27
Punjab	70	38	29

Source: PSLM 2014-15

*Age Groups

Similarly, the Gross Intake Rate of KP is nearly 120.0% (Male: 130.4%, Female-108.9%) while Punjab has achieved GIR 105.5% (Male-108.0%, female- 102.9%) in comparison of Sindh 95.2% (Male-106.5%, Female-82.8%).

Province	Male	Female	Total
Punjab	108%	103%	106%
Sindh	107%	83%	95%
KP	130%	109%	120%
Balochistan	90%	48%	71%

KP has also introduced new standards for primary schools like minimum 6 rooms for primary school etc.

2 Process Design

Tier III visit plan was devised with the idea to engage officers in a holistic learning process from the beginning which is why the process design consisted of three stages: pre-visit workshop, visit and the post-visit workshop. The officers first filled out a pre-visit assessment questionnaire, after which they took part in a pre-visit workshop where issues pertaining to education in Sindh were reviewed. Not only that, background information about the reforms taking place in Punjab and KP was provided so they have working knowledge for when they are on the visit. During the visit, officers got to actively experience and engage in presentations and meetings in KP and Punjab. Officers then participated in the post-visit workshop where they discussed their findings from the visit and filled in reflective logs.

2.1 Pre-visit Workshop

Prior to the pre-visit workshop, a pre-visit assessment was conducted to ascertain the selection criteria. 30 Officers were then selected based on their designation and assessment. Through PMIU, the selected officers' names were sent to SELD for approval. It was also shared with Punjab and KP governments to coordinate visit schedules and other logistic aspects.

A pre-visit workshop was then held on September, 9 2017 at PMIU. The workshop was planned to orient the participants on the reforms taking place in Sindh to provide them with background knowledge, as well as reforms taking place in KP and Punjab.

The event started with registration and lunch. After the Tilawat, SCDP's Chief of Party, Abdus Sami Khan, gave a brief introduction to the project and to the Tier III visit to Punjab and KP. SBEP Program director, Abdul Wahab Soomro, welcomed the officers and discussed the objectives of SBEP.

Abdus Sami Khan, then briefed the participants about the visit and its objectives. It highlighted the objectives of the visit which were to learn the current reforms taking place in other Provinces, to understand policies and strategies to improve governance, access and quality of education, to compare key policies and plans with Sindh and identify the differences, and to develop a close coordination mechanism for future contacts.

Guest of Honor, Abdul Aziz Uqaili, Secretary- SELD, also gave remarks to the officers. He stated that the officers are going on the visit as ambassadors of Sindh. Therefore, they should be punctual, serious, have proper manners and wear formal clothing. He also said that he would personally follow up on the progress of the team.

After a short tea break, Ghulam Nabi, Alternative Learning Pathways (ALP) specialist SCDP, gave a presentation on the reforms of the different provinces to provide participants with background information. The presentation was followed by a Q&A session. The presentation first discussed governance, access and quality of education being provided in Punjab. Then it described the different initiatives undertaken by organizations working in Punjab. These organizations include: Punjab Education Sector Reform Program (PESRP), Quaid- E- Azam Academy for Educational Development (QAED), PEC: Punjab Education Commission, Punjab Education Foundation (PEF), Punjab Curriculum & Textbook Board, Daanish Schools, *Parho Punjab*, *Barho Punjab*. The second presentation discussed governance, access, and quality of education being delivered in Khyber Pakhtunkhwa. It highlighted key organizations bringing reforms in KP which include: Education Management Information System (EMIS), Planning cell, Independent Monitoring Unit, Online Action Management System and Khyber Pakhtunkhwa Textbook Board.

The workshop also discussed the visit plan from September 11, 2017 to September 15, 2017 for both teams going to Punjab and KP.

After a general overview of the reforms given by Gulam Nabi, RSU, STEDA, DG- M&E, Director NFE and DCAR gave presentations on the work being implemented by their organizations for the improvement of education. This was followed by a general discussion and the floor was opened for questions.

2.2 Questionnaire/ pre-visit assessment.

The pre-visit assessment was carried out where 30 district level officers were asked to fill out a questionnaire. This questionnaire aimed to observe the participants' understanding about the quality of education being provided in their districts. The questionnaire was divided into four sections where the first section pertained to basic understanding. The questionnaire was structured to have multiple-choice answers and open-ended answers for the following queries:

- What are three educational challenges of Sindh?
- What are three educational challenges of your district?
- Select three key challenges you face in your current position?

The second section asked questions about the province of Sindh and the different organizations working in the education sector. These organizations include: RSU, STEDA, Sindh Textbook Board, Directorate of Curriculum, Assessment and Research (DCAR), Directorate of Literacy and Non- Formal Education, Directorate General of Monitoring and Evaluation, Provincial Institute of Teacher Education, Public Private Partnership, Education Management Organization (EMO), and Sindh Basic Education Program.

The third section of the questionnaire pertained to basic information regarding the reforms and initiatives taking place in Punjab. It also asked questions about a few organizations working in Punjab along with their key functions. A few of the organizations were: Punjab Education Sector Program (PESP), Directorate of Staff Development, Punjab Education Foundation, Punjab Textbook Board, Punjab Examination Commission and Punjab IT Board.

Similar to section three, section four asked questions regarding the reforms and initiatives taking place in Khyber Pakhtunkhwa. It also asked questions about a few organizations working in Khyber Pakhtunkhwa along with their key functions. A few of the organizations were: Independent Monitoring Unit- KP, Directorate of Curriculum and Teacher Education, KP Elementary Education Foundation, Peshawar Board of Intermediate and Secondary Education, KP Textbook Board and PITE Peshawar.

To summarize, the pre-visit assessment aimed to highlight issues that the participants thought Sindh faced. It also provided a starting point of issues for participants to observe during their visit to Punjab and KP.

2.3 Visit Plan

Prior to the visit, a pre-visit workshop and assessment were arranged which aimed to equip the officials with proper background knowledge and information regarding Khyber Pakhtunkhwa and Punjab. Officials were divided into teams; 13 team members visited Khyber Pakhtunkhwa while 17 team members visited Punjab. The Punjab team visited Secretary of Punjab, PMIU, QAED, PEC, PEF, MD, PCTB, MD-PDS, CEA, Punjab IT Board, and Danish School at Hasilpur. Whereas Khyber Pakhtunkhwa team visited Secretary E&SED, EMIS, Planning Cell, IMU, Online Action Management System, E&SEF, GHS No.1 Peshawar Cantt, JICA Model School Peshawar, and PITE.

2.3.1 Khyber Pakhtunkhwa

The team in Khyber Pakhtunkhwa visited Secretary E&SED, TBB, EEF, BISE, and PITE. They also attended presentations on Quality Improvement in Education Department by Qasir Alam Sb, EMIS, Planning Cell, IMU, Online Action Management System and visited GHS NO.1 Peshawar Cantt and JICA Model School Peshawar, FATA Education Directorate.

On Monday, September 11, 2017, the team had a meeting with Secretary Education at Secretariat, Peshawar however it was rescheduled due to an urgent meeting of the Secretary.

Later on, the team visited E&SE department where the director of E&SE briefly highlighted all the initiatives of KP Government which were recently launched for the improvement of the education system. Moreover, the team was informed that EMIS is working along with Annual School Census (ASC) to put together the data of private schools and religious madrassahs.

The team were given a presentation at the Secretariat, Peshawar. This presentation discussed the Planning Cells work in KP and it was learned that they prepare Quarterly, Mid-Year and Annual Review Reports. Overall, the sessions were found to be very interactive.

On Tuesday, September 12, 2017, a meeting was held with Elementary & Secondary Education, Mr. Shahzad Khan Bangash at Secretariat. Mr Bangash shed light on all the initiatives which have been introduced for the betterment of education.

Through this meeting, the team learned that the Elementary & Secondary Education conducts meetings with District officers to emphasize on delegation of powers to DEOs. The secretary also informed that he conducts weekly meetings with the director of schools, 2 DEOs of KP and 25 District officers to have an overview of the issue that occur timely.

The team visited Directorate of IMU where Mr Zulfiqar Shah briefed the participants on IMU roles, responsibilities and activities. The team was also briefed on Online Action Management System.

On the same day, the team also visited Textbook Board where Mr Asghar Ali, Chairman TBB briefed them upon KP Textbook Board, its mandates, policies and responsibilities.

On Wednesday, September 13, 2017, the team visited Government Shaheed Hussain Sharif Higher Secondary School, GT Road and met with the vice-principal, Mr Shabir Ahmed. The vice-principal informed that it is the biggest school in Peshawar, and all province-level activities are conducted in the school. The school had 126 working employees, out of which 93 was the teaching staff. Each class had an enrollment of about 50-55 students, and all teachers were in classes. Out of 1711 enrollments in the school, 1344 were present, which means 89% attendance. The school had conditional grants for basic facilities, solar panels and classroom consumables. The grant was 6, 55,000 rupees for the current year and 7, 10,000 rupees for the previous year. Monitors visited the school once in a month. However, the school did not have a legal teachers' union.

The team then visited the Elementary & Secondary Foundation (EEF) and were briefed by Mr. Jawed Iqbal, Deputy Managing Director, about their various strategies/incentives/ to bring out-of-school children back into school and one of them was the provision of scholarships for girls.

In the afternoon, the team then visited district, Haripur and had a discussion with 2 DEOs, Mr Umar Khan Kundi and Ms Samina Altaf; and one SDEO, Iffat Younas Khan who shared that the KP government is not only improving schools but offices as well. For this, the government had provided them with a 10 lac grant for improved office infrastructure.

On Thursday, September 14, 2017, the team was briefed on BISE by the Chairman BISE, Mr. Sajjad Ali and Secretary BISE, Ms. Shaista. After BISE visit, the team travelled to DCTE Abbottabad KP, where Director DCTE, Mr Gohar Ali Khan and his team welcomed the team. After meeting with DCTE, they were offered a briefing by Director PITE, Mr Hakeem Ullah Khan on PITE and its functions and mandates. The team stayed the night.

On Friday, September 15, 2017, the team visited Government Shaheed Mubeen Shah Higher Secondary School where the principal, Mr Arbab Khan Shah showed them the campus and updated them on their processes. It was a boy's school with an enrollment of 1286; out of which, 1051 students were present, 30 were on leave and 131 were absent. The school was established in 1928, and its initial name was Khalsa Middle School. However in 2015, the school was renamed after an APS martyr student. The school has several salient features such as 2 interactive smart boards which were being used for different classes. It had an art-class room and an IT lab. There was an entire block for science labs. Out of 59 teachers, 57 were present, which was a clear strong example of IMU's intervention.

The team then went onto PITE KP to observe ongoing processes of PITE. On Friday evening, the team left for Karachi.

2.3.2 Punjab

The team travelled from Karachi to Lahore on September 10, 2017 and stayed at Hospitality Inn Lahore for the duration of their visit, September 11-14, 2017.

The team actively engaged in learning about different policies and reforms taking place in Punjab. They met with the Secretary, MD, PCTB, MD-PDS & CEA and Daanish Council to learn about the work that these organizations were doing. Also, they visited PMIU, QAED, PEC, PEF, Punjab IT Board organizations in Lahore and traveled to Bahawalpur to visit Daanish School at Hasilpur.

On Monday, September 11, 2017, the team had a meeting with the secretary, where they were introduced to the Punjab School Education Department and the structure of the organization was discussed. The meeting also included a discussion on the key reforms and initiatives as well as an insight on the progress and performance of the department. They also visited PMIU the same day.

The next day, Tuesday, September 12, 2017, there were two visits scheduled, i.e. visit to Quaid-e-Azam Academy for Educational Development (QAED) and visit to PEC. During the visit to QAED, the team got a historical insight on the department's functioning methodology since its inception. At the visit to the Punjab Education Commission (PEC), the team got an understanding of a large-scale assessment program.

The day after, on Wednesday, September 13, 2017, a visit to Punjab Education Foundation (PEF) was planned. At the visit, the team got to know the foundation undertakes any function that is assigned to it by the Board with the approval of the Government. Meetings with the MDs of Punjab Curriculum & Textbook Board gave the team a very detailed insight on curriculum development; control & implementation of policies; holding workshops, seminars and other training session for applicable bodies; maintenance of libraries and resource centers; etc.

Meetings with MD-PCTB, MD-PDS and CEA also took place the same day.

On the last day in Lahore, i.e. Thursday, September 14, 2017, the team visited the Punjab IT Board and the NFE Department. And then left for Bahawalpur by road.

On Friday, September 15, 2017, the team visited Daanish School at Hasilpur. Daanish Schools are purpose built campuses which aim to provide quality education to the poorest of children in far-flung and backward areas of the province like Attock, Mianwali, Dera Ghazi Khan, Rahim Yar Khan, Christian and Hasilpur. With this last visit to Hasilpur, the team headed back to Karachi.

2.4 Post visit workshop:

After the visit, post visit workshops were held on October 16, 2017 and October 17, 2017. The first day, the teams had an internal review of their presentations where both teams from KP and Punjab received feedback and brainstorming sessions which improved the quality of presentations. The next day, the teams presented to an external audience. The aim of these presentations was to give a chance for the teams to share their knowledge and learnings of KP and Punjab with their fellow colleagues.

The first day of the workshop started with registration and Tilawat. A round of introduction was held, which was followed by Ghulam Nabi, Alternate Learning Pathways specialist SCDP, who introduced the objectives of the workshop. Chief of Party SCDP, Abdus Sami Khan, gave a brief overview of the project and the Tier III visit to Punjab and KP. He discussed the importance of the structure of the visit which aimed to enhance the participant's learnings by providing them with a pre-visit workshop and questionnaires. The purpose of the post-workshop was to share the reflections and learnings of the participants with their fellow colleagues.

After the introductions, the teams were divided into groups on the basis of thematic areas to have a brainstorming session about what they have learned from their visit. The participants later had a discussion, which was followed by each group giving a brief presentation. After each presentation, the groups got feedback on how they can improve their presentation from other teams and SCDP staff.

The second day of the workshop started with registration and Tilawat. Chief of Party SCDP, Abdus Sami Khan discussed the objectives of the workshop. He explained how the workshops not only enhanced the participant's knowledge but it also provided a platform for them to share their knowledge with their colleagues. Then Dr. Randy Hatfield, Senior Policy Advisor Manager SBEP, briefly

addressed the participants. He mentioned that not only do trips make people learn about other places and provinces, they also teach people about themselves and what is happening in their province. Shoukat Ali and Ghulam Nabi then presented the schedules for KP and Punjab. They also gave an overview of the visits that took place.

Following the visit plan discussion, the teams of Punjab and KP presented the method of governance and reforms, monitoring and evaluation and teacher trainings. After a tea break, the teams summarized the reforms that are taking place in KP and then in Punjab.

Asad Ali Shah, Managing Partner SCDP, Deloitte and Secretary SELD gave a speech which acknowledged the efforts of the participants and appreciated them for successfully completing the trainings. Then the participants were presented with a certificate for completing their trainings.

Following a lunch break and prayers, the event resumed and the teams presented on Public Private Partnership and Curriculum and Textbooks. After, there was a tea break and presentations that discussed the visits that the teams took to the schools, Government Shaheed Hussain Sharif Higher Secondary School and Government Shaheed Mubeen Shah Higher Secondary School.

After another presentation on Non-Formal Education, the floor was opened for Q.A and General Discussion where the audience had an opportunity to engage in a dialogue with presenters. This was followed by a vote of thanks by Abdus Sami Khan.

3 Findings from Khyber Pakhtunkhwa Visit

3.1 Education Management Information System (EMIS)

Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa (KP), established the Education Management Information System (EMIS) in the 90s. Its key functions consist of collecting data, storage, integration, analysis and dissemination (Elementary and Secondary Education Department). Moreover, EMIS consists of an educational spatial decision support system. This system is designed for planners and administrators to use and manage education system more efficiently and effectively. The EMIS umbrella consists of other systems which include: Annual School Census (ASC), Teachers Information System (TIS), and Software & Technical Support to Other Sections, Geographical Information System (GIS) and Education Spatial Decision Support System (ESDSS).

Data through the EMIS is collected from schools in KP on an annual basis and is shared with various stakeholders and policy makers. It also collects data from private schools and madrasas every other year. Comparing other provinces to KP, KP is the only province that collects data from schools other than those schools that are being managed by the government.

As mentioned above, one of the systems used for monitoring is the Geographical Information System (GIS). GIS creates, manipulates, analyzes and presents information that is tied to a spatial location where one can map out specific locations on an online database. This system is used to map the different schools in the region through GPS points. GIS is then linked to the EMIS database. Therefore, one can view the schools on the EMIS system on a replicated spatial map making it easier and more reliable to not only validate data but also to reduce incorrect data entries to a negligible level. GIS can map out layers such as roads, streams, district boundaries etc. which is extremely critical in a province like KP where spatial planning requires factoring in of the mountainous regions and water bodies among others. Thus, using GIS, data can be collected from even the most distant areas of the province.

One of EMIS' most significant databases is the Teacher Information System (TIS). TIS consists of data that is collected of teachers of primary, middle, secondary and higher secondary schools. Various aspects of their professional profile are also uploaded into the system which are updated annually. Another system called Annual School Census, collects data on all, private, public and madrasah schools. This is celebrated on October 31 as it is officially the Schools Census Day in KP. Information and statistics collected on this day are compiled and a report is generated annually. For the Annual School Census, data is collected both district-wise (D-EMIS) and provincial level (P- EMIS).The data collection process begins with the designing and printing of questionnaires at P-EMIS which leads to the development and dissemination of the software at D-EMIS. Pre-entry checking and data entry is then undertaken at D-EMIS and the data is then retrieved at P-EMIS. Post-entry checking is then executed at P-EMIS by comparing and evaluating previous years' data and to check for deviances greater than 50%. The data then undergoes data verification from D-EMIS and administrative records, and is sent for analysis and compilation at P-EMIS. This produces data reporting at a provincial and district level and dissemination at P-EMIS. The data itself is collected by Head Teachers at schools and the District Officer verifies it by comparing it with the data of past records. No physical verification is undertaken unless there's a deviance greater than 50%. The District Officer then enters the data at D-EMIS and it's added into Provincial EMIS Records.

Recommendations

Based on the reflections of the participants, few things to learn from KP is the way they manage their data system. KP use of technology is an innovative way to manage an entire database system. It also centralizes the collected data making it more reliable, accessible and user friendly. Such an initiative could benefit Sindh as implementation of this system will lead towards an integrated database along with interlinked departments that can share information in a more efficient manner. Sindh has a very basic level of the database as compared to KP, we do not use GIS and TIS system at the same

capacity. Most importantly, the data that is collected in Sindhi does not include all schools as seen in KP. We should aim to implement such systems so we could have more accurate data.

3.2 Independent Monitoring Unit (IMU)

Independent Monitoring Unit (IMU) was established in 2013 with the support of Department for International Development (DFID). The project is headed by Project Director (PD). IMU aims to improve access, guidance and quality of education in KP by collecting data and monitoring tasks. IMU's main objective is to first support Elementary and Secondary Education Department (E&SED) in collecting monthly school-based data on key performance indicators (KPIs). This information is used by E&SED to review performance at district and provincial levels against key indicators. Second objective is to ensure access of data and information to District Educational Officials (DEOs) for planning and decision making. Third, is to monitor all government schools including the schools run by Elementary Education Foundation (EEF).

IMU collects data and monitors the following ten indicators either by desk monitoring or field visits:

1. Closed schools
2. Teacher Absenteeism
3. Non-Teaching Staff Absenteeism
4. Enrollment Attendance Gap
5. Administrative visits
6. Infrastructure details (Building)
7. Illegally occupied schools
8. PTC Details (Conditional Grants)
9. Basic Facilities (Toilet, Boundary wall, Electricity and Drinking water)
10. Stipend Detail and Free Textbooks (whether books are delivered on time)

Based on the indicators above, IMU's collects data once a month. First they go on monitoring visits to every schools and collect information on quantifiable parameters. This information is then provided to The District Monitoring Officers (DMOs), who manage the data collection of the entire district and also visit sample schools to assist in monitoring. This data is then reported on a monthly basis to the DC/DSC and IMU. IMU evaluates and analyzes the given data. Based on evaluation and analysis of data, IMU reports to E&SED for corrective measures. Meetings are also held with the Secretary where implementation of certain key components of the reforms are reviewed.

Data Monitors are assisted by an android-based mobile application, Data Collection Monitoring Assistance (DCMA). The visit is recorded through a GIS mechanism present in the application and phones are linked with DMO and DEO's dashboards. DMOs then monitor DCMA, review information of the visit, track weekly progress and set targets. This technology allows for real-time school data to be available to the DEOS. Additionally, at the district level, a District/Regional Reform Oversight Committee is present. It is headed by their respective deputy commissioners and the DMOS present their findings to the district committee.

To ensure transparency and merit-based screening tests and employment, IMU recruits data monitors through the National Testing Services (NTS). Through this, 550 data monitors for 26,000 schools have been hired. Due to its notable success, this recruitment method is in the process of being replicated in other departments.

Furthermore, on an annual basis, under the Free Textbook Policy, a mass circulation of free textbooks to all in school students takes place. IMU is tasked to ensure timely delivery of the textbooks as they have a monitoring system that is actively participating in each school in every district. However, there are a few issues that take place in the delivery process, some of the issues include books not being handed over on time (beginning of the academic year) or not delivering adequate amount of books.

It was also learned that IMU plans to add quality indicators to track the learning outcomes of students in the future. It intends to integrate the various databases into a single education management information system. Institutionalization of IMU is also one of the key future plans. IMU is currently being supported by DFID, after the government plans to fund IMU to make it to a permanent part of

the organizational structure.

Recommendations

Based on the reflections of the participants, there were several things to be learned from KP. One critical observation made by the participants was that the databases system was aided by the use of mobile application. Sindh does not have such an advance/centralized monitoring system that monitors on a monthly basis. Also Sindh is not as technologically advanced as Punjab, therefore most of the data collection is done on a paper tools. Using mobile applications for data entry in Sindh would be an effective way to ensure transparency as well as accuracy of data. Furthermore, unlike Sindh where reporting is directly to the Secretary, the data collected by IMU is also available to DEOs. This helps them take appropriate actions on the ground level. IMU also plans to take disciplinary actions through an online management system where IMU plays the part of a decision-making support system.

3.3 Education Sector Reform Unit (ESRU)

Established in 2007, Education Sector Reform Unit (ESRU) is the biggest department of KP government which employees (234 employees) which makes up 45% of the total provincial government employees. ESRU aims to plan, coordinate, monitor and evaluate ongoing educational reforms, activities and programs in KP. The province has had a number of educational initiatives in the last few years including a few critical reforms in policy development, coordination, monitoring and evaluation in various programs under the education department. These initiatives fall under Access, Quality, Governance and Equity which is monitored by ESRU. Also, ESRU coordinates reforms in other organizations.

ESRU aims to provide access to education for the children in KP. One of the initiatives of ESRU is the Medium Term Plan for School Infrastructure which costs around 16.6 billion rupees. Another initiative taken is the Stipend Program, where children are given a stipend in order for them to pay for their schooling. Children from cities get a stipend of 500 rupees per month and children from rural areas are paid 800 per month.

In order to focus on the quality of education, teachers are being recruited based on their merits. This ensures that education being provided to children will meet a certain standard increasing the quality of education. Also, another measure taken by KP was to train teachers through an induction program. Furthermore, to increase quality, Educational Service Act was passed. This act lists the terms, conditions and basic information about how the teachers should teach. A few more practices to increase the quality of education were the revision of textbooks and a need-based Continuous Professional Development (CPD) Program. In KP, other institutional quality reforms have also been undertaken by Textbook Board and Board of Intermediate and Secondary Education Peshawar, Government of Khyber Pakhtunkhwa (BISE), and Directorate of Curriculum and Teacher Education (DCTE).

In order to address issues of governance, one of the initiatives taken by KP was the establishment of Independent Monitoring Unit (IMU) in 2013. This unit checks the rate of teacher absenteeism which had a major impact in reducing the number of teacher absenteeism. Another initiative taken by ESRU was the Online Action Management System (OAMS) which was developed to track the actions undertaken against defaulters based on IMU data. It also provides a platform for complaints. Having an online action system enables people to govern better as they are able to highlight issues which are directly reported to ESRU. This also results in increased transparency and accountability. An additional initiative to improve governance was the strengthening of Parent Teacher Councils and providing them with conditional grants, up to 3 lac, along with regular funds.

To improve equity, ESRU developed multiple strategies. One of them was Out of School Children Equity Strategy, a very critical reform undertaken by KP's government. The project aims to provide equity in access to education for out of school children. According to estimates, 35% of children

between the ages of 5 to 16 are out of school. While working to ensure equity for out of school children (OOSC), it is hard to identify OOSC as there is a lack of data available. Most of the figures and data is based on estimates. However, as part of the reform to bring OOSC children back to school, census is being conducted to identify OOSC. An equity strategy for 400, 000 OOSC will be implemented by 2020-21.

Recommendations

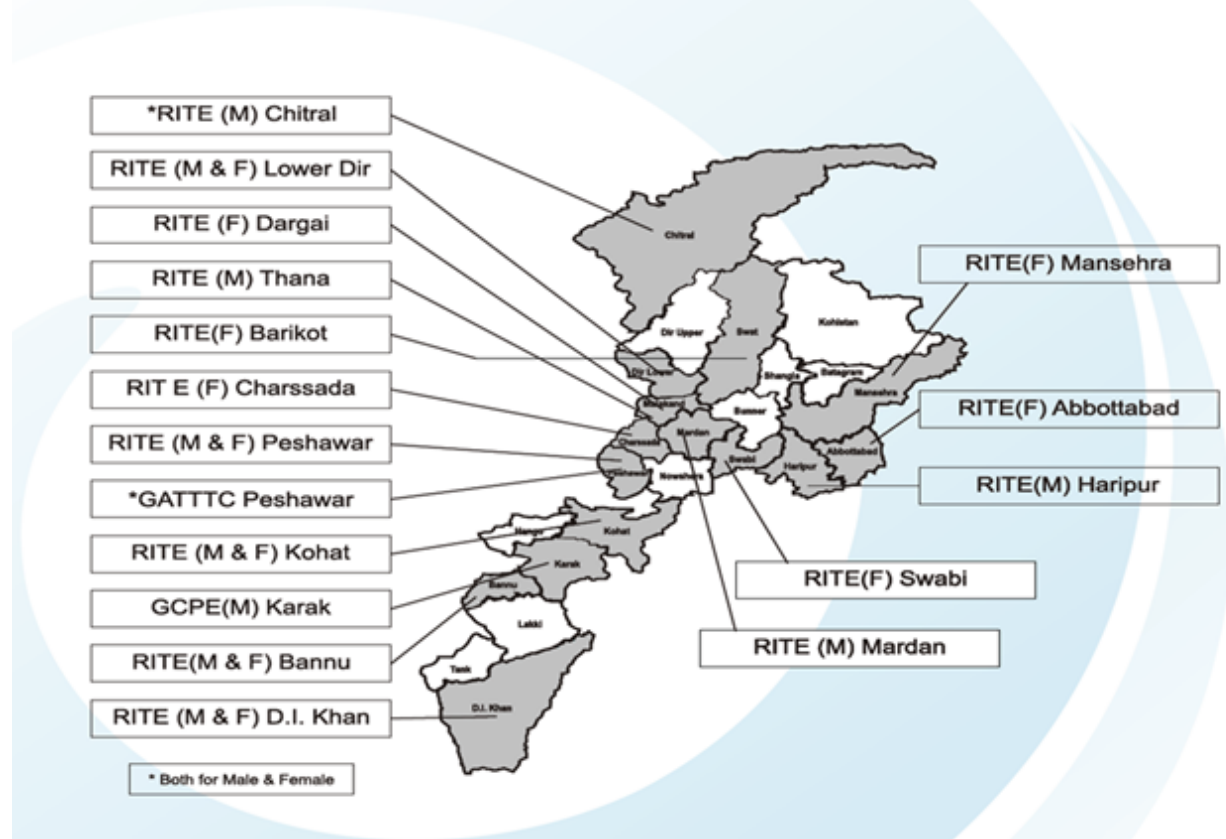
Based on the reflections of the participants, a few reforms can be implemented in Sindh. One such reform is to improve the quality of education being provided in Sindh. The induction training program of teachers should be provided for teachers in Sindh for at least 6 months to ensure that all teachers have proper training to teach the students. Also, KP strategy to identify and bring back OOSC is another reform that can be implemented. Like KP, Sindh also does not have proper data available for out of school children. Sindh should do a proper census of out of school children. Based on the local context and the data collected from the census, Sindh should then develop and implement a strategy to bring OOSC back towards education. Taking such measures can increase the education rate. Need-based Continued Professional Development programs should also start that can provide quality training and skills.

3.4 Directorate of Curriculum and Teacher Education (DCTE)

Directorate of Curriculum and Teacher Education (DCTE) in KP is the equivalent of Directorate of Curriculum, Assessment and Research in Sindh. DCTE was established in 1956 and its extension center was set up in Abbottabad in 1964. In 1970, the bureau shifted to Abbottabad as well. The directorate looks after both in-service and pre-service teacher education in the province.

It also has its regional institutions called the Regional Institutes for Teacher Education (RITE) which provide in-service teacher education under the supervision of DCTE. Additionally, it administers Government College for Physical Education (Karak). There are a total of 21 institutions working under DCTE and the image below details their locations all across KP:

Geographic Spread of Subordinate Institutions



Moreover, along with management of pre-service teacher education through RTIES Khyber Pakhtunkhwa, they also act as a liaison between universities. DCTE also works on quality assurance of professional development programs. One of their tasks is to manage performance evaluations of teachers and student assessments. They also review and approve textbooks to ensure that they aligned with the curriculum.

DCTE's program for pre-service teacher education includes an Associate Degree in Education (ADE) Program that leads to a Bachelor in Education with honours. It also provides a Certificate in Drawing and a Junior Diploma in Physical Education.

Its in-service teacher education programs includes arranging/managing the capacity building of teachers in the area of subject matter as per demand of curriculum and in light of the findings of their assessments. DCTE also provides needs-based training packages on social issues such as Population Awareness, Environmental Issues, HIV and AIDS prevention awareness, Human Rights, Drugs Prevention and Rehabilitation through Education.

DCTE's activities for the year 2016-2017 were School Based Continuous Professional Development (CPD), leadership and management training, professional development for District Education Office teams, training of High School teachers. DCTE also covered teaching of sciences in High Schools (in the subjects of Mathematics & English, District Nowshera and Mardan) early childhood education (Early primary teachers) and professional development of PSTs English as medium of instruction (with the assistance of British Council).

Recommendations

Based on the reflections of the participants, it was learned that DCTE has developed an inclusive curriculum for textbooks in regional languages such as Pashto, Hindko and Khowar from grades 1 to 8. They have also developed a curriculum for Health and Physical Education. Even though Sindh is working on having textbooks in regional languages, it has not been implemented yet. We need to start teaching children in their regional context and language first to enhance their learning and then move to other languages. Another lesson learnt from KP was the regularity of assessments taking place which evaluate the performance of the students and teachers. One of the assessment is the Teacher Competency Survey developed by both DCTE and BISE. Their surveys are developed through item writing, paper construction, paper administration, marking and results, and finally, an analysis. These surveys help in informing policymakers the need for quality education in the province. Moreover, KP has only two institutes that focus on Curriculum and Teacher Development whereas Sindh has six.

3.5 Elementary and Secondary Education Foundation (E&SEF)

Elementary and Secondary Education Foundation (E&SEF) is an autonomous body that provides support and assistance to private and non-formal sector in education. They aim to improve the quality of education in KP. E&SEF basic mandate is to strengthen the provincial education system and to align it with KPs educational policy. Its program interventions have three categories that are: formal and non-formal schooling system; grades 1-5 are formal; 5-9 are non-formal and 9 and above are non-formal as well (flexible). The minimum qualification for the teachers are intermediate and 14,000 rupees (minimum) are paid to the teachers. Community members arrange the building and office space for the school. Some of the program interventions include the Iqra Faorgh-e-Taleem, Rokhana KP Talimee Program and Tameer-e-School Program.

With a particular focus on female education, E&SEF aims to improve literacy levels of females by opening new schools and employing teachers in remote areas. This way girls can have easier access to schools. Also, to be inclusive of disabled and disadvantaged children, E&SEF has also introduced an innovative educational program that focuses on skill-oriented disciplines. It further promotes participation and ownership of elementary programs at the grass-root level.

E&SEF established Iqra Faorgh-e-Taleem, an intervention program, which aims to create a financial support system where vouchers are provided to students of 5 to 16 years of age in 6 districts. The purpose of this intervention is to ensure that all out-of-school children have resources to continue their education. Based on a survey conducted through an external firm, 60,000 children were identified as out-of-school children in KP and during the academic session 2015-16, 16455 vouchers were redeemed in private schools. The number of redeemed vouchers increased during 2016-17 as 25583 vouchers were redeemed in private schools. The increase in the use of vouchers shows the success of the program which can result in positive outcomes as more out of school children will be enrolled in schools. Through this system, payments are made to schools on a quarterly basis. The annual cost for each child is 2500 rupees which includes uniforms, textbooks, clothes and other necessities.

Rokhana KP Talimee Program started in 2012 which also financially supported students. It partnered with schools and sponsored students to get education. It has partnered with 441 private schools covering approximately 34,594 students. It costs 980 rupees for children from 6th and 8th grades to attend low cost private community schools, whereas, it costs 1250 rupees for children from 9th and 10th grades.

Tameer-e-School Program aims to mobilize schools by improving their infrastructure and provide missing facilities. It mostly gathers funds through donations. Nearly 1069 school profiles have been uploaded onto their website for donations. It has completed work on 68 schools where the following facilities were provided and improved: Boundary Walls, Water, Toilets, Classrooms, Furniture (tables and chairs) and Computer Labs. All of the aforementioned programs and interventions operating in various schools are monitored by the E&SE department, DEOs and IMU.

Recommendations

Based on the reflections of the participants, the presence of several interventions and programs working to keep children in schools has been an effective strategy. The voucher schemes, sponsorships and financial support that are provided to students has been an incentive for students to come back to school. Such strategies should be implemented in Sindh.

3.6 Provincial Institute of Teacher Education (PITE)

Provincial Institute of Teacher Education (PITE), Khyber Pakhtunkhwa, and Peshawar started its operation as an Open Learning College in 1993. Under the Teacher Training Project of Asian Development Bank. In 1997, it was given the status of PITE. The organizational hierarchical structure includes the Director of the project and under him, there are several positions which comprise of different departments such as monitoring officers, administrative directors, material developers and academic directors. PITE primarily focuses on Curriculum Development and Teacher Education.

PITE's basic mandate is to design and implement professional development program (for teachers, head teachers, principals, teacher educators and education managers) as proposed by the DCTE. It also serves as a Provincial Resource Centre for professional development. PITE maintains TPD in a TTMIS. It coordinates with District Education Officers (DEOs) to prepare and share plans for implementing a variety of TPD programs. Furthermore, in partnership with other organizations as advised by the DCTE, PITE designs and implements professional teacher development in the province.

PITE's Professional Development Achievements have taken place between the years of 2013-2017. PITE achieved 3203 targets (teachers and managers) in 2013-2014, 15, 986 targets in 2014-2015 and 16,256 in 2015-2016. For the year 2016-2017, 21,871 targets were selected. However, the achieved target was 23,715 which has been its highest success target yet.

PITE has successfully provided a number of trainings and workshops based on education, professional development and school-based continuous professional development. In this regard, 3152 teachers and 3069 Head Teachers have been trained on Early Childhood Education. Moreover, PITE has also conducted sessions for 1770 high school principals and head teachers on Leadership and Management Training. Furthermore, 1137 teachers have also been trained on teaching science subjects (Physics, Chemistry and Biology) to high school students. It has also provided several sessions on Jolly Phonics in Mardan District and trainings of assessments to teachers for grade 5.

Recommendations

Based on reflections, a few reforms can be implemented in Sindh to ensure stronger governance and transparency. PITE in Sindh, is responsible for academic supervision of all teacher training institutes. It specifically focuses on the roles and responsibilities of teacher education institutions, initiating leadership and management courses. It was observed that KP government has decentralized power to the grassroots level which reduces the workload on public head offices. This initiative can be transferred to Sindh.

3.7 Online Action Management System (OAMS)

Established on 1st December 2016 and launched in all 25 districts of KP, Online Action Management System is managed by IMU. Online Action Management System is an auto-generating online system that generates actions for DEOS against various indicators. It requires DEOs to respond to each action time specifically and provide relevant documentation. The purpose of establishing OAMS was the fact that there was no mechanical system that kept a record of the action that are taking place by District

Education Staff. Moreover, the data was also not available in time. Thus, development of OAMS led to an efficient, reliable and time-oriented system that specifically deals with teacher absenteeism.

OAMS allows higher management, including the Secretary and the Ministers, to oversee, observe and record the activities of data monitors. This improves the accountability and accessibility as well as the transparency of the system.

During a single month, a teacher is only allowed to take one casual leave. In order to take more than one casual leave, the concerned teacher or staff should seek approval from higher authorities. However, when the monitoring assistant reports an employee's status as absent, it is flagged on OAMS where the concerned DEO have to resolve the matter within 90 days. If the unauthorized teacher is absent for one day then their salary for that day will be deducted and a warning letter is provided. If this incident takes place for the second time, their one-day salary is deducted and a notice stating that two increments can be withheld is given. On the third absence, one-day salary is deducted and a notice that leads to the removal from service is given to the teacher.

Prior to OAMS, there were no systematic record-keeping. Therefore, disciplinary actions against defaulters were also delayed. However, OAMS has standardized the disciplinary actions that are to be taken against defaulters.

Recommendations

Based on reflections of the participants, it was found that with the development of OAMS, there was a 3% decrease in the rates of unauthorized teacher absentees. Further steps are being considered to make the system even more reliable such as the addition of more indicators and revision of the disciplinary actions for second and third absences.

4 Findings from Punjab Visit

4.1 School Education Department (SED)

School Education Department (SED), Government of Punjab's key functions are legislation, policy formulation, and planning. Directorate of Public Instructions is a branch of SED, which supports PMIU in their functions. One of their initiatives is teachers' training. A significant initiative of SED is *Parho Punjab, Barho Punjab*, which is discussed below.

Directorate of Public Instructions was established in 1856. Regional Directorate Lahore was divided into two one for Lahore Region and the other for Rawalpindi Region in 1962. One of the functions of Directorate of Public Instruction is to coordinate and cooperate with PMIU to collect data. It also works with Directorate of Staff Development for in-service training of teachers. Thus far, 3, 42,321 teachers have been trained in total.

Moreover, in association with Punjab Examination Commission, it conducts 5th and 8th grade examinations. Amongst many other functions, the Directorate of Public Instructions implements policies of the department and keeps a follow up on the implementation.

Parho Punjab, Barho Punjab is a program under the Punjab School Education Department. This program covers the categories of Public Schools, Non-SED Schools, and PEF Schools. Under the program of *Parho Punjab, Barho Punjab*, there have been several educational initiatives from 2010 to 2016. Key initiatives include the Enrollment Campaign under which 1.7 million Out-of-School Children were enrolled, Daanish Schools System through which 8114 students were enrolled in 14 schools, and Zewar-e-Taleem Program where 462,000 girls from grade 6 to 10 were given a monthly stipend of Rs 1000. Along with these, Public Private Partnership, Public School Support Program, Provision of Missing Facilities, Rehabilitation of Dangerous Buildings and Teachers Training, initiatives were also undertaken.

There were also several new initiatives in 2018 by *Parho Punjab, Barho Punjab* Program to increase access to education for children. The following steps were taken to construct schools and enable students to go to school: under PEF, 250,000 students were enrolled through the Voucher Scheme and 2700 new schools were established. Moreover, 6000 PSSP schools were established, out of which 4385 have already been outsourced. Under the Early Childhood Education (ECE) initiative, 10,000 rooms are being established, out of which 2,225 rooms have been constructed. Other than that, 36,000 Additional Classrooms have been constructed. 8 new Daanish Schools are under construction, out of which two are near completion while the remaining six schools are in pipeline stage.

To improve the quality of education in 2018, the following initiatives have been undertaken: 80,000 teachers, 3,000 AEOs and 22,000 part-time coaches have been hired. Also, 20,000 quick classrooms have been constructed and in Muzaffargarh, D.G. Khan and Rajanpur, 450 schools have been piloted for school meals. Another initiative that was undertaken was the provision of free transport facilities to students. 45,000 students, of which 50% were girls, used the facility where boys got cycles and girl received vouchers. Moreover, 32,500 new toilet blocks were constructed in 14,600 schools and 20,000 schools got solar panels. Also, in order to ensure security, 17,669 security guards were trained.

Recommendations

Based on the reflections of the participants, one of the reason why Punjab's education is better than other provinces is due to the way they monitor and govern their education system. Their monitoring system looks at merit, punctuality and statistics of teachers and students. Punjab overall has a better governing system, where they have proper rules and regulations for inducting staff, leave sanctions, budget sanctions and policy-making. Along with a good system of monitoring to control the pace of reform, the participants also observed correct use of funds. They also stated that the introduction of voucher system and provision of tablets to schools has improved efficiency. Overall, a good effort for

proper accountability of the working force was observed. Looking at these observations the participants suggested that merit should be the key objective of any education system.

4.2 Program Monitoring & Implementation Unit (PMIU)

Program Monitoring & Implementation Unit (PMIU)'s function is to provide support to SED to maintain good governance and quality in the education system. It works the same way RSU does in Sindh. PMIU provides assistance in program implementation, technical support and monitoring and evaluation.

PMIU assists SED to maintain good governance, implement programs and policies, and monitor the reforms that take place. Prior to 2003, Punjab did not have a proper monitoring and evaluation system which focused on issues such as ghost teachers, absenteeism, statistics of the school and missing facilities. Therefore, along with provision of technical assistance to SED, PMIU also monitors and evaluates the performance of schools. There are 36 District Monitoring Officers (DMOS) and 1068 Monitoring and Evaluation Assistants (MEA) that conduct six monthly tests to improve the quality of education. Moreover, PMIU registers all data such as students' enrollment, results, attendance, missing facilities of schools and regular monitoring data. All of this data is readily available online and is regularly updated.

PMIU aims to maintain good quality through programs such as School Support Programme for schools that do not have any local teachers. PMIU also has a system of rewards and awards for best teachers, headmistresses and schools. This ensure that teachers and headmasters work towards improving the quality of education in their schools. It focuses on students to ensure effectiveness and quality of the education system. Also, PMIU recruits teacher based on merit and appoints teachers according to the strength of students. All these measures are taken to ensure that there is a certain level of quality in education.

Recommendations

Based on the reflections of the participants, PMIU provides performance-based rewards to schools, headmasters and teachers. They also train teachers, administrators and new employees. This practice should be adopted by Sindh to improve the quality of education. Also, providing performance based rewards encourages teachers, schools and headmasters to perform better. Learning from PMIU, the following points should also be introduced in Sindh. There should be an improved examination system, teachers should be trained, there should be basic facilities available in schools, and part time coaches should be appointed to guide the students better.

4.3 Quaid-e-Azam Academy for Educational Development

To enhance the quality of academic and educational training, PITE and Science Education Centre (SEC) were merged with quaid-e-Azam Academy for Educational Development (QAED) in 2009. This was a deliberate action to strengthen the institutes as a single unit and to work together to achieve the goal of qualitative training of teachers.

QAED provides academic and educational training to teachers, educators, managers, communities and school councils to develop their skills. In collaboration with Punjab Education Sector Development Authority (PESDA), they also develop and implement standards for these training.

Furthermore, QAED organizes Professional Development Training of Education for Head Teachers, MEAs, and AEOs. It also trains teachers through academic units. Career Linked Professional Training and Promotion Link Training are also provided by QAED.

Moreover, QAED has started several pilot projects of school-based and teacher-focused leadership trainings. So far, 4260 teachers and 250 head teachers/principals have been trained. 129 subject-

specific training workshops were also conducted. Besides having training programs, QAED also gives best teacher awards to encourage teachers to perform better.

Recommendations

Based on the reflections of participants, new teachers and educators have to take part in the compulsory induction training for 9 weeks. Sindh should also have such trainings to improve the quality of education. Also, there should be follow up trainings to review strategies and learnings in order to maintain set standards.

4.4 Punjab Examination Commission

PEC is an autonomous body which conducts summative assessments for grade 5 (elementary level) and 8 (primary level). These assessments are curriculum based and measure the education level in the entire province. PEC started functioning in 2005 and it works under the Punjab Examination Commission Act XI of 2010. The key functions of PEC are to conduct examinations from grade 5th and 8th, prepare certificates, compile results through the online system, supply question papers in the morning to save the question paper from being leaked, and award students with prizes on best results.

Not only that, its three core functions are to conduct assessments, data analysis and interpretation of results, and dissemination of quality feedback.

PEC not only conducts summative assessments, it also carries out diagnostic assessments (system diagnostic) which are sample based. The selected sample participants are provided with questionnaires related to classroom teaching and learning.

The concept of diagnostic assessments of PEC results from reports that are developed on student performance in examinations. Used by teachers and teacher training institutes to focus on improvement, these reports identify key areas where student performance is not up to par. Initially, the main teacher training institute of Punjab and the Directorate of Staff Development did not use these reports, however, they have recently started to incorporate these reports to design their training programs.

Moreover, PEC has an extensive examination item bank where a set of hundred or more questions are developed for a topic from the curriculum with only a few being randomly selection for the examination. This makes the format of the examinations curriculum-based rather than textbook based and also decreases the predictability of questions.

Recommendations

Based on the reflections of the participants, measures taken by PEC to ensure transparency in the examination system are appreciable. However, in Sindh, budget for the expenditure of printing and conducting examination is not allocated and/or released. Moreover, it was found that no single question was repeated in the exams since the last 3 years, and, a check and balance is maintained regarding exams. Checking of papers and results is also done in an efficient and organized way. Whereas the setting of question paper covers the entire course which improves the standard of tests. Moreover, in Sindh, assessments were taken through the SAT exams by IBA but it was discontinued as it was not part of the government body itself.

4.5 Punjab Education Foundation

Punjab Education Foundation was established in 1991 as a not for profit autonomous body that focuses on encouraging and promoting low-cost education in the private sector. PEF also supports low-cost private schools to provide education to the needy through a Public Private Partnership model where it provides financial and technical assistance to its partner schools; this program is called Foundation Assisted Schools (FAS).

FAS was initially started in 2005 in just six districts of Punjab, however, gained momentum and now covers all 36 districts of Punjab with 3500 partner schools. Through this, PEF has catered to nearly 1.77 million students.

PEF aims to provide free and compulsory education to all, while promoting affordable education, by developing foundation assisted schools, assisting in education voucher scheme and public-school support programs. PEF also looks after *Parho Punjab, Barho Punjab*. PEF has also recently introduced Early Childhood Education (ECE) classes which has two phases.

In order to provide access to education for all children, PEF initiated Punjab Inclusive Education Program's voucher scheme. This scheme aims to include children with disabilities into the education system by providing them funds to go to school. Another initiative taken by PEF to educate children from extremely rural areas is the Literate Cholistan Program. It aims to educate the children of Cholistan by providing training and facilities to matric-pass students who teach the younger children at their doorsteps.

PEF also works on providing access to everyone by having transport services to make the commute to school more accessible for students. It also provides admission on merits in private's schools. The merit-based admission statistics stand at 140,000 educators and children.

Recommendations

Based on the reflections of the participants, Cholistan Program, is impressive as it aims to educate the illiterate children of the area on their own doorsteps. Also, another few initiatives that Sindh can learn from were voucher system for low-cost students, controlled dropout ratio through voucher system, community mobilization and incentives for disabled students. A system that is inclusive of disabled children especially is an initiative that should be taken in Sindh.

4.6 Punjab Curriculum & Textbook Board

Punjab Curriculum & Textbook Board (PCTB) key function is to develop and publish affordable textbooks for grades 1 to 8. They also ensure that these books are available online and in both, public and private sectors. Along with this, they also work on curriculum development and initiating co-curricular activities for students.

PCTB's major objectives are to develop curriculum and textbooks and schemes of studies, fix the prices of textbooks, and promote awareness about national integration. The key functions of PCTB are development, implementation, evaluation and improvement of the curricula. They also handle the approval of the manuscripts of textbooks, reviewed of the curricula and textbooks, and implementation of education policies of the government. Moreover, PCTB is responsible for the publishing and delivery of textbooks to PMIU and PEF. PCTB has also taken initiatives such as, Office Networking & Security System, E-Library Project, Digitization of Textbooks, Development of E-Filing/Office Automation, Updating Financial Accounting System, Book Production System Software and development of scheme of studies 2017.

Furthermore, PCTB has digitized all textbooks from Grades 6-10 with video animations, simulations and audio recordings. Intermediate textbooks have also been digitized and augmented with several hundred videos. They also maintain a Library and Resource Centre with up to 30,000 titles of reference books, textbooks, guidebooks, maps and diagrams.

They have also started to improve the examination system by creating tests that are curriculum based, and not the standard textbook based. Also it has initiated that books will be developed as per the approved curriculum.

Recommendations

Based on the reflection of participants, PCT holds training workshops to train the writers of the textbooks. Their textbooks are not just limited to print as they are complemented by audio materials, visual learning and supplementary readings. Sindh does not have any supplementary readings online that are being provided to the students to enhance their learnings. Sindh should digitalize their textbooks as well.

4.7 Punjab Daanish Schools and Centers of Excellence Authority

Punjab Daanish Schools and Centers of Excellence Authority (PDS & CEA) is an act by the Government of Punjab that created boarding schools for needy children. Daanish Schools are designed to provide best education facilities to the poorest of the poor. In terms of design and quality, Daanish schools are elite schools are competing with the best institutions in Punjab. In addition to that, Punjab Government also bears the educational and residential expenses for the girls and boys in the Daanish Schools.

PDS & CEA's objective is to fight social inequality and reduce poverty. They aim to do this by making schools for the personal development of children ensuring that they have upwards social mobility. The key functions of PDS & CEA are to support the less privileged students and provide them with high quality education and merit-based selection to ensure that talent is rewarded, focusing on the poorest section of the society.

Furthermore, PDS & CEA is also expanding the children's horizons by providing them with work placement opportunities. This way, the children are able to gain employment skills and expand their networks for future employment. Also, PDS & CEA is planning to open 8 more schools in remote areas to provide opportunity to children in those areas. Children are selected in these schools based on merit. Merit-based selection is done to ensure that talent is rewarded.

The governing body of the Daanish Schools consist of 9 person, the Chairman, the Deputy Chairman, 5 other members, a boys school principal and a girls school principal. The income cutoff for admission is PKR 6000 per family. Therefore, this school targets the most marginalized communities in Punjab. Punjab Textbook English Medium curriculum is followed in these schools. This is to ensure that a certain level of quality is achieved. Also, another measure taken to ensure quality is that the teachers are trained and selected according to the eligibility criteria.

Daanish schools have sport facilities and security arrangements, co-curricular activities, Science lab, library and hostel facilities providing children well rounded experience. A total of 9,300 students have been admitted in 14 Daanish Schools, out of which 4550 were girls.

Recommendations

Based on the reflections of the team, such schools should be opened in Sindh. Sindh Government should provide funding for these schools to function so that less privileged students can have equal opportunity to excel.

4.8 Punjab Information Technology Board

The Punjab Information Technology Board is an autonomous body established by the Government of Punjab. PITB's aims to track and maintain the Parho Punjab Baro Punjab Information System and collect data from various authorities, from schools to directorates. The key functions of PITB consist of compiling and providing data, connecting network to departments at school-level, preparing software's and providing training to stakeholders.

PITB's recent activities includes creating co-learning system and M&E system, preparing e-learning material activities, publishing digitized textbooks, use of tablets in schools for data entry, and use of smart boards for learning. PITB verifies all data through NADRA.

Recommendations

Based on the reflections of participants, Sindh should implement similar online record keeping as seen in Punjab. PITB has a complete check and balance system and has introduced modern techniques and e-learning material such as mobiles and tablets for studies. Mobile, tables and e learning material should also be incorporated in Sindh. In some schools in Sindh, computer labs are available however, children do not have access to it. Active learning through technology should be incorporated in schools in Sindh.

4.9 Literacy & Non-Formal Basic Education Department

Literacy & Non-Formal Basic Education Department is committed to raise literacy rate to 100% by 2030. They are currently working for millions of children and illiterate adolescent & adult in Punjab by providing adequate access to basic literacy skills.

The department interventions aims to provide underprivileged communities access to education. Literacy & NFBE's major objectives are to eradicate illiteracy from the province, provide access to education through opening of formal and non-formal schools, educate dropout students, educate street boys, educate adults who were not admitted in schools, motivate parents and students for education by going to their doors.

Literacy & NFBE has 6 projects that are currently in progress, out of which 2 are formal and 4 are non-formal. They want to have a 100% literacy rate by the year 2030 while maintaining high quality standards.

Recommendations

Based on the reflections of the participants, in order to provide education to everyone, a voucher scheme has been introduced for children who perform child labor. A monitoring system was introduced to monitor children, adolescents and adults in the education system. Also, initiatives such as the opening of adult literacy centers, institutions in prisons, importance of non-formal schools to reduce the illiteracy ratio as well as arrangements to facilitate disabled persons, have all been undertaken. These initiatives together have resulted in the increased literacy rates in Punjab. Target is yet to be achieved however, this is a great start and initiatives as such should be implemented in Sindh.

5 Conclusion

Tier III has been developed to include District Education Officers and administrators as they are involved in the implementation process of educational reforms in Sindh especially for SBEP. This was done to ascertain that the officials observe, learn and adapt the best practices so that they can be implemented in the education sector in Sindh.

However, due to contextual differences, political differences and local settings, the learning and reforms should be contextualized during the implementation process in Sindh.

The state education in Sindh is sub-optimal and as aforementioned, monitoring and evaluation of education in Sindh focuses only on the quantitative aspects. There is no instrument or tool or even a reform that has targeted the quality of education; nearly all target the decreasing enrollment rates and increasing dropout rates. While these efforts have increased the number of children attending school, it has not increased the quality of education being provided to these children. To target this discrepancy, Sindh needs to introduce qualitative reforms as well. One such reform could be the provision of visual, audio and digitalized textbooks to aid the children and people who are differently abled. It will also benefit students overall as it will aid the learning of the textbooks.

ESRU has also started an OOSC Equity Strategy as well as plans to conduct a census to identify OOSC. This should be done in Sindh as well as the figures of OOSC are based on estimates and samples.

In addition to that, centers like Danish Schools in Punjab, should be established which not only provide education but also serve as a home for the children. These schools can provide vocational and technical education in addition to academic education. Also, the introduction of voucher schemes, sponsorships and financial support in schools for different children (girl child, child laborers, needy etc) has resulted in increased motivation and incentive to go to schools which has resulted in increased literacy rates hence why they should be initiated in Sindh as well. There is also greater emphasis on non-formal education, adult literacy centers and institutions in prisons along with initiatives that

support differently-abled children and people in Punjab and these interventions can also succeed in Sindh, should they be implemented.

Moreover, OAMS in Khyber Pakhtunkhwa, also serves as a reporting mechanism and has also reportedly, decreased teacher absentees by 3%. Moreover, Punjab and Khyber Pakhtunkhwa have both initiated the use of technology for their reporting methods which has improved the transparency and accuracy of their reported data. The databases systems are also aided with mobile applications. Sindh has no central database which also serves as an action-taking system for the officers.

Lastly, PITE in Khyber Pakhtunkhwa has been gaining success due to its sessions on assessments, subject specific trainings and early childhood education. This ensures the maintenance of the quality of education as well as the standard of education service delivery. ESRU in Khyber Pakhtunkhwa has also initiated an induction program for teachers as well as an Education Service Act. This also serves as a job description with terms, responsibilities and conditions for the teachers. Furthermore, ESRU also provides continuous professional development.

If the recommendations provided in this report are regularly followed up and implemented, the reform process in Sindh is more likely to have greater success with its objectives and consequently, a greater effect on the children of Sindh and their surrounding communities.