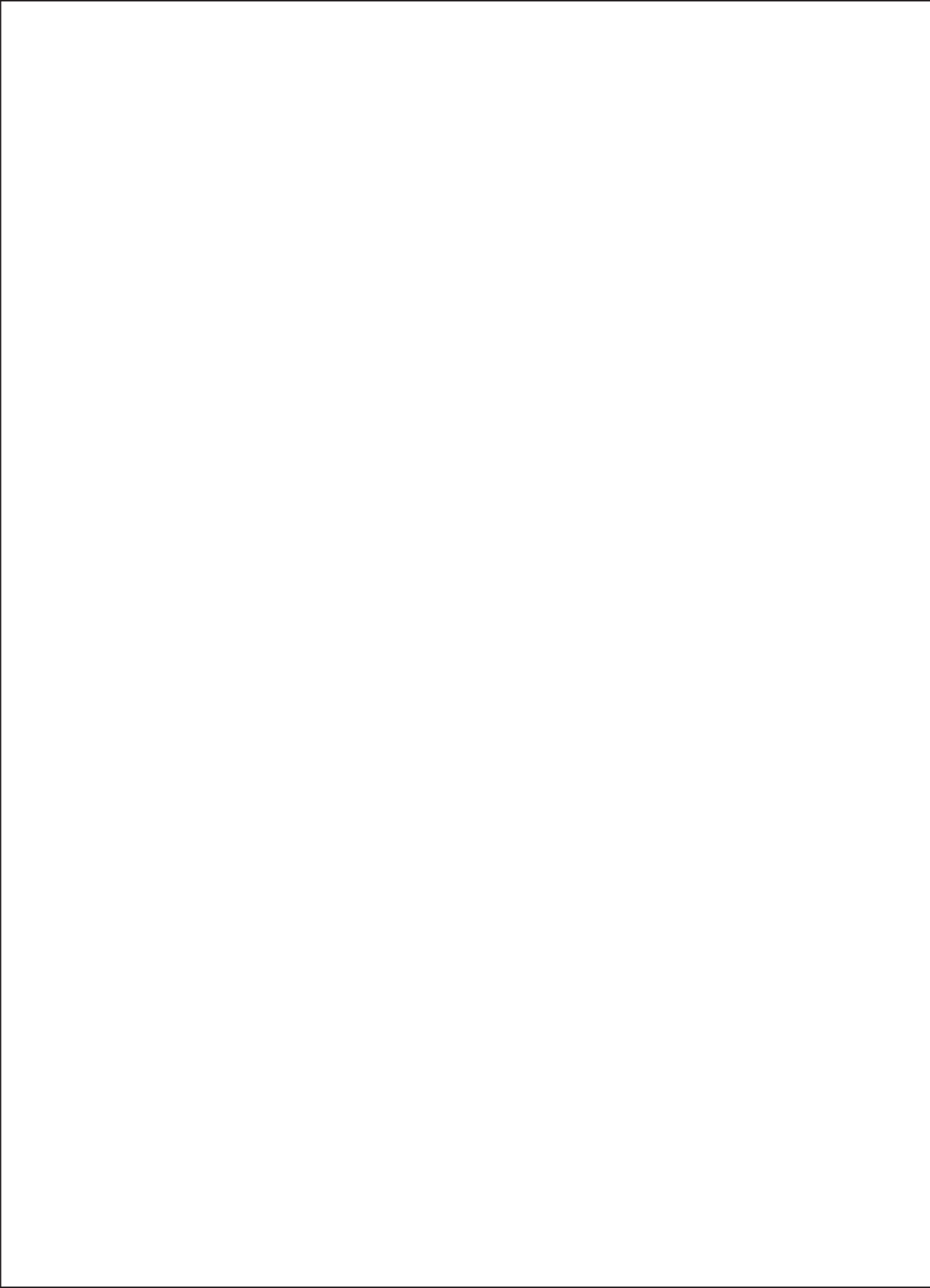




Integrated Education Learning Program

A Public-Private Partnership Initiative for schools across the Sindh province



Education Reforms & Progress towards UPE

Pakistan is a developing country with a population of about 165 million, 33 per cent of which lives in poverty (World Bank 2008). The Millennium Development Goals (MDGs) are the key focus of development efforts of the Government. Being the main vehicle for socio-economic development, the policy environment for education, also the second millennium development goal, is embedded within the national macro reform framework, focusing on poverty reduction through economic growth, social sector development, and governance reforms. Pakistan is a signatory to the declaration at the World Conference on Education for All (WCEFA) held in March 1990 in Jomtein, Thailand. The Government has also made commitments in Education Forum (Dakar, April, 2000) towards achievement of EFA goals and targets for every citizen by the year 2015. Current initiatives in the education sector are based on the National Education Policy (1998-2010), the Education Sector Reforms Action Plan 2001-2006 and the Education for All National Plan of Action (NPA) 2001-2015.

While some progress has been made towards most of the MDGs since 2000, improvement in human development indicators in the country remains relatively uneven. Impressive achievements in terms of net enrollment rate in primary education (there are now 3 million more children in primary schools compared to 2001) are surpassed by poor quality of education, resulting in poor educational outcomes. The 2009 EFA Global Monitoring Report on progress towards Dakar goals has applied an EFA Development Index to countries based on values for net primary education enrollment, adult literacy rate, gender parity indices, and survival of children to grade five in the primary school. Of the 129 countries rated, Pakistan ranks as number 118 and is projected to have the largest out-of-school population in the region, and the second largest in the world after Nigeria, in 2015.

Sindh, country's second largest province in terms of both population and economic output, also performs poorly across a range of socioeconomic indicators, education being no exception. Enrollment rates in primary schooling have improved in Sindh between 1998/99 and 2006/07 but the NER remains at 50%, lower than the national rate of 56%, and the urban-rural and gender disparities in enrollment are much larger in the province. These can be attributed to both issues of access and quality which comprises absence of safe school structures, lack of drinking water/ toilet facility, urban centered curriculum and detrimental patriarchal values. Given the Sindh province's size and the magnitude of its challenges, improving education outcomes is essential for accelerating progress towards Pakistan's MDG goals.

The Government of Sindh is committed to address access, equity and quality issues in education by improving governance and institutionalizing accountability in education service delivery. Recognizing the gravity of addressing these challenges, the government remains dedicated to the Sindh Education Sector Reform Program (SERP), a comprehensive education reform agenda which seeks to improve participation, retention, and transition; reduce gender and regional disparities; and improve quality in elementary and secondary education (grades 1-10) in the province.



Partnerships for Education

Multi-stakeholder partnerships for education, including private, public and non-governmental sectors, carry immense potential in leveraging delivery of high quality education for all citizens. The private sector can bring in extra resources and contribute skills that will help the public sector in tackling critical issues and at the same time itself benefiting from a strengthened position and a long-term return on social investment in the form of a more prosperous economy.

In Education Sector Reform documents produced since 2001, the Government of Pakistan has viewed formation of public private partnerships (PPPs) as central to the reform process (Ministry of Education, Government of Pakistan, 2001). This accentuates the role of government in ensuring that there is an enabling environment for effective partnerships in pursuit of education targets. In order to achieve the goals of the ESR program i.e. Universalization of Primary Education and Education for All, the Government of Sindh is working with an integrated sector wide approach which is primarily focused on primary, elementary and non-formal education through Public Private Partnerships.

A number of PPP models have gained visibility within Pakistan since 2001. These have included amongst others, the Adopt-a-School Program envisioned by Prof. Anita Ghulam Ali's (Managing Director, Sindh Education Foundation), Concessions to private schools as proposed in the education sector plans, SEF's Supporting Private Education Institutions Programme, Up-Gradation of Schools through Community Participation Project (CPP), and Tawana Pakistan, an initiative of the Ministry of Women Development, Social Welfare and Special Education.

Sindh Education Foundation Initiatives

The Sindh Education Foundation's educational models present a unique example of public, private and community partnerships. Principally financed by the Department of Education and Literacy, Government of Sindh, SEF provides regular school support fund, teacher training and salaries, enrichment of curriculum, learning materials and capacity building of local community bodies in areas of school establishment and management. The continued support to these educational facilities are a reflection of Foundation's persistent advocacy and sincere efforts for establishment of low-cost, effective and replicable quality education models.

With experience and expertise in implementing a huge Public Private Partnership portfolio, the Sindh Education Foundation, under the World Bank supported Public Education Sector Development Program in Sindh, launched the *Promoting Private Schooling in Rural Sindh Project* during 2008. The 4-year PPRS Project aims to extend cooperation to 1000 low-cost private schools in 10 districts of Sindh. The Integrated Education Learning Program is a new scheme of the Foundation under the ADP 2009-10 which will extend support to 1500 new as well as existing primary, elementary and secondary private sector schools in Sindh.

Integrated Education Learning Program (IELP)

The Integrated Education Learning Program is the latest addition to the Foundation's schemes which aims to establish greater public private partnerships for increasing access to and improving the quality of educational (primary, elementary and secondary) services for children across the Sindh province.

During the first phase of implementation from 2009 to 2011, SEF will extend financial as well as technical support to 1500 new and existing private schools (private/community/trust owned, etc.) through the per child subsidy model and directly reach out to 450,000 children of ages 5 to 18 years. While new schools will be supported in 13 districts including Jacobabad, Kashmore, Shikarpur, Ghotki, Sukkur, Nausheroferoz, Jamshoro, Matiari, Hyderabad, Tando Allahyar, Mirpurkhas, Tando Mohammad Khan and Karachi, existing school setups across all 23 districts of the province can qualify for support through the initiative. The quality inputs largely focus on grassroots capacity building in school management and administration, improving the learning environment in schools through professional development of teachers and provision of learning resources for meaningful teaching-learning activities for children.

IELP Goal

"To establish public private partnerships for increasing access to and improving the quality of educational services provided to the children in marginalized areas of the Sindh province."

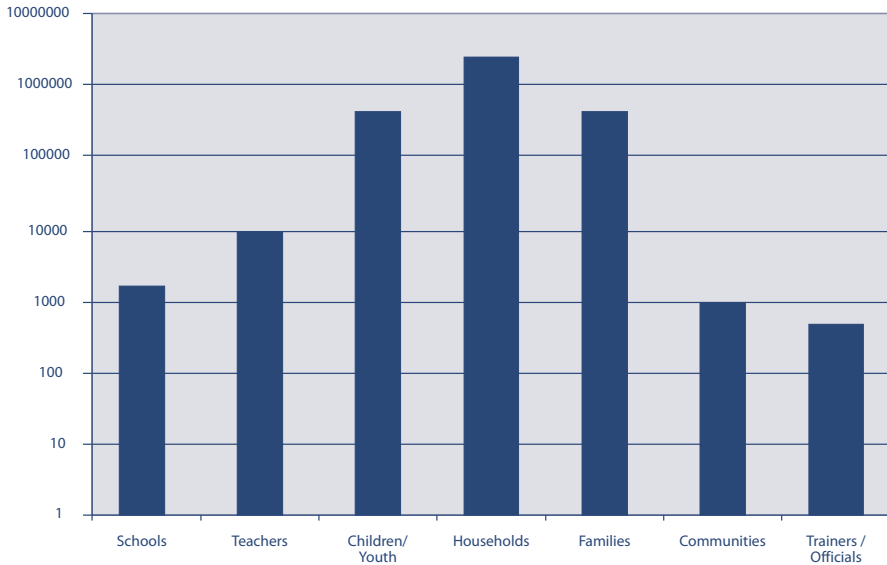


IELP Objectives

- ❖ To encourage private sector organizations for assisting the government to address quality and access issues in education in the most underserved areas of Sindh;
- ❖ To promote viable long term public private partnerships through provision of per child fee subsidy to private schools in marginalized areas;
- ❖ To supplement government policies under UPE through enhancing educational facilities for out of school children and youth especially girls;
- ❖ To extend free and flexible learning opportunities at the grassroots;
- ❖ To ensure gender equality in education;
- ❖ To ensure longer term institutional development of schools in partnership with communities for sustainability of quality reform efforts.



IELP Beneficiaries



Intervention Areas

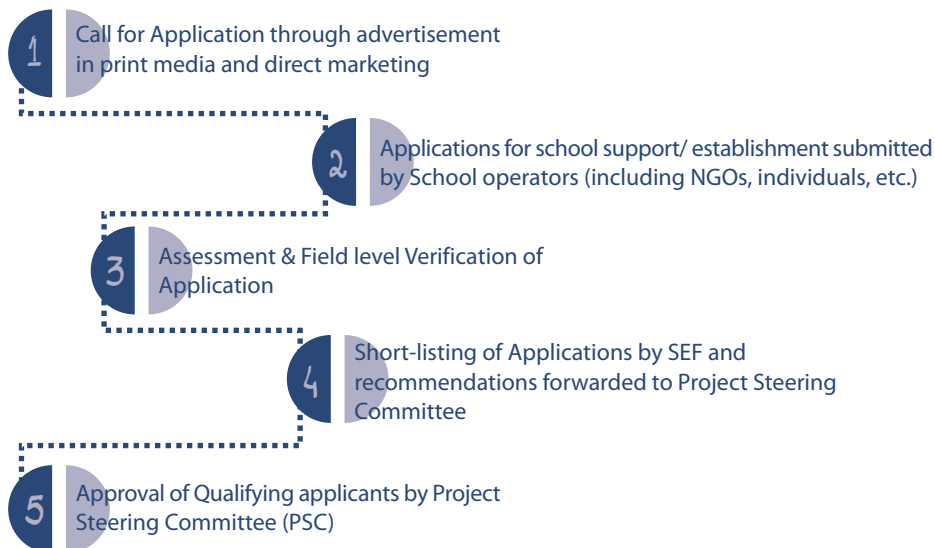
- ❖ **Educational Institutions supported**
Support to 1,500 existing and new private educational institutions including primary, elementary and secondary schools
- ❖ **Fee Subsidy**
A per-child per-month subsidy determined on the basis of enrollment
- ❖ **Institutional Capacity Development**
Leadership and school management training for entrepreneurs to help them run schools effectively
- ❖ **Teacher Development & Field based Support**
Regular training and field based learning support to develop teacher competencies for effective delivery of educational services
- ❖ **Enrichment of the Learning Environment**
A healthy physical and adequately resourced learning environment ensured for children
- ❖ **Student Assessment**
A bi-annual student assessment against the learning competencies as pre-defined in the national curriculum
- ❖ **Parental / Community Involvement**
A functional School Management Body to play a lead role in community mobilization and school management
- ❖ **School Monitoring**
A bi-annual monitoring against key quality indicators

Criteria For School Eligibility & Receiving of Regular Subsidy



- ❖ No other educational facility available within 1 kilometer radius of school site for primary and elementary schools and within 2 kilometer radius of school site for secondary schools. However application for opening girls schools can be considered if locality has only boys schools within the 1 km radius; and vice versa
- ❖ Minimum enrollment for primary schools at least 40 children; for elementary and secondary level classes at least 30 children in the first year
- ❖ Sign boards (provided by SEF) detailing free educational provision for children to be placed outside school premises
- ❖ Maximum teacher-student ratio 1:40
- ❖ Minimum monthly salary: Teacher @ Rs. 5000; Support staff @ Rs. 2,500 (if applicable)
- ❖ Availability of drinking water and toilet facility (provision to be made within first three months of school inception)
- ❖ Fulfillment of basic safety, cleanliness and hygiene conditions

Applicant Selection Process



Members of PSC

- ❖ Additional Chief Secretary (Dev), Government of Sindh
- ❖ Managing Director, SEF
- ❖ Director (POR), SEF
- ❖ Secretary Education, Sindh
- ❖ Special Secretary Finance, Sindh
- ❖ Chief Education, P&D Department
- ❖ Associate Director (Finance & Planning), SEF
- ❖ Chief Program Manager, Reform Support Unit
- ❖ Director Private Schools



IELP Fee Subsidy Plan

Category A (300 existing SEF Community Supported Private Schools)	Year 1	Year 2	
	Subsidy for up to 200 enrolled students @ PKR 300 per child per month ----- Subsidy for > (greater than) 200 & ≤ (less than or equal to) 300 enrolled students @ PKR 250 per child per month	Subsidy for up to 200 enrolled students @ PKR 300 per child per month ----- Subsidy for > (greater than) 200 & ≤ (less than or equal to) 400 enrolled students @ PKR 250 per child per month	
Category B (850 Private / Trust Based Primary Schools)	Year 1	Year 2	
	Existing Schools <small>(who are unable to meet finance on a regular basis)</small>		
	Subsidy for up to 200 enrolled students @ PKR 300 per child per month ----- Subsidy for > 200 & ≤ 300 enrolled students @ PKR 250 per child per month	Subsidy for up to 200 enrolled students @ PKR 300 per child per month ----- Subsidy for > 200 & ≤ 400 enrolled students @ PKR 250 per child per month	
	New Schools		
	Subsidy for up to 200 enrolled students @ PKR 350 per child per month ----- Subsidy for > 200 & ≤ 300 enrolled students @ PKR 300 per child per month	Subsidy for up to 200 enrolled students @ PKR 350 per child per month ----- Subsidy for > 200 & ≤ 400 enrolled students @ PKR 300 per child per month	
Category C (Maximum 300 existing Private Primary Schools owned by NGOs/CBOs/individuals upgrading to elementary level)	Year 1	Year 2	
	Primary level: Subsidy for up to 200 enrolled students @ PKR 300 per child per month Subsidy for > 200 enrolled students @ PKR 250 per child per month	Primary level: Subsidy for up to 200 enrolled students @ PKR 300 per child per month Subsidy for > 200 enrolled students @ PKR 250 per child per month	

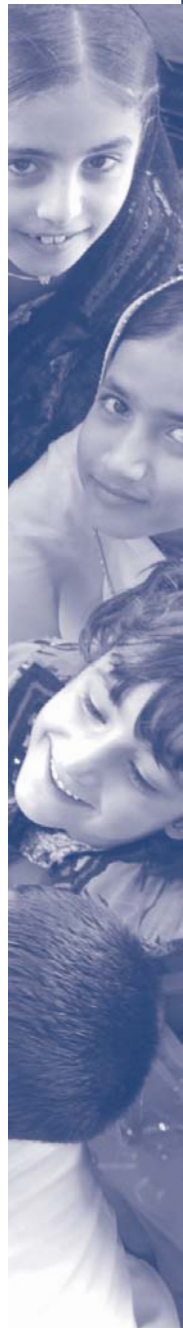
Note: Diminishing rate of per-child fee subsidy is applicable on enrollment greater than 200 students per primary / elementary school and 150 students per secondary school.

Contd. IELP Fee Subsidy Plan

	Year 1	Year 2
Category C	Elementary level: Subsidy for up to 200 enrolled students @ PKR 350 per child per month	Elementary level: Subsidy for up to 200 enrolled students @ PKR 350 per child per month
	Subsidy for > 200 enrolled students @ PKR 300 per child per month	Subsidy for > 200 enrolled students @ PKR 300 per child per month
	----- Maximum subsidy provision for 500 students per school	----- Maximum subsidy provision for 600 students per school

	Year 1	Year 2
Category D (Maximum 50 existing Private Elementary or Middle schools owned by NGOs/CBOs/Individuals upgrading to secondary level)	Primary level: Subsidy for up to 200 enrolled students @ PKR 300 per child per month	Primary level: Subsidy for up to 200 enrolled students @ PKR 300 per child per month
	Subsidy for > 200 enrolled students @ PKR 250 per child per month	Subsidy for > 200 enrolled students @ PKR 250 per child per month
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	Elementary level: Subsidy for up to 200 enrolled students @ PKR 350 per child per month	Elementary level: Subsidy for up to 200 enrolled students @ PKR 350 per child per month
	Subsidy for > 200 enrolled students @ PKR 300 per child per month	Subsidy for > 200 enrolled students @ PKR 300 per child per month
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	Secondary Level: Subsidy for up to 150 enrolled students @ PKR 400 per child per month	Secondary Level: Subsidy for up to 150 enrolled students @ PKR 400 per child per month
	Subsidy for > 150 enrolled students @ PKR 350 per child per month	Subsidy for > 150 enrolled students @ PKR 350 per child per month
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	Maximum subsidy provision for 500 students per school	Maximum subsidy provision for 600 students per school

Note: Diminishing rate of per-child fee subsidy is applicable on enrollment greater than 200 students per primary / elementary school and 150 students per secondary school.



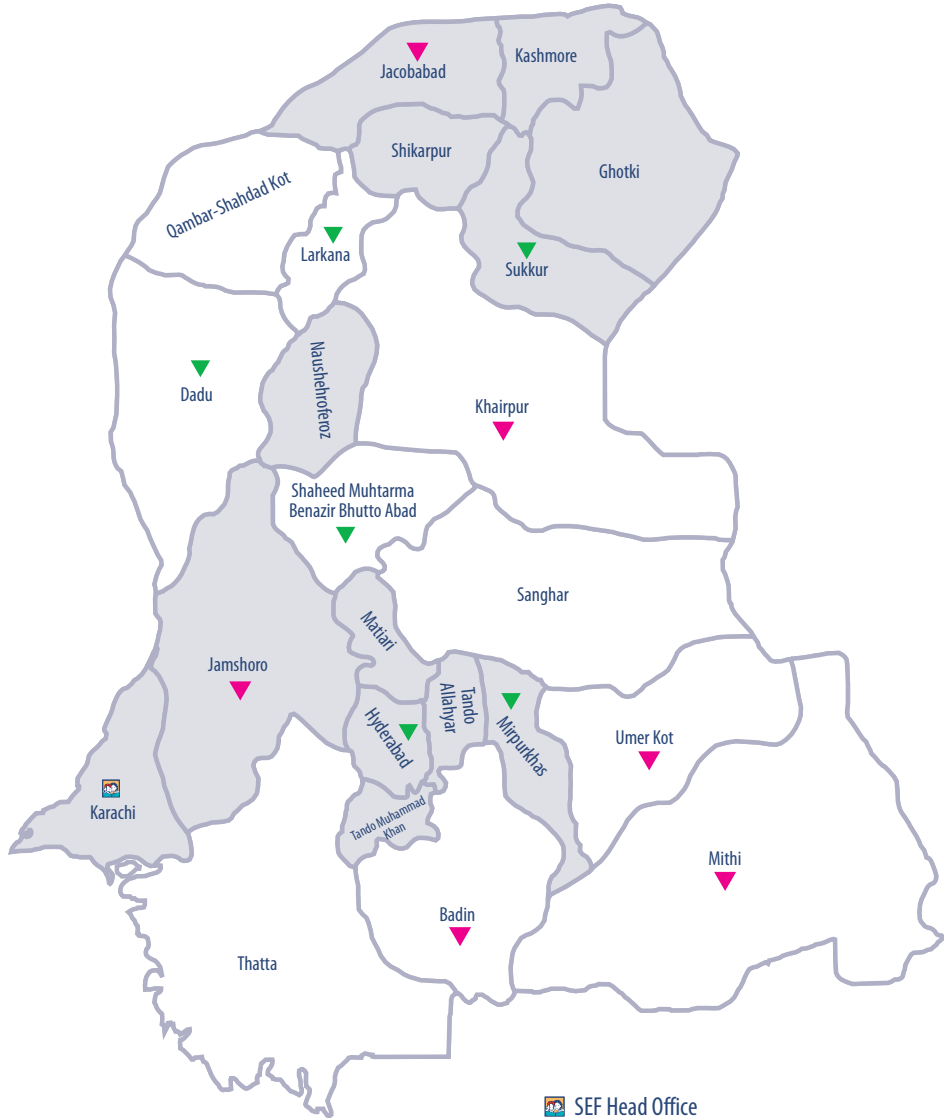
Responsibilities of School Operators (NGOs, CROs, etc.)

- ❖ Building capacity vis-à-vis school administration and monitoring
- ❖ School Site Identification & School Establishment (in case of new schools only)
- ❖ School Registration
- ❖ Student Enrollment
- ❖ School Management
- ❖ Provision of child-friendly learning environment
- ❖ Pedagogical Material Distribution
- ❖ Teachers' Training & Field based Support
- ❖ Student Assessment
- ❖ Community Mobilization & Parental Involvement
- ❖ School Monitoring
- ❖ School administrative and financial record maintenance
- ❖ Monthly Reporting to SEF

Quality Assurance Criteria

- ❖ Providing accessible learning opportunities to marginalized communities of Sindh
 - number of beneficiary households
- ❖ Institutional strength in terms of
 - qualified and trained human resource
 - safe condition of the physical infrastructure
- ❖ Student enrollment and attendance
- ❖ Competence of School Operators vis-à-vis
 - administrative and financial management
 - management style (whether participatory or prescriptive)
 - activism for school improvement
- ❖ Conducive and nurturing learning environment including
 - healthy teacher : students ratio
 - healthy student : classroom ratio
 - lighting and ventilation in classrooms
 - toilet facility and clean water
 - teaching-learning aids available/ displayed
- ❖ Teacher Assessment
 - qualification (academic; professional)
 - pedagogical skills
 - participation in capacity building initiatives
- ❖ Students Assessment
 - assessment scores
 - average attendance
- ❖ Parental/ community involvement
 - existence of a managing body (MB)
 - number of MB meetings

IELP Outreach



 SEF Head Office

 SEF Regional Office

 SEF Field Office

 IELP outreach: Across Sindh

Note: New schools will only be supported in 13 districts ( shaded)



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