

District Education Plan for

BADIN

(2005-2009)



District Government Badin

**With the Technical Assistance of
The World Conservation Union (IUCN), Pakistan**



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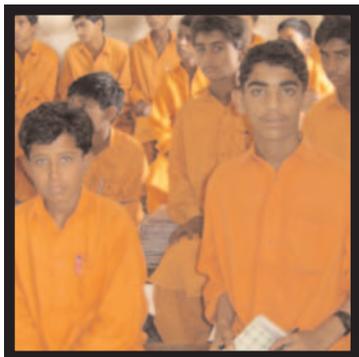
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The World Conservation Union



Table of Contents

ACKNOWLEDGEMENTS	iv
ABBREVIATIONS	v
EXECUTIVE SUMMARY	vi
1. DISTRICT PROFILE	1
1.1 General Description	1
1.2 Population and Labour Force	1
1.3 Housing and Infrastructure	2
1.4 Health and Population Welfare	2
1.5 Irrigation and Drainage	2
1.6 Agriculture	2
1.7 Forestry and Livestock	2
1.8 Industry and Trade	2
2. INTRODUCTION	3
2.1 What is the District Education Plan?	3
2.2 What does the District Education Plan Entail?	3
3. THE PROCESS	5
3.1 Process Outline	5
4. SITUATION ANALYSIS	7
4.1 National Level	7
4.2 Provincial Level	8
4.3 District Level	9
4.3.1 General Analysis	9
4.3.2 Policy Context and Implementation	11
4.3.3 District Policy Context	12
5. THE STRATEGIC PLAN FOR DISTRICT BADIN	13
6. GAPS AND RECOMMENDATIONS	15
7. STRATEGIC PLAN: ACTION STEPS	17
7.1 Strategy 1: Set up a District Education Board	17
7.2 Strategy 2: Staff Development	18
7.3 Strategy 3: Early Childhood Education	20
7.4 Strategy 4: Improving Quality of Primary /Elementary Education	22
7.5 Strategy 5: High School Education	26
7.6 Strategy 6: Degree Level Education	28
7.7 Strategy 7: Vocational and Technical Education	29
7.8 Strategy 8: Community Involvement in Schools	30
7.9 Strategy 9: Developing a Literacy Programme	33

7.10	Strategy 10: Cost Effective Education and Benefit Analysis	34
7.11	Strategy 11: Technology	37
8.	CONCLUSION	39
8.1	Call for Action	40
8.1.1	Grassroots Level Interventions	40
8.1.2	Staff Development Programmes	40
8.1.3	Community Participation	41
8.1.4	Awareness Raising and Dissemination of Lessons	41
8.1.5	Colleges and Vocational and Poly-technical Institutes	41
9.	INITIATIVES UNDERTAKEN BY THE DISTRICT GOVERNMENT TO IMPROVE QUALITY OF EDUCATION	42
10.	DISTRICT STRENGTHS	42
11.	ASSURANCES AND CERTIFICATION	43
12.	DATA SOURCES	43
	ANNEXES	45

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Change is the only certain thing in life. Whether a change is good or bad, it requires an individual or organisation to adjust and deal with it. Effective planning is a practical way to respond and adapt to upcoming changes. Our aim to develop a cohesive and viable society in Badin is based on the same assumption. Education is the most neglected sector in the District and during the current tenure of our District Government, we are trying to mobilize our best efforts to uplift the situation through effective and realistic planning. The District Education Plan is an outcome of this process; we have tried to connect modern educational philosophies and methods with indigenous learning approaches/skills. The District Government also assisted in formation and notification of the District Education Board. The Board consists of EDO and DOs, civil society representatives working in education, journalists, parents and active community leaders, whose efforts were instrumental in developing this plan. I would like to acknowledge the participation and contribution of the following representatives:

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The District Education Plan in your hands is a culmination of efforts of the people mentioned above and others whose names might be missing from the list. This plan will be revised annually as deemed necessary for the development of the District. I am also pleased to mention that a few activities of this plan have already been implemented with the limited resources available to us in our District.

I look forward to continued support and meaningful participation of the Department of Education, the District Education Board and all stakeholders for successful and result oriented implementation of the education plan.

Mumtaz Ali Shah
District Coordination Officer
Badin

1. Member of Education Zila Monitoring Committee, District Badin.
2. Ibid.
3. Ibid.
4. Ibid.
5. Ibid.

Abbreviations

CBA	Cost Benefit Analysis
CBAC	Cost Benefit Analysis Committee
CDP	College Development Plan
CSDP	Comprehensive Staff Development Plan
DE	Department of Education, Badin
DEB	District Education Board
DEP	District Education Plan
DF	District Fund
DCO	District Coordination Officer
DFRC	District Fund Raising Committee
DG	District Government
DO	District Officer
DQIC	District Quality and Quantity Improvement Council
EDO	Executive District Officer
EFA	Education for All
GSTA	Government Schools Teachers Association
HT	Head Teacher
IED	Institute for Educational Development
IUCNP	The World Conservation Union, Pakistan
IT	Information Technology
LGO	Local Government Ordinance
LHV	Lady Health Visitor
MCH centre	Mother Child Healthcare
MDGs	Millennium Development Goals
MMO	Male Medical Officer
NCHD	National Commission for Human Development
NEP	National Education Policy
NGO	Non Government Organization
PTA	Parents Teacher Association
QIC	Quality & Quantity Improvement Committee
SAP	Social Action Program
SDC	Staff Development Council
SDP	School Development Program
SMC	School Management Committee
SDSSP	Sindh Devolved Social Services Programme
SEMIS	Sindh Education Management Information System
TA	Technical Assistance
TAC	Technology Advisory Committee
TRG	Training Resource Group
UC	Union Council

Executive Summary

The District Education Plan (DEP) 2005 is an effort of the District Education Board (DEB) which was established in February 2004. This document is presented as a planning tool which has been formulated based on an extensive situation analysis of the education sector and current available information regarding the district. The situation analysis of the district's macro and micro education scenario led to identification of major gaps at the systems, processes and peoples' level based on which appropriate strategies were devised. However, to keep the plan aligned to the real needs of the district, it would be necessary to periodically reassess the education sector and modify strategies as per the emerging needs and trends of Badin.

The District Coordination Officer (DCO) Badin along with the DEB proposed to "develop a strategic plan to improve the rate of literacy and quality of education in the District through active participation of all stakeholders." In this regard, legalizing the identity of the board through a notification was also emphasized⁶. The DEB was further assisted by NCHD and IUCNP in development of the plan.

Improving the quality of education does not merely mean increasing the number of students through crash programmes. It means making it such a vital experience that children want to come to school. This requires consideration for several other critical factors such as: participatory teaching and learning techniques, focus on relevant content and skills, incentives and conducive working conditions for teachers and staff, meaningful community participation where local and indigenous knowledge is valued, constant technical and academic support to teachers and School Management Committees (SMCs), improving infrastructure of educational institutions (supporting planning initiatives at school, colleges and vocational institutes) and availability of human and financial resources.

In this regard, an effort has been made to develop an integrated plan which explores possibilities for ensuring a sustainable future for the district which means increased emphasis on building capacity of the human resource, especially the youth, in social, environmental and economic aspects of the district. Hence, the plan builds on Education for Sustainable Development⁷ whereby concerns for equity, ecology, economic uplift, human dignity and peace are at the forefront for improving the quality of education. There is also a strong emphasis on meaningful community participation whereby a learning culture is promoted. This would enable a two way process in which both communities and educational institutions would act as learners and teachers. This creative process of mutual learning would result in meaningful outcomes such as enhanced motivation and willingness of communities for education which will hopefully lead to increased student enrollment, improved literacy rates of the district, provision of platform for intergenerational learning, respect for individual learning needs and contextualisation of content and skills according to the local needs.

The gaps identified through a district wide situation analysis exercise point towards poor enrolment, lack of professional development opportunities for teaching and supervisory staff, ineffective and often dysfunctional technical education institutes, lack of parental and community involvement in education, rising cost of education and declining qualitative provisions, irrelevant learning content and obsolete technological and information resources. The plan presents strategic interventions to address the major issues that currently mar the education context of Badin. The strategies include strengthening of early childhood structures; primary, secondary and college education; technology, community participation and adult literacy. Key objectives and benchmarks are outlined to address the identified challenges. These objectives are interrelated and are laid out in order of their potential to reduce the highlighted gaps. Stakeholders' participation and collaboration will be the crucial determinant of successfully meeting these objectives. To ensure the viability of the Plan, it needs to devolve at *taluka*, union council (UC), and most importantly, at the school level. It is hoped that the course of action laid out by the district leaders and administrators and collective efforts of all who are committed to the cause of education can be brought together more effectively to ensure a brighter future for Badin.

6. The notification number is mentioned on page number 8.

7. A process of learning how to make decisions that considers the long-term future of the economy, ecology and equity of all communities. Building the capacity for such futures-oriented thinking is a key task of education. In order to integrate sustainable development perspectives in teaching and learning process at all levels, the United Nations has declared 2005-2014 as the Decade of Education for Sustainable Development (DESD).



THE DISTRICT PROFILE⁸

Badin is considered to be an important district in Sindh with a wealth of natural resources such as the oil and gas reserves which bring large revenue for the country. Also, the District agriculture products such as sugar and sunflower oil are major contributors in supplying food for the country's population. Despite its natural resources and agricultural products, Badin remains the poorest district. In addition, the District suffers from intensive natural calamities including the cyclones. Currently, Badin is on the priority list of the District administration for development initiatives set by the Government of Pakistan to achieve the Millennium Development Goals⁹ (MDGs).

1.1 GENERAL DESCRIPTION

Badin comprises five *talukas* namely, i) Badin ii) Matli Shaheed iii) Fazal Rahoo iv) Talhar and v) Tando Bago. In administrative terms, the District has been divided into 14 circles, 111 *Tapas*, 535 *Dehas* and 49 Union Councils (UCs). Badin encompasses an area of 6,726 km². The climate is usually mild while the rainfall is highly erratic and unpredictable with an average of 258.8 mm.

1.2 POPULATION AND LABOUR FORCE

According to the 1998 Census Report, the total population of Badin was 1,138,604 with 16 percent urban and 84 percent rural divide. The population density was 170 people per km². The total population was composed of 52.5 percent male and 47.5 percent females. Around 63.62 percent of the labour force was self-employed, mainly divided into agriculture, livestock, fisheries, trade, artisanship and handicraft. Gender disparity existed as women were offered work on comparatively much lower wages than men.

8. The information in this section is obtained from the Badin District Vision, 2005

9. These goals were presented by the UN in 2002, these are (G1) Eradicate Extreme Poverty and Hunger, (G-2) Achieve Universal Primary Education, (G3) Promote Gender Equality and Empower Women, (G4) Reduce Child Mortality, (G5) Improve Maternal Health, (G6) Combat HIV/AIDS, Malaria and other Diseases, (G7) Ensure Environment Sustainability (G8) Develop a Global Partnership for Development.

1.3 HOUSING AND INFRASTRUCTURE

As per the 1998 Census Report, the total number of housing units were 101,669 out of which around 11,553 were *pacca* houses (constructed with bricks and cement) while the majority were one-room structures. Electricity was available in 35 percent housing units comprising of 72 percent urban and 28 percent rural areas. Only 13 percent residents, mostly in the urban areas had access to fresh drinking water. Around 26 percent urban and 13 percent rural residents used hand pump for obtaining drinking water.

1.4 HEALTH AND POPULATION WELFARE

As indicated by the 1998 Census Report, the District houses only one civil hospital, three *taluka* hospitals, 12 rural health centres, 38 basic health units, one Mother Child Healthcare Centre, 22 government dispensaries and 40 dispensaries on trial basis. There were 317 sanctioned posts of Male Medical Officers, 60 Female Medical Officers (FMOs), 15 Lady Health Visitors (LHVs), and 44 Female Health Technicians. On an average, 5,428 persons were attended by one doctor, one hospital catered to 24,020 persons and a single bed served 7,676 patients. The National Commission on Human Development (NCHD) has initiated 20 health outlets in Badin including 17 family welfare centres, one reproductive health centre and two mobile service units. The district lacks adequate paramedical personnel, support staff, medicines and diagnostic facilities, FMOs and specialists, rural health centres, maternity homes and Mother Child Healthcare (MCH) Centres. Some of the existing health facilities are non-functional due to unavailability of doctors and LHVs.

1.5 IRRIGATION AND DRAINAGE

Sukkar and Kotri barrages are the main sources of irrigation through four canals i) Guni ii) Phuleli iii) Akram Wah and iv) Naseer. Out of 12,000 watercourses, only 2,000 have been lined up to 30 percent length.

1.6 AGRICULTURE

Rice, sugarcane, cotton, wheat, sunflower, vegetables and melons are the major crops of Badin. Cotton is cultivated on around 15,883 acres, sugarcane on 124,506 acres, rice on 157,749 acres, wheat on 72,198 acres, sunflower on 93,550 acres, chillies on 15,239 acres, banana on 6,523 acres, mix garden on 5,582 acres and tomato on 10,539 acres.

1.7 FORESTRY AND LIVESTOCK

Forest area consists of two irrigated plantations, Bukhari and Rarri. These cover 12,000 hectares. Livestock declined from 1,140,122 to 857,501 due to the flood in 2003. There are seven veterinary hospitals, two dispensaries and 49 veterinary centres serving the large number of animals in the district.

According to an estimation, Badin contributes around 10 percent to the total of USD \$ 100 million worth¹⁰ annual marine fish exports of Pakistan. In addition, it supplies around 17.5 percent of the total production of marine inland fisheries in Sindh. There are around 370 recorded fish ponds on a total of 16,500 acres.

1.8 INDUSTRY AND TRADE

There are six sugar mills providing employment to over 6,000 people, seven rice husking and milling units and four oil fields that produce 26,335 barrels of crude oil per day.

10. Second Draft of Five Year District Education Plan Badin.



2. INTRODUCTION

2.1 WHAT IS THE DISTRICT EDUCATION PLAN?

It is a planning tool that aims to achieve the best possible balance between the district's expectations and the ongoing initiatives at the grassroots level along with meeting local needs and fulfilling provincial accountability requirements. It sets out the strategic plan which would be used by DEB to ensure the provision of quality education. DEB has a legal entity under the notification no-DCO/BDN/DEV/816 dated May 17, 2004 issued by DCO, Badin. The plan also corresponds to the Education for All (EFA)¹¹ Plan for Badin developed by the Department of Education, Sindh. In addition, it also endorses the principles contained in global agreements such as the MDGs.

2.2 WHAT DOES THE DISTRICT EDUCATION PLAN ENTAIL?

DEP looks into the situational analysis of the education sector in Badin, and based on the identified gaps and areas of improvements, highlights strategic interventions comprising a set of *practical guidelines* keeping in mind the local needs for the following areas:

- Literacy
- Primary Level Education
- Higher Secondary Level Education
- Degree Level Education
- Vocational and Technical Education
- Staff Development
- Technology

11. See First Draft of District Plan of Action on Education for All (2003-2015) Badin, Department of Education, District Government Badin.

The strategic interventions also imply integration of the following cross cutting themes:

- Environment and Development
- Gender Issues
- Population and Poverty
- Peace and Human Rights
- Health
- Equity and Justice

While the Plan's provisions are specific to each area, they can be grouped under seven overall objectives:

1. To ensure quality of education integrating social, environmental and economic perspectives.
2. To achieve 100 percent enrollment of children aged 3 to 7 years by 2009.
3. To facilitate 65 percent reduction in current overall drop out rate.
4. To increase literacy rate from 24 percent to 54 percent.
5. To enhance meaningful community participation in education.
6. To undertake measures to reduce gender disparity.
7. To ascertain that vocational education is functional and effective.



3. THE PROCESS

Preparation of DEP was an intensive, participatory and thought provoking process. With involvement of diverse stakeholders at the core, the process of DEP development comprised discussions, information sharing, brainstorming, debates and feedback from the members of DEB, including administrators, teachers, professionals, public representatives, parents, students and community leaders, DCO and Nazim. IUCNP was engaged to finalise the draft plan formulated by DEP as it was already assisting the District Government in developing the District Vision for Badin.

The current DEP incorporates the background work done by DEB in tandem with the feedback of key stakeholders on the present status of education in Badin and the future course of action. During this process, the beliefs, guiding principles and mission set earlier by the board were revisited to reflect the changing dynamics of the district. In addition, a vision for education in the district was evolved which led to the unfolding of specific objectives and corresponding strategies.

3.1 PROCESS OUTLINE

To ensure maximum inclusion of local needs and voices and propose context specific strategies, the following steps were undertaken to develop a comprehensive DEP for Badin:

- Step I The idea for channelizing efforts and resources towards improvement of education in Badin was initiated by the District Administration and Education Department along with some prominent civil society members. To streamline the initiative, formation of a board at the district level was proposed in early 2004. In May 2004, DEB was notified and data collection exercise was launched.
- Step 2 With an objective to ensure intensive stakeholder engagement, meetings, consultations and open discussions were held to assemble the first draft of DEP with regards to the National Education Policy and Education for All Plan. The purpose of continual consulta-

tions with the key actors was to collectively identify key issues faced by the district and explore possibilities and opportunities for transformation at the grassroots. As an outcome, a framework was presented and shared on December 16, 2004 at Darbar Hall, Badin.

- Step 3 In order to concretize the framework, various experts including IUCNP were called upon to review and provide feedback on the framework. With the facilitation of NCHD, the changes were incorporated in the plan and it was revised.
- Step 4 IUCNP was requested to provide technical assistance for reviewing and finalising the draft DEP.
- Step 5 A consultant was hired by IUCNP to conduct interviews with select stakeholders, review secondary literature and propose a set of recommendations. A SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis of the available data was conducted to develop a comprehensive strategy.
- Step 6 The draft was shared with DEB for their feedback.
- Step 7 The draft plan was finalised and published. The plan was also translated and published in Urdu and Sindhi for wider dissemination.



SITUATION ANALYSIS

4.1 NATIONAL LEVEL

The education sector in Pakistan presents daunting challenges. Both public and private sector schooling systems are faced with seemingly insurmountable problems. On one hand, the public schooling system has almost lost its utility and credibility in the eyes of the people. Parents are reluctant to send their children to government schools, and usually do so only if they are left with no other choice. On the other hand, private schools are mainly an urban phenomenon and are quite tightly stratified with the elite of the society attending a handful of 'elite schools'. For the general public, the choice is often between low quality government schools or usually equally low quality profit-making private schools.

In Pakistan, both the public and private sectors play their roles in provision of education. While the former has invested in urban as well as rural areas, the latter has largely focused its attention on the urban and suburban settings. In addition, the civil society organisations, especially the NGOs and CBOs, have played a major role in public education, particularly in the rural areas. The public sector institutions include primary, middle, secondary and high schools, mosque schools, intermediate, degree and postgraduate colleges, universities and other tertiary level institutions. Besides, there are also polytechnics and vocational training and teachers' training institutes.¹²

The multi-faceted issues faced by the education system range from access and equity concerns to poor quality of teaching and learning. Some can be broadly listed as:

- Low levels of literacy, especially for females in the rural areas (*please refer to Table 1*).
- Low levels of school enrollment with high dropout rates at all levels, particularly for girls in the rural areas.

12. See First Draft of District Plan of Action on Education for All (2003-2015) Badin, Department of Education, District Government Badin.

- Wide gaps in literacy and school enrollment rates across provinces and between urban and rural areas.
- Teacher absenteeism, shortage of trained and qualified teachers, especially female.
- Lack of contextually relevant professional development opportunities for teachers.
- Poor management and supervision structure.
- Inadequate allocation for education by the government.
- Multiplicity of education systems.
- Gender and rural-urban imbalances.
- Strong emphasis on rote learning, with little attention on individual learning differences, developing key skills such as problem solving and decision making and changing attitudes of learners.
- Inappropriateness of curricula and pedagogy.
- Lack of a vision in community participation processes, particularly *vis-à-vis* the school management committees.
- Quantitatively driven education agendas with quality advancement and quality assurance given low priority.
- Lack of research, insight and critical perspectives in tertiary level education.
- Lack of donor coordination resulting in concentration of resources in few development areas.

Table 1.	Literacy Rates by Gender and Location (in percentages)								
	Pakistan			Rural			Urban		
	All	Male	Female	All	Male	Female	All	Male	Female
Literacy Rate	45	56.5	32.6	34.4	47.4	20.8	64.7	72.6	55.6
Formally Trained	44.5	56.1	32	33.9	47	20.2	64.3	72.3	55.1
Non Formally Trained	0.1	0.4	0.6	0.5	0.4	0.6	0.4	0.3	0.5

Source: Population and Housing Census, 1998¹³

Table 1 shows wide discrepancies in literacy levels that exist across gender and locations (rural vs. urban). The overall literacy rate for the country is 45 percent, where 56.5 percent and 32.6 percent account for male and female respectively. In rural areas, the literacy rate is much lower (34.4 percent), as compared to that of urban areas (64.7 percent).

4.2 PROVINCIAL LEVEL

According to the Sindh Compulsory Primary Education (SCPE) Ordinance, 2001 [Chapter II (4)], "The parents of a child shall, except in the case of a reasonable excuse, cause a child to regularly attend a primary school until the child has completed primary education."¹⁴ The statement signifies the compulsion of primary education for each individual in the province. Individuals unable to finish primary schooling or those who have not gone to school at all and need some training in reading and writing have a provision to participate in a limited number of adult education courses offered by the Non-Formal Education Directorate, NCHD, District Literacy Programmes and Non-Formal Education (NFE) Programmes organised by various NGOs.

13. Excerpted from Basic Education in Pakistan, Progress on EFA Target Dimensions in the 1990s, A Background Study undertaken for UNESCO, Islamabad. September 1999.

14. The Sindh Compulsory Primary Education Ord., 2001, P.11, reproduced by ZAKA ALI, published by The Ideal Publisher.

	Sindh			Rural			Urban		
	All	Male	Female	All	Male	Female	All	Male	Female
Literacy Rate	26.7	56.5	35.4	26.9	39.5	13.1	65.2	72.1	57.1
Formally Trained	46.2	56.1	34.9	26.5	39.1	14.8	64.7	71.7	56.5
Non Formally Trained	0.5	0.4	0.5	0.4	0.4	0.6	0.5	0.4	0.6

Source: 2 Population and Housing Census, 1998¹⁵

Table 2 depicts the literacy rate by gender and location in the Province of Sindh. Despite the SCPE Ordinance, literacy rates in Sindh are 56.5 percent for males and 35.4 percent for females. The overall literacy rate is 46.7 percent, which comprises 72.1 percent for urban males, 57.1 percent for urban females, 39.5 percent for rural males and 13.1 percent for rural females. An overwhelming proportion of the literate population is the recipient of formal education system. However, in both urban and rural areas, there are more females compared to males being trained under the non formal education system. Among the literate population, most males and females in urban as well as rural areas had attained primary level of education.

4.3. DISTRICT LEVEL

4.3.1. General Analysis

The current situation (in terms of quantitative details) in the education sector in Badin could be represented by the tables given below:

Type	Level	Number of Institutes			Enrollment			Teachers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Schools	Primary	2,771	396	3,167	100,804	62,307	16,3111	3,528	648	4,176
	Middle	86	37	123	2,696	1,445	4,141	196	51	247
	Secondary	45	12	57	13,367	5,153	18,520	625	173	798
	Higher Secondary	3	2	5						
Colleges	Degree	3	2	5	1,833	1,006	2,839	41	22	63
	Technical	3	3	6	409	73	482	18	4	22
Centres	Literacy	63	38	101	1,816	1,097	2,913	63	40	103
	Vocational	0	2	2	0	54	54	NA	NA	NA

Educational Institutions	Number of Schools	Total Enrollment
Primary Schools	2,660	188,074
Middle Schools	67	5,170
Model Community Schools	16	319

Source: DG Badin

15. Excerpted from Basic Education in Pakistan, Progress on EFA Target Dimensions in the 1990s, A Background Study undertaken for UNESCO, Islamabad. September 1999.

Ongoing Projects- Education Sector Reform Assistance Program (ESRA)	
Adult Literacy Centres	102
Non formal Schools with Adult Literacy Centres	33
Human Resources Required till Year 2015 for each section	
Total number of required teachers	3,244
Requirement of teachers at each level	
For Primary School	02
For Middle School	06
For Masjid School	01
Total number of Pesh Imams required	213
Requirement of Pesh Imams at each level	
For Primary School	01
For Middle School	01
For Masjid School	01
NFBE Program Year 2003-04	
Total number of running schools	33
Required number of Instructors for NFBES – Year 2003-15	
For Primary School	01
For Middle School	01
For Masjid School	01
Supervisors for Monitoring and Supervision by 2015	
	One SPE per year
Financial Resources (Cost) Year 2003-15	
Educational Institutions	
	Cost (in millions)
Primary Education Program	7693.4
Development Cost	1560.4
Recurring Cost	6133
ADULT LITERACY	
Human Resources Required	
	Literacy Teachers* for 2003-15
First Phase	472
Second Phase	1859
Third Phase	2976
* Services of teachers for one year for completion of two cycles of general literacy	
Trade / Vocational skill teachers 01 teacher per centre for V/T Literacy Centres	

Tables 3 and 4 contain latest statistics about educational institutions and gender-wise enrollment and teaching staff details in Badin (additional details including information on condition of school buildings, details of teaching staff and enrollment patterns in each *taluka* are available in annexes). There are slight variations in the figures mentioned in both tables; however there are no major differences as such.

Analysis of Table 3 highlights that at an average level, there is one primary school for about 52 students and 1.5 teachers for each school, however at least two teachers are required per school according to the District Survey (Table 4). Furthermore, Table 3 illustrates that there is one middle school for 33 students with two teachers per school whereas the results of the District Survey demonstrated in Table 4 show that there should be six teachers per middle school. Likewise, there is one secondary or higher secondary school for about 300 students with 13 teachers per school and one degree college for 600 students with 13 teachers. This is a general interpretation of the above data and it might not represent the specific situation for each educational institution. The given trend shows that at the primary level, figures for enrollment are higher than the middle and secondary schools; however, the student teacher ratio varies. It is lower in primary schools as compared to the middle and secondary schools. Nonetheless, it is important to note that only a limited number of children/youth are enrolled in these institutions and a large population is left out, particularly those above the age of 10 years. The Census of 1998 shows that only 17.05 percent of the population was enrolled between 5-24 years of age, whereby a sharp difference was observed in urban (36.25

percent) and rural (13.26 percent) settings, as well as between male (21.26 percent) and female (12.39 percent). The estimated literacy rate in Badin is around 24.83 percent. The main causes of low literacy rate are dropouts from primary and middle school, lack of emphasis on reading and writing in daily life practices, particularly for females and limited access to institutions such as libraries, reading and discussion groups. Currently a literacy programme is being implemented by NCHD and the District Literacy Department¹⁶. Furthermore, there are 102 adult literacy centres working in the district. Usually literacy programmes focus on providing skills in reading, writing and mathematics with some life skills, such as opening a bank account and writing a letter. However, there are no generic curriculum guidelines¹⁷ being implemented by organisations working for adult literacy. In addition, contextualisation of the content and developing literacy programmes around people's existing knowledge base are lacking. Therefore, sometimes learners have difficulty in sustaining reading and writing skills due to absence of opportunities in routine life to apply these skills.

There are a number of factors which influence this situation. Poor quality of education, including irrelevant curricula and a focus on rote learning and teaching based on it, is one critical aspect. Furthermore, spaces for enhancing and channelizing creative skills, critical thinking, decision making, and life skills are sparse contributing to the apathy of a quantitatively driven education system. Other issues which further obstruct attainment of a learner-centred learning environment include unavailability of qualified and committed teachers, non-transparent staff hiring processes, absenteeism, poor monitoring and supervision, corporal punishment and lack of infrastructure facilities. Lack of meaningful and contextually relevant instructional and supporting material and resources particularly in high schools (such as ill equipped science laboratories and libraries) are also some of the underlying factors depicting poor state of education in the district. Adding to the dismal state of quality in education, the teacher training programmes, conducted under the two categories i.e. in-service and pre-service trainings, are often rendered ineffective due to irrelevant training content and lack of institutional support and supervision mechanisms to apply the learnings.

The state of higher education faces similar challenges; degree colleges in Badin are characterized by neglected and poorly constructed buildings, ill equipped labs, passive and alienated lecturers and professors, lack of emphasis on research and critical pedagogy, low enrollment of students and irrelevant and outdated curriculum. In addition, these institutions have failed to keep pace with changing practices and approaches of teaching and learning. Table 3 shows that there are six poly-technical and two vocational training institutions in the district, which are poorly managed and financed, offering a range of inappropriately designed training programs. One example is of the Government Polytechnic Institute Badin, which has a large building, expensive imported machinery, library and transport facility and a staff of 78 with just 40 students. However, the girls' vocational institutes are working well (though in a traditional manner) to deliver basic skills in knitting and embroidery. These skill-based diplomas and short courses need to be reoriented with courses that not only emphasise on learning technical skills but also on socio-economic perspectives and ecological dimensions. This will allow them to become conscientious about the socio-economic issues in their surroundings and facilitate in sustainable management of local resources.

4.3.2 POLICY CONTEXT AND IMPLEMENTATION

The National Education Policy (NEP) (1998-2010) that is supposed to cover the current decade was framed in the perspective of historical development, modern trends in education and emerging requirements of the country. Provision of basic education was prioritized in the NEP.¹⁸ The main features of NEP were:

- Improve quality of elementary education.
- Increase access to elementary education through effective and optimum utilisation of existing facilities and services, as well as provision of new facilities and services.

16. Education Department District Badin, Program: Universal Primary Education, Enrollment Campaign Report, April 2004.

17. ESRA in collaboration with the Curriculum Wing of the Ministry of Education developed guidelines for adult literacy programmes in 2003.

18. National Plan of Action on EDUCATION FOR ALL (2001-2015) PAKISTAN, P.6, Government of Pakistan, Ministry of Education, Islamabad. April 2003.

- Assign top priority to character building, humanism, tolerance and moral build up on Islamic lines at elementary level.
- Improve teachers' competencies and ensure the relevance of training programmes for teachers.
- Introduce *katchi* (ECE) class at primary level.
- Maximize the positive role of families, schools, communities, non-governmental organizations and media towards the provision of elementary education.
- Eliminate disparities of all types at all levels of elementary education.
- High priority to be given to enrollment of out of school children in the elementary schools.
- Financial resources are based on diversification of elementary education.
- Adopt the non-formal education system as complementary to the formal system of education.
- Develop qualitative and quantitative monitoring and evaluation mechanisms to obtain timely and reliable information on enrollment, retention, completion and achievements.
- Improve management and supervision through greater decentralization and accountability.¹⁹

4.3.3. District Policy Context

The Education Department of Sindh developed the EFA District Badin Plan of Action (2003-2015) in agreement with its commitments for EFA in Pakistan. In addition, the Universal Primary Education (UPE) and Literacy Plan were also developed by NCHD. These plans focus more on primary education with some attention to the adult literacy component particularly in the NCHD plan. However, the District Government in Badin strongly felt the need to undertake a holistic approach (including the secondary, higher secondary and non-formal education) towards improving the quality of education with viable and meaningful participation of communities. To uphold the district's commitment to provision and ongoing strengthening of education structures (from ECE to degree level institutions), it was decided that the five year education plan will be a direct outcome of wider participation of local stakeholders. Taking into account the MDGs, the current five year education plan also incorporates recommendations from plans mentioned above.



5.

THE STRATEGIC PLAN FOR DISTRICT BADIN

VISION

In close partnership with the community, the District Government will ensure provision of enabling learning environment for holistic development of every learner where each will have enriching opportunities to reach his or her maximum potential to contribute to the sustainable development of the district.

GOAL

Increase the overall literacy rate from 24 percent to 54 percent by the year 2009, with an emphasis on quality education.

The system must ensure equitable and easy access to educational and learning spaces to facilitate in the development of responsible human beings who possess the moral and ethical values for social integrity and environmental sustainability of the district.

CORE VALUES

DG believes that the learning environment in educational institutions must be encouraging, conducive and safe. The curriculum must be relevant to Badin as well as meet the national standards and be aligned from grade first to degree classes. The mode of instruction must incorporate

multiple intelligence techniques²⁰ at all levels in order to promote creative and critical insight in the teaching, learning and assessment processes.

OBJECTIVES

The district will strive to achieve the following objectives:

- Setting up a DEB consisting of public representatives, journalists, academicians, parents and teachers to supervise the implementation of DEP.
- Ensuring quality education in all existing and newly established institutions with an emphasis on context specific content with cross cutting approaches to environmental sustainability, human rights, population, gender and peace education aspects.
- Ensuring 100 percent enrollment of 5 - 7 years children in the next 5 years.
- Reducing dropout rates from 70 to 5 percent in the next five years.
- Training all teachers in basic skills as well as critical pedagogy with a focus on learning needs of individuals.
- Improving the quality of higher secondary and degree level education inculcating an urge for research and critical thinking among learners.
- Facilitating meaningful participation of community and parents in the education and development processes.
- Eliminating gender disparity through the provision of equal opportunities for girls education.
- Developing a comprehensive five year plan to improve adult literacy programmes especially those for women in partnership with local educational institutions.

20. Howard Gardner presented the model of multiple intelligences in 1983 in his revolutionary book, *Frames of Mind*. His theory emphasised that intelligence is not only confined to linguistic and mathematical analysis but it expands to interpersonal, intrapersonal, bodily kinesthetics, spatial, artistic and other intelligences. He stressed that the current educational system ignores other forms of intelligences, thus it leaves behind the appreciation as well as nurturing of these intelligences. Hence students gifted with other forms of intelligences as compared to mathematical and linguistics intelligence are marginalised or they fail in schools/educational institutions.



6. GAPS AND RECOMMENDATIONS

Based on discussions, available secondary sources and analysis of data, the DEB identified following gaps between District’s expectations and the existing situation:

Gaps	Recommendations
G-1: The existing staff development mechanisms.	R-1: Designing a staff development strategy which is need-based and context relevant.
G-2: High dropout rates and teachers and students’ absenteeism (especially female students and teachers in the rural areas)	R-2: The dropout rate has been 70percent over the last many years. The District is working with NCHD and civil society organisations to overcome this issue. The current plan also highlights a strategy to support this initiative.
G-3: The quality of ongoing early childhood education programmes in the District	R-3: To achieve the goals of NEP, whereby early childhood education has been given a priority, the District has designed a strategy as part of this plan to address the issue.
G-4: The provision of poor quality education at all levels in schools and colleges.	R-4: DEB has designed a comprehensive strategy to address the issue of quality education.
G-5: The inefficient operations of the Vocational and the Poly-Technical Institutes.	R-5: As part of this plan, strategy 4 has been developed to ensure proper and effective functioning of these institutions.
G-6: Lack of effective parental and community participation in schools and colleges.	R-6: Strategy 5 has been developed as part of this plan to enhance meaningful community participation in education.

Gaps	Recommendations
G-7: Lack of available classroom resources (teaching guidelines and manuals for teachers).	R-7: This issue is addressed under strategy 6.
G-8: The literacy rate in the District.	R-8: A comprehensive strategy has been developed in collaboration with stakeholders such as NCHD to improve the literacy rate in the District.
G-9: The existing gender disparity amongst students as well as staff in schools and colleges.	R-9: Strategy 10 of this plan highlights key measures for creating gender balance.
G-10: The unaffordable cost of education in the District.	R-10: A strategy for a cost effective education system is part of this plan.
G-11: The existing outdated information management system within the District.	R-11: Strategy 10 provides recommendations for provision of an updated online information system.



7

STRATEGIC PLAN: ACTION STEPS²¹

Based on the situation analysis of education system of Badin and consultations with key stakeholders, gaps in the existing system were identified which formed the basis for a comprehensive strategic Action Plan for the district. The Plan is further divided into 11 sections; each outlines specific recommendations along with a workplan to achieve results. Also included are human resource, timelines and cost estimates.

7.1. STRATEGY 1: SET UP A DISTRICT EDUCATION BOARD

The district will set up a DEB consisting of educationists, professionals, administrators, teachers, public representatives, journalists, academicians, parents and other community members to supervise and ensure the implementation of district objectives.

- Result 1: Set up DEB to ensure maximum output.
- Result 2: Provide legal cover to DEB.
- Result 3: Design five-year District Education Plan.
- Result 4: Setup a District Fund Raising Committee-DFRC
- Result 5: Set up a Quality Improvement Council (QIC) to ensure the quality of education.
- Result 6: Set up a Social Mobilisation Group (SMG) to negotiate with landlords to reopen abandoned schools.

21. DEB would encourage Tehsil, UC and Schools/Colleges to develop their strategic plans as it would be difficult to implement the current plan without its local action plans.

Set up a District Education Board							
Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost ²²	Funding Source
Result-1	Identify members for DEB	DCO/Zila Nazim	1-2 months	Meeting Agenda, Reports, Minutes	DCO will meet with EDO-E and other senior members to form DEB and ensure the meetings take place.	1,000	DF
	Organize Meetings		On going			5,000 – 10,000	
Result-2	Issue the Notification for DEB	DCO/Zila Nazim	1 week	Copy of Notification	DCO will notify the board and its various members. The district government will ensure its implementation.	–	–
Result-3	Design district education plan	DEB/IUCN/consultant	3-4 months	Copy of the plan	DEB will develop DEP and seek technical assistance to finalize the plan from IUCN	100,000	DF / IUCNP
Result 4	Set up DFRC and support in releasing district funds for the planned initiatives.	DEB	1-2 months	Minutes	DEB will identify potential members/donors who would generate funds for implementation of DEP	1,000	DF
Result-5	Set up QIC ²³	DEB	3-4 months	Minutes, Report of the interventions taken up by the committee	DEB will identify key members to provide ongoing guidance and supervision for enhancing quality of education. It will also seek expertise from the Education Dept, Sindh and other private institutions.	5,000 - 10,000	DF
Result-6	Set up SMG	DEB	1 month	List of Members / Minutes of Meetings	DEB will identify individuals from the community to work with SMG to negotiate with influential groups to cooperate in reopening closed schools.	15,00,000 – 25,00,00	DF + SDSSP +donor funding
	Arrange UC level meetings for advocacy to public and dominant groups		6 months – 1.5 years				

7.2. STRATEGY 2: STAFF DEVELOPMENT

The district will develop and implement a Comprehensive Staff Development Program (CSDP) to create an effective teaching and learning environment that caters to individual differences and provides opportunities for maximizing potential of learners.

- Result 1: Develop a comprehensive plan on the basis of needs assessment of teacher education in Badin. This would provide them with appropriate and continuous research and need-based training opportunities as well as enable them to effectively implement DEP.
- Result 2: Launch a leadership program for all teaching staff.
- Result 3: Create opportunities for networking amongst different educational institutions for experience sharing, mutual learning and replication of best practices.
- Result 4: Ensure deployment of qualified staff (IT specialists /lab technicians) for new technological initiatives.

22. These are tentative estimates in Pakistani rupees. The DEB would meet to decide on the estimated budget, dates and possible donors for funding.

23. Quality & Quantity Improvement Committee.

Table 5. Staff Development

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Design a training needs assessment form for teachers to be circulated in all schools, colleges and technical institutes. Appoint individuals for screening the forms at the UC level. Develop a database for consolidating training needs of UC teachers at different levels. Based on the needs identified, design a comprehensive teacher development programme that seeks to address the needs. 	DEB/EDOs/ DOs/ experts if needed	4-8 months	Need assessment forms, database of training needs, a copy of the staff development programme, list of members/ minutes of meetings, staff development plans and proceedings of the training programmes.	DEB will set up a 3 -5 members Staff Development Committee (SDC) to review and implement the on going and up coming programmes	300,000 - 500,000	DF + British Petroleum + donor funding
	<ul style="list-style-type: none"> Develop and implement a train-the-trainer model across the District with the support of professional public and private institutes²⁴ on an integrated model²⁵. 		On going				
	<ul style="list-style-type: none"> Develop and implement an orientation program for all new staff with the help of locally trained master trainers. Develop mechanisms for follow up and plan for advanced training programmes. 		On going				
Result-2	<ul style="list-style-type: none"> Introduce leadership programmes built into the training programmes for the teaching staff. This would support them to create personal and professional development plans. 	SDC, EDO, DG	On going	Programme planning documents, training reports, Assessment Sheets/ instructional checklists.	DEB will set up a SDC to hire expertise for developing a comprehensive leadership programme	100,000 - 300,000 (would go with other training programmes budgets as well)	DF+ British Petroleum + Possible donor
	<ul style="list-style-type: none"> Provide career development opportunities to all teaching staff. 		On going				
	<ul style="list-style-type: none"> Introduce capacity building programmes for head teachers (HTs) and principals Enhance supervision skills of supervisors to better facilitate teachers. 		Ongoing				

24. An extension and training centre of PITE is at Badin; in addition NCHD, IED, TRC, SEF and other institutions could be contacted for teacher training programmes.

25. Training of teachers to integrate environmental sustainability, gender, concerns for human rights, population welfare and local and indigenous knowledge wealth during development of teaching plans and its execution as well appreciating individual difference of learners and its integration into pedagogy is vital to improving quality of education.

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-3	<ul style="list-style-type: none"> ● Provide opportunities for instructional and non-instructional staff such as supervisors to attend joint staff development activities designed to work collaboratively towards achieving common objectives. ● Plan exchange school/ college/technical institutes visits whereby teachers can interact and learn from other experiences. ● Organise events to promote socialisation and interaction amongst employees. ● Design a staff appreciation programme to continuously motivate and encourage staff and recognise their contribution. 	EDO-E/ DO, Principal/HTs	On going On going Arrange one programme per UC Arrange one programme per UC	Copy of plans of such programmes/ events, photographs and videos, attendance sheets of participating teachers and their feedback (if collected in a written form).	EDO-E will assist field staff to ensure organization of on going activities for improvement of staff development initiatives	15,00,00 – 20,00,00	DF / IUCNP+ British Petroleum
Result 4	<ul style="list-style-type: none"> ● Establish computer centres at UC levels for students and teachers. ● Encourage civil society organisations in Badin such as NCHD to help establish community based computer centres for easy access to students, teachers and community members. ● Recruit trained staff for schools/colleges where computer facility is available. Also undertake capacity building of staff in computer usage. 	DCO/ Nazim EDO-E/ DO/ Principal/HT/Trainer	1 year 1-2 years 3-6 months after establishment of centres	Training centers, computers and other equipment installed, students and community's response on these centres.	The Education Department and DEB will work on getting computers and establishing UC level representatives, civil society organisations, NCHD and experts in hard and software technologies	20,00,00 – 30,00,000	DF+ Donors+ British Petroleum

7.3. STRATEGY 3: EARLY CHILDHOOD EDUCATION (ECE)

The district has designed an ECE strategy to provide high quality early learning environment to children to ensure their social, emotional, cognitive, physical, intellectual and cultural development.

RESULT 1: Data collection on children under the age of 5; data will also be collected on ancillary dimensions such as school and out of school children, socio-economic and community status.

RESULT 2: Provision of early learning and development opportunities for children which are closer to their context.

Table 6. Early Childhood Education

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> ● Hire experts (local or external) for data collection with assistance from the DE, particularly SEMIS. ● Design software to analyse data. ● Present the report to DE and DEB. ● Design action plan to fill in the gaps, such as development of new ECE centres within existing schools or open up new centres, equipping them with essential furniture and other accessories, provision of staff, enrollment in schools, development of ECE curricular plan and contextualisation of teaching and learning processes with local resources and issues, and an active community and parental involvement 	EDO, DO, Field staff and experts (if needed)	4- 6 months	Data Reports/ Meetings/ copy of action plan	DE will get assistance from consultants to collect data on 3-5 yrs old children in the district and analyse it for development of an action plan	100,000 – 200,000	DF
Result-2	<ul style="list-style-type: none"> ● Set up a committee within the DEB to look after the quality of ECE ● Consult organisations such as Teachers' Resource Centre (TRC), Sindh Education Foundation (SEF) and Aga Khan Foundation (AKF) to help them with the background work on ECE and its contextualisation for Badin ● Adapt the curricular guidelines on ECE to develop localised material ● Train teachers and supervisors of the existing and upcoming ECE schools with the help of TOT model and help them use and adapt the existing material developed by other organisations on ECE ● Initially, nominate ECE mentors at taluka resource centres to help school teachers with their issues 	EDO, Head teachers, teachers, EFOs, civil society organisations such as TRC, AKF, SEF	Initial phase will take 3-4 months; other processes will be ongoing	Field visit, reports, training manuals, reports, teaching and learning resources	DEB will instruct EDO to design and implement the plan in consultation with EFOs and other civil society organisations	300,000 – 500,000	DF+ donors

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> ● Develop a viable community participation programme for ECE with the support of SMCs ● Develop a system of monitoring and evaluation for the implementation as well identification of the gaps in the planned activities 						

7.4. STRATEGY 4: IMPROVING QUALITY OF PRIMARY/ ELEMENTARY EDUCATION

The district intends to achieve the following results in the next five years:

- Result 1: Collect data on enrollments, dropouts, and out of school children in the district to review options and evaluate programmes to achieve the set targets of 100 percent enrollment.
- Result 2: Reduce dropouts from 70 percent to 5 percent at the primary level.
- Result 3: Design Teachers' Mentoring Programme at Union Council level to enhance skills of the primary school teachers in integrated²⁶ pedagogy as well as enhance their understanding regarding individual differences of learners.
- Result 4: Design School Development Programme (SDP) with an integrated approach²⁷.
- Result 5: Recruit teachers on contractual basis to restore the closed schools.
- Result 6: Design and implement monitoring, supervisory and evaluation mechanisms for teaching and other school management processes.
- Result 7: Strengthen School Management Committees (SMCs).
- Result 8: Create incentives for best schools, best teachers, students, SMCs and supervisors.

26. Training of teachers to integrate environmental sustainability, gender, concerns for human rights, population welfare and local and indigenous knowledge wealth, during development of teaching plans and its execution. The appreciation of individual differences of learners and its integration into pedagogy is also vital to improving quality of education.

27. Considering schools as viable learning centres for not only students but also for teachers, parents and community, whereby local learning practices and issues are given importance. In addition the school looks into holistic development of learners i.e. life skills, physical development, creating a sense of association among them for local environment and its welfare and enhancing intellectual, emotional and social faculties of learners.

Table 7. Improving Quality of Primary/Elementary Education

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Identify and address the main causes of dropouts through wide consultations with communities and other stakeholders. Review the available secondary data from sources such as SEMIS, Census Report and other reports from DE and civil society organisations. Develop a database of dropouts, enrollment and out-of-school children. Launch enrollment campaigns. Prepare quarterly activity reports. 	EDO/DO /QIC	2-4 months 1-2 months 2-4 month campaigns would take 9-12 months Ongoing	DCO/DEB/EDO/	DEB will establish a committee to ensure the implementation of the set targets. UC wise consultation campaigns would be launched by the DEB, Education Department and other related civil society organisations	100, 000 – 200, 000 for database and records. Campaigns would go with budget estimated above	DF/ other donors including SDSSP and NCHD
Result-2	<ul style="list-style-type: none"> Setup a committee to look into the issues faced by the communities regarding sending their children to schools. Implement the Sindh Compulsory Primary Education Ordinance, 2001, in the rural and urban areas. Provide free books, uniforms, and arrange for flexible timing for schools (if possible) and scholarships to control dropouts. Address the identified issues by involving NGOs, social mobilising groups, communities and other stakeholders. 	DEB/EDO/Field Teams/Teacher/S MC members	3-5 months Ongoing Ongoing Ongoing	Dropout data	A special committee must be set up under the supervision of DEB and the DE to look into the complaints, suggestions and recommendations of the communities and address the same through this platform. Also the Department of Education should help in provision of scholarships and other benefits such as flexible timings which will help in reducing dropouts.	100, 000 – 200, 000	DF+ donor+ DE
Result-3	<ul style="list-style-type: none"> Set up a Training Resource Group (TRG) at the District level with the collaboration of PITE or NCHD. TRG will identify master trainers, organize training courses for them and identify the teams of trainers and mentors at the UC level to facilitate teachers in teaching integrated courses. 	EDO/DO/HT/ Principal/Experts	1-2 yrs	Training material, workshop programmes, established centres, feedback of teachers.	DEB with the help of DE, PITE and NCHD will set up TRG to provide training as well as develop training material with an integrated approach. In addition, at the UC level, the DEB will supervise and follow up the teachers' training programmes and provide on the spot training assistance.	15,00,000-20,00,000 for TRG + 300,000 – 500,000 for others activities	DF+ Donor

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<p>(Resource centres should also be developed at the UC level where master trainers are based with their resources. Not only should the master trainers go to the teachers but teachers should also have the option of approaching them for assistance).</p> <ul style="list-style-type: none"> ● Conduct training needs assessment survey for teachers. ● Share the assessment report with stakeholders for their feedback. ● Develop training manuals and guidelines through assistance from experts (if needed), particularly on mathematics, language, science and social studies as well as for non-curricular activities. ● Monitor and evaluate the progress of the ongoing training programmes and provide feedback for improvement. 		Ongoing				
Result-4	<ul style="list-style-type: none"> ● Organise a two-day training programme (with the help of experts, if needed) for the head teachers, principals and teachers of all schools in each UC (may be in phases) to collectively develop integrated school development plans. ● The individual plans should be based on data of each school such as the availability of library, laboratory, wash-rooms, playgrounds, number of students and classrooms, available teaching and non teaching staff (gender wise data) and presence of SMC. ● Mobilise communities and civil society organisations to participate in development and implementation of SDP. 	EDO/DO/HT/Principal/Experts/DEB (support only)	1- 3 months	Copy of SDP, reports of data collection by each school, resource allocation sheets, budget copy, checklists/workplans	<p>A need based training programme for SDP development would be finalised with the help of external expertise if needed (which will be the responsibility of the DE).</p> <p>Continuous support would be provided to schools for developing DEP.</p>	500, 000 – 10,00,000	DF/donor

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> ● Generate funds through campaigns and lobbying with donors to implement SDP. ● Undertake measures to monitor and evaluate the development and implementation of SDP. 						
Result-5	<ul style="list-style-type: none"> ● Collect data on the available vacancies in each school and design a selection policy²⁸. ● Advertise these positions in newspapers/ radio/TV/ word-of-mouth and ensure gender balance for recruitments. ● Ensure pre-service training of recruited staff. ● Monitor and evaluate teachers' performance and regularity through SMCs and supervisors. 	SEMIS/ NCHD/ EDO/DO/ HT/ Principal/ SMCs	1-2 months 2– 3 weeks Ongoing Ongoing	Field visits reports, notes on hiring procedures, proceedings/ reports of the pre-service training programmes.	DEB and the DE will coordinate with the civil society organisations to temporarily fill the vacant positions.	10,00 – 20, 000 for advertisement training would require 100,000 – 200, 000	DF + donors
Result-6	<ul style="list-style-type: none"> ● Develop monitoring and evaluation mechanism with strong involvement of local communities to minimise dropout rates and improve the quality of teaching and learning in schools. ● Design software to assess and analyze the data. ● Prepare quarterly reports to be submitted to DEB and the DE. 	DEB/EDO/DO/S MC/ District IT Section	2-4 months 1-2 months Each quarter	Software highlighting the data, Reports, action plan.	A committee consisting of DEB, DE and SMCs' representatives will work on the monitoring format. District IT section will develop assessment software in collaboration with the DE.	100, 000 – 200, 0000	DF+ donor
Result-7	<ul style="list-style-type: none"> ● Collect and analyze data regarding the existing SMCs through teachers, supervisors, SEMIS, Education Field Officers (EFOs) (or newly recruited community mobilisers) and SMC members and propose recommendations. ● Identify causes of dysfunctional SMCs as well as conduct a need analysis in collaboration with communities. 	EDO-Community Development/ DO/ NCHD/ SMCs/Field Staff/IRC Teachers/ community at large	2-4 months The above will include this component	Field visits, training manuals and reports, minutes of meetings with stakeholders.	The current situation of the SMC will be analysed at the grass-roots with the help of the existing SMCs, DE and civil society organisations.	300, 000-400, 000	DF+ Donor

28. Government of Sindh has developed a selection criteria for recruiting teacher with a provision of the written test, this can be adapted by the Badin Government to make contract based appointment of teachers.

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> Design training programmes for SMCs in collaboration with civil society organisations such as Indus Resource Centre (IRC) focusing on their role in school management and facilitation for developing a learning community. Arrange other motivational programmes to mobilise communities for active participation in schools. 		4- 5 months		Civil society organizations such as IRC & NCHD would be involved in SMC trainings.		
Result-8	<ul style="list-style-type: none"> Set up an award committee (with representation from teachers, parents, community members, head teachers and SMCs on a rotating basis with inclusion of both male and female members) to prepare criteria (which includes gender differences²⁹) for selection and nomination of awards. Share and advertise the criteria in the district³⁰. Announce best performance awards. Monitor the impact of this intervention, whether it is a positive reinforcement or gradually turning into a negative one for the target audiences. 	District Award Committee in supervision of DE and DEB	3 -4 weeks	Selection criteria, awards, performance reports.	DEB in consultation with DE will establish a committee to design the criteria; will announce and monitor the process of distributing best performance awards.	300, 0000 – 400, 000 annually	Local/ external Donor
			3-4 weeks				
			Ongoing				
			Ongoing				

7.5. STRATEGY 5: HIGH SCHOOL EDUCATION

The district has developed an intensive five-year plan to improve the existing standard of the high school education.

RESULT 1: Set up a District Quality Improvement Committee for High Schools (DQICHS) to review the existing strengths and weaknesses of high school education and propose recommendations to the DEB.

RESULT 2: Develop a structured system of supervision in high schools.

RESULT 3: Establish well equipped science laboratories/ libraries (if possible computer labs) in high and secondary schools.

RESULT 4: Develop a High School Improvement Program with an integrated approach³¹ and provide sufficient staff (both male and female) to schools.

RESULT 5: Develop transitional procedures for all students who are moving from one level of study to another.

29. It might be a better idea to start with separate awards for men and women to ensure maximum participation.

30. District Education Team will finalize the criteria.

31. Considering schools as viable learning centres for not only students but teachers, parents and community whereby local learning practices and issues are given importance. In addition, the school looks into holistic development of learners i.e. polishing life skills, physical development, creating a sense of association among them for local environment and its welfare and enhancing intellectual, emotional and social faculties of learners.

Table 8.

High School Education

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> ● Identify key members, able to contribute in improving the quality of high school education. ● Define TORs of DQICHs including their responsibilities i.e. involvement and supervision of curricular, non-curricular and youth development programmes with external assistance (if needed). ● Organize quarterly meetings of DQICHs and send the meeting minutes to the DEB. 	DEB/EDO/DO/HT / DQICHs	1-2 months Ongoing Ongoing	TORs of the committee, reports and recommendations developed by DQICHs.	DEB and DE will set up DQICHs with the technical assistance of experts for developing a comprehensive plan for high schools	50,000 – 100, 000	DF+ Donors
Result-2	<ul style="list-style-type: none"> ● Develop an improved system of supervision to help teachers with lesson plans incorporating basic literacy skills with a focus on environmental sustainability, gender, human rights, population welfare and related concepts to enhance students' capacity to understand and analyse them as well as apply them in their local setting. ● Help teachers to deal with youth to channel their energies and interests and assist them in identifying means to engage youth in practical and constructive work (such as community service and internships at various institutions). ● Encourage and train teachers to foster analytical and critical thinking and advanced application skills of learners by use of high order questions (teachers' capacity in such pedagogy should be enhanced). ● Initiate training programmes for supervisors/mentors to assist high school teachers. 	Under EDO (E)/ EDO Community Development others will work such as NCHD/ DOSMCs / Field Staff/ teachers/ Civil society organisations and community at large.	1 yr with ongoing support in supervision.	Guidelines for supervision, lesson plans.	Each school will design its own supervisory structure with the help of various stakeholders to develop integrated lesson plans with a focus on individual learning differences. The field staff will facilitate the implementation.	300,000 – 500, 000	DF/ donor

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-3	<ul style="list-style-type: none"> Construct and bring into function libraries, laboratories and, if possible, computer labs in high schools to expose students to other knowledge sources. In addition, allow the students to test scientific theories through practical demonstrations. Ensure proper maintenance and upgradation of these resources through support from SMCs and local funds. 	HT/Principals/Dos under the supervision of DE	1-2 yrs	Set up of libraries, laboratories and computer labs (optional).	DE together with the DQICHs would develop instructional guidelines for all schools for setting up these resource centres.	10,00,000 if computer labs are to be established in which case it will go up to 50, 00, 000	DF and donors
Result-4	<ul style="list-style-type: none"> Encourage schools to develop and submit integrated SDP with the involvement of various stakeholders including SMCs. The plan should be based on the data³² of each school. DE and DEB must review the plans and allocate financial and human resources accordingly. 	field staff/HT/Principals and some experts.	1-2 months for each school.	SDP together with defined timelines for implementation.	The schools will be given guidelines as well as external expertise if needed to develop SDP.	200,000 – 500, 000	DF/ local and external donors
Result-5	<ul style="list-style-type: none"> Develop, disseminate and implement district wide guidelines for the transition of students from one level to another. 	Class committees/HT/Principal		DEB/EDO	HT/Principal will set up class wise committees to assess the cases of transitional students.	100,000	DF/donors

7.6. STRATEGY 6: DEGREE LEVEL EDUCATION

The district is committed to improving the quality of degree level education by implementation of the following results:

RESULT 1: Develop and implement a Comprehensive College Development Plan.

32. Data consists of enrollment, no of teachers, presence of laboratory, library, playground, washroom, SMCs, interaction of schools with community and civil society organisations, correlation between curricular and non curricular activities.

Table 9. Action Plan for Degree Level Education

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Set up a College Development Committee (CDC) to develop and implement a College Development Plan (CDP). The plan should be holistic³³ and will look into youth's needs and aspirations for learning with a focus on skills that would help them find jobs in the market. External support from sources could be acquired in this regard. 	Principal/DO/Teachers/DEB/Experts/civil society organisations	1-2 months Ongoing implementation of the plan	Copy of CDP and meeting minutes of CDC.	Zila Nazim and DCO will take immediate action to fill positions with competent staff on contract basis to help colleges start work on CDP. DCO, DE and DEB would monitor the implementation of this plan.	100,000	DF+ donors

7.7. STRATEGY 7: VOCATIONAL AND TECHNICAL EDUCATION

The district will set up a committee of experts to improve the vocational and technical education in Badin.

RESULT 1: Develop a comprehensive programme to improve the quality of vocational and technical education.

33. CDP should oversee the physical facilities in the colleges such as libraries, laboratories, computer labs and playgrounds as well as core academic programmes such as those focussing on enhancing learners' skills in research, analysis, problem solving, decision making. Enable them to become effective members of their local communities through extensive community based assignments on local issues such as those arising from environment degradation, social inequity -gender and human rights issues and economic disparity. Focus on their effective liaison with civil society organisations, increased interaction and learning from skilled people such as farmers, carpenters, cobblers, industry, business and public servants. The overarching goal is to enable the youth to become responsible members of the society and lifelong learners.

Table 10.		Vocational and Technical Education					
Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Set up a committee to work on identification of the causes for poor quality of technical education with wide consultations on issues such as relevance of the curriculum to the local socioeconomic and environmental conditions, relevance to the job market and other factors such as participation of women and availability of modern technology in these institutes. In addition, the number of required institutions and enrollment in existing ones should be considered. 	DEB/Principal	2-3 months	DEB will be technically assisted to develop a plan and propose recommendations to improve the quality of technical education.	DEB/Principal	100,000	DF
	<ul style="list-style-type: none"> Discuss, brainstorm and give recommendations to DEB. This in turn will lead to the development and implementation of a plan by the Directorate of Technical Education with the assistance of local experts, public and civil society. 		1-2 months including the above timelines.				

7.8. STRATEGY 8: COMMUNITY INVOLVEMENT IN SCHOOLS

The district will seek and facilitate meaningful participation of community particularly parents towards improving the system of education including the condition and management of schools.

RESULT 1: Seek meaningful participation and input from the SMCs.

RESULT 2: Increase access of community members to schools during and after the official hours. Encourage them to participate in learning of children and teachers through their knowledge and skills. Also the teachers and management should share relevant information/resources with them.

RESULT 3: Seek and utilise volunteers amongst the community members to serve as guest speakers, mentors and tutors in the schools.

RESULT 4: Develop a mobile library of video taped presentations through partnership with city government and local businesses on subjects that interest students, parents and community at large, particularly programmes that focus on assisting parents with techniques, skills and advice on effective parenting in their local context, especially handling critical age groups such as toddlers and teenagers.

RESULT 5: Sponsor an annual citywide *All Schools and College Festival* where schools and colleges can share initiatives, projects and other accomplishments with the larger community.

Table 11. Community involvement in Schools

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> ● Train SMCs with the help of organisations such as IRC possessing relevant experience. 	Civil society organisations /NCHD/ EDO	2-3 months	Civil society organisations	The DE will engage civil society organisations in the training and monitoring of SMCs.	200,000 - 300,000	DF+ Donor
	<ul style="list-style-type: none"> ● Regular mentoring of SMCs to ensure meaningful participation in school development such as dealing with regularity of students, teachers and ancillary staff, maintenance of school building, proper utilisation of funds and engaging the wider community in school initiatives. 		Ongoing				
	<ul style="list-style-type: none"> ● Revive non functional SMCs through community mobilisation. 		3-4 months				
	<ul style="list-style-type: none"> ● Devise a monitoring programme to regularise SMCs particularly through parents' and students' feedback. 		Ongoing				
Result-2	<ul style="list-style-type: none"> ● Develop a programme whereby teachers and school management including SMCs are sensitised towards effective community participation in their schools. 	DEB, ED, SMCs, teachers and school management, civil society organisations.	Ongoing	Resources in school libraries for communities, report of programmes conducted to bridge the gaps between schools and related communities.	DEB will hire team of experts to prepare documentaries on different topics and develop a plan for evening reading and discussion groups.	200,000 – 400,0000	DF + donors
	<ul style="list-style-type: none"> ● Encourage community members to visit schools (through scheduled visits) to participate in various learning programmes for themselves and their children. 		Ongoing				
	<ul style="list-style-type: none"> ● A portion in the school library containing books, videotapes and other informational material could be made accessible to the community with a possibility of extending the library timings in the evenings. 		2-4 weeks				

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> Evening Reading/Discussion groups (separate groups for men and women) could be initiated for community members including youth and students. The purpose is to provide a platform for intergenerational learning whereby adults share their valuable experiences with the youth and vice versa. In addition, discussions on various issues such as generation gap among parents and children, community harmony, sustainable use of resources could be arranged. 		Ongoing				
Result-3	<ul style="list-style-type: none"> Develop a database of contact information of experts within the community, who would assist schools in voluntary capacity, for example as guest speakers, and share their expertise on topics such as farming and sustainable use of resources with students and other community members, provide resources such as books, vehicles for study tours and plants for various activities. Develop a group of volunteers for each school to facilitate the learning of children as well as other community members. 	District IT group	Ongoing	Database of volunteers, report of work done with schools of these voluntary networks.	DQIC will encourage the staff to design information database as well as enable volunteers to share their knowledge, experiences and other resources.	50,000 – 100,000	DF and donors
Result-4	<ul style="list-style-type: none"> Liaison with the City Government and business groups to generate funds for developing a mobile library for communities. Seek assistance of local and other organisations with experience in developing mobile libraries especially centred around videos/documentaries. These should focus on local issues such as sustainable agriculture practices, effective teaching and learning esp. parenting, sustainable and equitable use of resources, etc. 	Journalist/DEB	1 yr	Mobile libraries, documentaries.	DE and DG will work with the City Government and business people on documentaries. Expertise of professionals working in the field of developing documentaries and mobile libraries could be hired.	15,00,000 – 25,00,000	Donors (local and others)

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
	<ul style="list-style-type: none"> ● Devise a plan to put into function the mobile libraries, have feedback from community on its effectiveness and monitor its progress. ● Expand and disseminate resources developed through this mobile library to local television, newspapers, radio and district website. 		1-2 months Ongoing				
Result-5	<ul style="list-style-type: none"> ● Organise annual events/ festivals sponsored by the District Government and DE to provide opportunities to schools and colleges for sharing initiatives and accomplishments with a larger community. Joint projects of students and other community members could also be displayed. 	Festival Committee	Annual event	Events, publicity documents and reports of such activities.	The festival organising committee at UC level, that includes members from each school, will be responsible.	500,000-10,00,000	DF + donors + local funds

7.9. STRATEGY 9: DEVELOPING A LITERACY PROGRAMME

The district will take initiatives in collaboration with NCHD, civil society organisations and other partners to improve the literacy rate in the District.

RESULT 1: Develop a comprehensive literacy programme for the District.

Table 12.		Developing a Literacy Programme					
Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Collect data of out of school children and adults in the District including those who cannot read and write but have valuable skills such as carpentry, farming and house building. 	EDO-Literacy/ Do/NCH/D NGOs/	2-5 months	Data report, copy of the action plan/ strategy, training manuals and programme schedules.	The coalition of different stakeholders will be set up to achieve the desired goals.	200,000 – 300,000	DF + donors also some support from NCHD
	<ul style="list-style-type: none"> Develop a comprehensive and realistic strategy to enhance literacy rates by taking into account the performance feedback of existing literacy centres. The strategy should focus on motivation for incoming learners, integrating existing skills of learners and flexible timings, and should focus on programmes at UC level. The material developed should be localised and sensitive to these needs. 		2-3 months				
	<ul style="list-style-type: none"> Training of literacy centre trainers, particularly with respect to adult learning. 		2-5 months				
	<ul style="list-style-type: none"> Supervise, evaluate and follow up the activities of the programme. 		Ongoing				

7.10. STRATEGY 10: COST EFFECTIVE EDUCATION AND BENEFIT ANALYSIS

The district will determine cost effective processes for implementing the planned initiatives in the education sector and whether it is able to achieve the desired results.

RESULT 1: Establish a Budgeting and Planning Advisory Council (BPAC) to support the district with annual budget, planning and cost analysis of targets and guidelines.

RESULT 2: Determine district-wide logistical and programme related costs for various educational initiatives; develop indicators and trends; also monitor effective utilisation of funds.

RESULT 3: Conduct an annual evaluation of the district-wide student achievement data and de-segregate the achievement data of students for each school.

RESULT 4: Enhance district resources and student learning opportunities by building active partnerships with communities, businesses, educational institutes and NGOs.

Table 13. Cost Effective Education and Benefit Analysis

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> ● Identify capable individuals to constitute the BPAC. ● Develop TORs of the committee and define roles and responsibilities of the individuals and sub-committees. ● BPAC should be part of the annual educational planning and determine the cost benefit analysis of various programmes particularly their value for teaching and learning processes. ● Plan annual, short term and long term operating targets, guidelines and deadlines for budgetary spending for the District. ● Devise a mechanism to monitor and evaluate the implementation of planned initiatives; recommend continuation, modification, or cessation of programmes based on the programme evaluations. 	Cost Benefit Analysis Committee/DCO/EDO	4 -5 weeks 1 - 2 weeks Annual activity is ongoing	DEB and DE	DEB will identify CBAC members to develop programme guidelines.	50, 000 – 75, 000	DF + donors
Result-2	<ul style="list-style-type: none"> ● Evaluate the educational programmes by reviewing salaries and benefits, supplies, and material and indirect costs. ● Develop detailed cost measurement indicators and a timeline of reports that will be monitored and disseminated regularly. ● Build capacity of principals, HTs, program implementation coordinators, supervisors, and DEB members for the indicators. ● Annually evaluate implementation and relevance of the measurement indicators in the changing educational contexts of the District. 	Experts hired by DEB	1 yr	DEB/DCO	The hired experts will prepare cost benefit analysis report and present it to the DEB for approval.	100,000	DF + donors

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-3	<ul style="list-style-type: none"> Using qualitative and quantitative research methodology, conduct cross sectional as well as longitudinal analysis of students' performance on multiple achievement levels (use of multiple intelligences model); hire experts to present an integrated model. Collect achievement data using multiple variables such as demographic information, attendance, graduation, retention, detention and dropout rates. Desegregate student achievement results by schools, grades and gender. Submit integrated evaluation reports to the DEB, EDO, DO and schools, summarizing student achievement with implications for improvement; place this report on the District website for wider dissemination. Modify instructional methods and staff development plans, including community participation accordingly. 	Educationist and QIC	1 yr to complete one cycle. Also it is an ongoing initiative.	Research reports	The DEB will hire experts to conduct researches in student achievement.	300, 000 – 600, 000	donors
Result-4	<ul style="list-style-type: none"> Identify roles and responsibilities of stakeholders including schools, colleges, communities, business partners and NGOs, based on the District's vision for education. Identify fundable partnership programmes and initiatives to pursue. Review District resources and establish budget for proposal writing to apply to funding agencies for implementation of various planned initiatives. 	DEB	3-4 months (depending upon individual donors)	DEB	The DEB will hire a consultant to develop proposals for acquiring grants and funds from external agencies.	50, 000 – 150, 000	DF

7.11. STRATEGY 11: TECHNOLOGY

Encouraging use of computers and courseware in school activities to promote student research, information exchange and exploration will ensure movement towards student centred learning environments. The district will employ technology to supplement effective teaching and learning practices.

RESULT 1: Support and integrate the pervasive use of technology, hardware and software to meet the administrative functions and instructional standards.

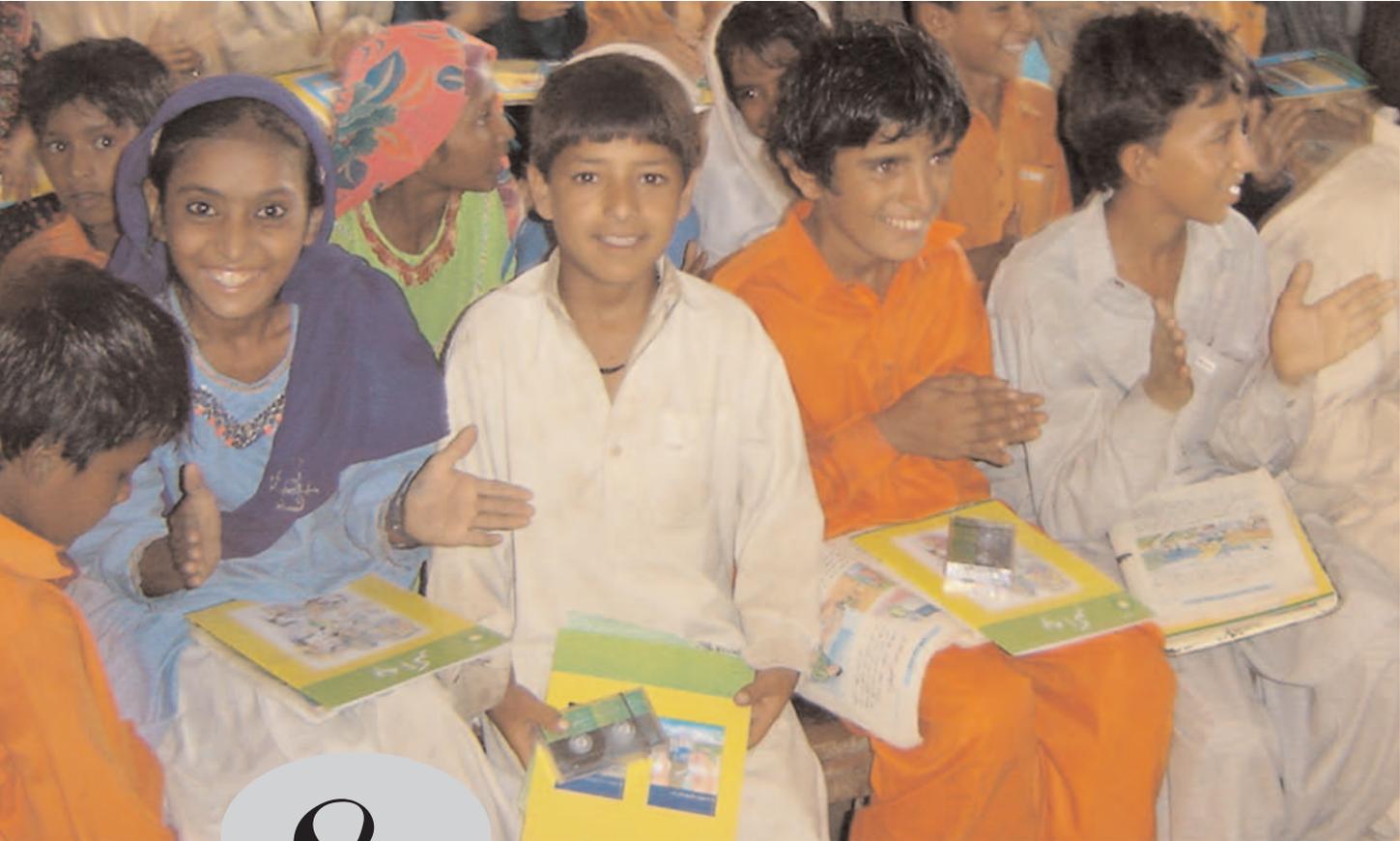
RESULT 2: Facilitate in the capacity development of relevant staff to improve administrative functions and classroom practices.

RESULT 3: Equip educational institutes with technical equipment and infrastructure to assist the teaching and learning processes

RESULT 4: Designate future resources for expansion of technology.

Table 14.		Technological Improvement in the District					
Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-1	<ul style="list-style-type: none"> Develop a Technology Advisory Committee (TAC) with representation of teachers, parents, administrators, central office personnel, support personnel, community members and students to assist in achievement of decided targets. 	TAC/ EDO/DO/DEB	3-4 weeks	Reports/ recommendations/ Committee meeting minutes.	The District will set up an IT section to upgrade the educational system as per the technology requirements.	5,000 – 10,00	DF
	<ul style="list-style-type: none"> Develop a team at each <i>taluka</i> level consisting of staff, community members and parents (with some know how of technology) to propose recommendations to TAC regarding deployment of hardware and software, staff development and related issues. 		6-8 weeks				
	<ul style="list-style-type: none"> Assess the District wide school technology needs according to administrative and instructional demands. 		3-4 weeks				
	<ul style="list-style-type: none"> Provide recommendations regarding instructional software with relevance to local contexts and the curricular aims. 		Ongoing				
	<ul style="list-style-type: none"> Evaluate the effectiveness of administrative and instructional technology throughout the District in line with local conditions and curricular contexts. 						

Strategic Results	Action Steps	Responsibility	Duration	Monitoring	Communication Plan (What? Who? How?)	Estimated Cost	Funding Source
Result-2	<ul style="list-style-type: none"> Adapt and facilitate <i>Train the Trainers' Model</i>, at each <i>Taluka</i> level. Facilitate and support academic and administrative staff development programmes through in-service routes with coordinated efforts of TAC. Set up a Technology Professional Development Centre (TPDC) within the District supporting administrative and instructional technology initiatives and accommodating users at all levels. 	TAC	2-3 months 6-8 months 3-4 months	Training module	At <i>Taluka</i> level, a trainers' team will be set up to implement the programmes at grassroots level.	500, 000 – 10, 00, 000	DF and donors
Result-3	<ul style="list-style-type: none"> Install Local Area Networks (LAN) within all District buildings in offices and classrooms, through cabling. Upgrade labs with latest required equipment. Facilitate the selection and installation of additional technology, consistent with recommendations of TAC, principals and technical team. Based on this infrastructure, encourage on-line professional development programmes through a technology website linked to the District website and supported by the District govt., consultants, vendors and local corporations. 	TAC	This initiative may take two years to kick off and require almost a year's time to put the infrastructure in place.	Infrastructure set up, technology hardware.	DEB and DE will supervise the TAC committee.	Amount ranging from 40, 00, 000 – 50, 00, 000	Donor funding such as Microsoft
Result-4	<ul style="list-style-type: none"> Designate funds from the annual and departmental budgets to support and sustain hardware, software and staff development activities. Employing adequate number of technicians to ensure the use of technology throughout the District schools. 	EDO P&D/DCO	Yearly budget Ongoing	Allocated budget	District assembly will allocate funds for specific IT sections.	200, 000 – 300, 000	District budget



8. CONCLUSION

The Plan represents an overview of the existing system of education in district Badin and the recommendations for its improvement. It focuses on the strategic interventions within the education sector which are based on the situational analysis reports generated by the District Government and SEMIS. The purpose of developing this plan is to facilitate the district in formulating a comprehensive five-year strategy to ensure capacity building of its human resource, particularly the youth segment, in areas that not only seek to address education and learning issues but also create critical consciousness for understanding macro socioeconomic and environmental situation of the country as well as the district. The Plan has been developed to address the current local conditions as well as the global demands for provision of quality education. It is the first local education plan in the country to integrate *Education for Sustainable Development* concerns for addressing the quality issues. In this regard issues related to environment sustainability, human rights, population concerns, gender sensitivities, sustainable use and equitable distribution of resources and social equity are embedded into the Plan with basic literacy skills. A commitment to quality education is further enhanced by a strong emphasis on meaningful community participation for convergence of formal and non-formal learning channels in the society; this will not only promote inter-generational learning but also facilitate in understanding diverse notions of education in traditional and contemporary contexts.

This document would also serve as a planning tool to improve the overall quality of education within the district through active participation of the District Government, Department of Education (both district and provincial), District Education Board, civil society organisations, prominent educational institutions and donors agencies, including the provincial government. The true spirit of this Plan would materialise when it is translated into workplans at *taluka* and union council levels and then into school and college development plans where the real implementation would take place. The most vital component of the Plan which will determine its success is an effective monitoring and evaluation mechanism inbuilt in all planning and implementation processes; this will form basis for fine-tuning conceptual and methodological aspects of the strategy through identification of gaps and measures best suited to address them.

The current scenario of the education sector in Badin presents many issues and challenges; high dropout rates, irrelevant curricula, demoralised teachers with rare and un-thoughtful community involvement in schools. The plan does not guarantee a change in a year's time. However, *it ensures the initiation of a process, which could lead to the desired results with the empowerment of the local institutions to reassess the needs of the district and adapting the plan to service those needs.*

8.1. CALL FOR ACTION

To ensure an effective onset of DEP implementation, following steps are proposed:

- Sharing of the plan with DEB and other key stakeholders; circulating the document in local language to ensure maximum inclusion of stakeholders' feedback that will assist in fine-tuning the conceptual and implementation dimensions of the plan.
- Developing annual workplans at the district, union council and schools/colleges level based on the strategic recommendations presented in the plan to ascertain internalization of DEP at the grassroots.
- Exploring funding possibilities for integrated development of the district and submitting proposals to donors.
- Establishing mechanisms of ongoing support through regular capacity building programmes for DE and DEB ensuring effective implementation of DEP.
- For implementing these measures, IUCNP should play a leading role along with other partners.

Following are some short term and immediate measures that could be incorporated in the annual workplans, particularly at the District and union council levels:

8.1.1. GRASSROOTS LEVEL INTERVENTIONS

- Facilitation and technical support to all schools and colleges for developing SDPs and CDPs in line with the recommendations of DEP.
- Further dialogue and in-depth consultations with stakeholders regarding DEP especially in the context of role of parents and communities in child-centred learning. As part of this process, advocacy campaigns for enrollment/re-enrollment of out-of-school/new children (especially girls) will be undertaken. These campaigns will be evaluated to incorporate lessons learnt in the teaching methodologies and learning practices in schools.
- Ensuring optimum utilisation of available infrastructural, financial and human resources within the district.

8.1.2. STAFF DEVELOPMENT PROGRAMMES

- Prioritise staff development initiatives within the district and UC level work plans for conducting teacher training workshops.
- Prioritise staff development within SDPs and CDP.
- Contact professional organisations and individuals for conducting teacher training at various levels such as ECE, primary, high school, college and technical colleges. Develop an action plan with partner organisations and individuals to conduct an analysis of teachers' professional development needs at each level and design training programmes based on the findings. The content of training programmes should focus on the integrated areas highlighted in the plan with an emphasis on balancing the theoretical and practical aspects of teaching

and learning. The capacity building of teachers should be linked to a comprehensive change process for improving learning and supporting schools.

- Training of master trainers and supervisors at all levels should be prioritised so that an effective mechanism for transference of skills and knowledge and ongoing monitoring and mentoring at the grassroots can be established.
- The training programmes should lead to learner-centred initiatives in schools and colleges geared towards transforming learning content and pedagogical skills. Appreciation and respect for individual learning differences, fostering the concept of inclusive education and promoting informal and formal assessment methods to monitor student progress should be at the heart of such initiatives.
- Review and evaluation of capacity building initiatives for teachers, master trainers and supervisors.

8.1.3. COMMUNITY PARTICIPATION

- The district and UC workplans should focus on assessing the existing situation of SMCs within the District focusing on issues, challenging and exploring case studies of successful SMCs.
- With support from schools, local CBOs, foundations, businesses, and other NGOs, SMCs should be strengthened and each UC should demonstrate at least one model SMC.
- Collaboration with local government and community groups to increase the working hours of libraries to promote community learning and reviving a culture of reading. Also ensure availability of learning resources for learners of all ages.

8.1.4. AWARENESS RAISING AND DISSEMINATION OF LESSONS

- In collaboration with the District Government, initiate district-wide campaigns and other efforts to raise awareness regarding quality in education as well as highlight government's efforts in addressing this issue. DE should invite teachers, SMC members and community leaders in such events.
- Disseminate information about school/college level success stories so that best practices and lessons learnt can be widely shared and replicated. This will also lead to creation of learning networks amongst various educational set-ups.

8.1.5. COLLEGES AND VOCATIONAL AND POLY-TECHNICAL INSTITUTES

- Work on needs assessment to develop College Development Plans should be commenced, in line with recommendations highlighted in DEP, with emphasis on teacher education programmes.
- Similarly a needs assessment exercise should be undertaken for vocational and poly-technical institutes stressing on teaching and learning processes, availability of modern and adequate technology and contextualizing teaching methodologies to develop a framework for improved education processes within these institutes.

9.

INITIATIVES UNDERTAKEN BY THE DISTRICT GOVERNMENT TO IMPROVE THE QUALITY OF EDUCATION

The following initiatives were taken by the District Government during January 2004 – June 2005 with an aim to bring positive changes in the education sector:

- Formation of DEB in early 2004.
- A survey of all primary schools which highlighted major gaps in the current schooling system, one of them being lack of coordination between supervisors and teachers owing to the accessibility and mobility issues of supervisors. In this regard the District Government has taken the following actions:
 - A record register was provided to every supervisor, which contains information such as name of school, infrastructural details, enrollment, functioning of SMC and summary of its financial status. This has resulted in development of school profiles of all primary schools.
 - The schedule of supervisors' visits to schools has been outlined. They have been advised to visit 10 schools per month for which they will be provided a TA/DA of Rs. 1000.
 - On the basis of the survey, the relevant stakeholders have proposed recommendations which have been integrated in the current Education Plan.
- Organising awareness raising seminars on education at UC level is an important step taken by DG. These seminars were hosted by the supervisors of that area. Teachers, SMC chairpersons and members, community leaders, *pesh imams* and landlords were invited to participate. The purpose was to draw attention of key stakeholders on critical issues of education in the district and obtain feedback and recommendation to address the challenges. So far three such events have been organised. Similar events are expected to take place in other target areas.
 - A short video documentary highlighting issues pertaining to education especially teaching and learning processes and environments and the role of a larger community is also in the pipeline.
- Seminars on increasing enrollment in schools were also organised by the District Government and NCHD with active involvement of EDO, DOs, civil society organizations, SMCs and community leaders.

10.

DISTRICT STRENGTHS

- Commitment of District Government to improve the quality of education.
- A multi-disciplinary District Education Board.
- NCHD's presence in the district and their focus on both primary education and adult literacy.
- Presence of several other organisations working on the same agenda in the district.

- Regular initiatives taken by the District Government such as awareness raising campaigns and seminars for the public and situation analysis of current educational institutions.
- Presence of Zila Education Monitoring Committee.
- High priority assigned by the federal and provincial governments to education.
- Current initiatives of federal and provincial governments operational in the district such as the Sindh Compulsory Primary Act 2001, Tawana Pakistan Project, Girls' Primary School Project Phase II, Edible Oil Distribution in Girls' Schools.
- Development of a Comprehensive District Education Plan with wider consultation of stakeholders and technical assistance of IUCNP.
- Ongoing recruitment of primary school teachers on contractual basis.
- Contributions of private sector towards institutional development.
- Renovation and construction of additional buildings for boys and girls degree colleges.
- Availability of science laboratories in many secondary schools. These laboratories however need to be upgraded.
- Willingness and commitment of EDOs to achieve the set targets of EFA.
- A good team of supervisors.
- Willingness of the teaching staff to work towards transforming teaching-learning practices.

ASSURANCES AND CERTIFICATION

The DCO certifies that:

- DEP was developed using all necessary and available data.
- It was developed through a collaborative process of ongoing consultations with key stakeholders from various sectors.
- The current Plan fulfils the requirements of the province and the state.

DATA SOURCES

- The consultant hired for developing DEP reviewed the following documents and interviewed the following individuals during an intensive field visit of the district:

DOCUMENTS CONSULTED

- First Draft, District Plan of Education on Education for All (2003-2015), Badin. Department of Education, District Government Badin.

- Understanding Sindh Devolved Social Services. Finance and Cooperation Department, Government of Sindh, Karachi.
- Badin Development Plan (2000-2020). Directorate of Town Planning, Local Government Department, 60 S.
- Annual Education Sector Plan–Guidelines/Letter No: FD-PD (DSSP) EDU/ASAP/1/2/2005 dated 10.1.2005. District Coordination Officer, Badin.
- Badin 1998 Census Report.
- Five Year Education Development Plan (2005-2009). DCO, Badin.
- Ms. Zohra Rehmat Ali’s, (Coordinator, Education, Communication & Knowledge Management Group, IUCNP) comments on draft District Education Plan, October 6, 2004.
- Comments on Education Plan for Badin by Mr. Mumtaz Ali Shah, DCO-Badin.
- SAFWCO. A Brochure on Education for All.
- Decentralized Elementary Education Project (DEEP) 2003-2009. PC-Form. Government of Sindh, Education Department.
- Enrollment Campaign Report. April 2004. Program: Universal Primary Education. Education Department, District Badin.
- *Taleem Sab Ke Liay. Samaji Tahreek Barai Universal Primary Education.* EDO-Literacy, District Badin.
- School Directory Census 2002 (Facilities in Schools) Education Department, District Badin. Sindh Education Management Information System (SEMIS) & Planning.
- Sheikhpura District Education Plan 2003-2006(Focus on EFA). June 2003. Facilitated by District Core Group. Prepared by *Idara-e-Taleem-o-Aagahi* in collaboration with Sudhaar. Technical Support, Save the Children, Pakistan.
- Lodhran District Plan (2003-06). Developed by District Government Lodhran in collaboration with Sudhaar-ITA Alliance, Lahore.
- District Education Planning. Three Year District Education Plan. Micro Level Planning & Implementation. QEFA 2015 Planning. Sudhaar-ITA Alliance, supported by Save the Children-UK (Pakistan).
- National Plan of Action on Education for All (2001-2015) Pakistan. April 2003- Government of Pakistan, Ministry of Education, Islamabad.
- The Sindh Private Educational Institutions (Regulation and Control) Ordinance, 2001 and the Sindh Compulsory Primary Education Ord., 2001. Reproduced by Zaka Ali (Advocate High Court). 2004. The Ideal Publishers, Post Box No. 3514, Karachi-74800.
- Badin Development Budget for the Year 2004-2005.
- Primary and Middle Schools ADO (Female) Talhar.
- Directory of Donors Assistance for Pakistan’ Education Sector. March 2004. Ministry of Education, Government of Pakistan.
- General file of minutes of District Board Meetings.
- Information of various colleges, District Badin. 2004-2005. EDO Colleges, District Badin.

INTERVIEWS HELD

1. Mr. Mumtaz Ali Shah, DCO, Badin.
2. Mr. Mushtaque Ahmad Thebow, Principal, Govt. Islamia Degree College, Badin.
3. Mrs. Rehana Sodho, Acting Principal, Govt. Girls Degree College, Badin.
4. Eng. Syeed Nazir Ahmad Shah, Principal, Govt. Poly-Technical College, Badin.
5. Mr. Rasool Bux Chakrani, DO Education Colleges, Badin.
6. Mrs. Zubaida Bibi, Principal, Govt. Vocational School, Badin.
7. Mr. Qamar-uz-Zaman, DO Literacy, Badin.
8. Mr. Niaz Channa, Assistant Program Officer Education, district Badin.
9. Mr. M.Yousaf Kakepota, Vice Principal, Govt. Degree College, Matli.
10. Mrs. Noor Jehan Memon, Supervisor Primary Education, Matli.
11. Mrs. Khalida Rehana Qambrani, Principal, Govt Degree College, Matli.
12. Mr. Ali Raza Rizvi, Head Sindh Program, IUCNP.
13. Mr. Nasir Ali Panhwar, Coordinator Constituency, Sindh Program, IUCNP.
14. Ms. Zohra Rehmat Ali, Coordinator, Education, Communication & Knowledge Management Group, IUCNP



ANNEXES

- ANNEX 1: SAMPLE BUDGET PLANNING FOR DEP
- ANNEX 2: SCHOOL/ COLLEGE DEVELOPMENT PLAN TEMPLATE
- ANNEX 3: DROPOUT BENCHMARKS
- ANNEX 4: LITERACY BENCHMARKS
- ANNEX 5: TRAINING BENCHMARKS
- ANNEX 6: REPAIR AND CONSTRUCTION BENCHMARKS
- ANNEX 7: TORs OF DEB
- ANNEX 8: LIST OF SUPPORT ORGANISATIONS
- ANNEX 9: GENDER SEGREGATED DATA FOR NUMBER OF SCHOOLS IN EACH TEHSIL OF DISTRICT BADIN
- ANNEX 10: GENDER SEGREGATED DATA FOR NUMBER OF COLLEGES AND TECHNICAL INSTITUTES IN EACH TEHSIL OF DISTRICT BADIN
- ANNEX 11: GENDER SEGREGATED DATA FOR ENROLLMENT IN PRIMARY SCHOOLS
- ANNEX 12: GENDER SEGREGATED DATA FOR ENROLLMENT IN MIDDLE SCHOOLS

- ANNEX 13: GENDER SEGREGATED DATA FOR ENROLLMENT IN SECONDARY SCHOOLS
- ANNEX 14: GENDER SEGREGATED DATA FOR ENROLLMENT IN COLLEGES
- ANNEX 15: GENDER SEGREGATED DATA FOR ENROLLMENT IN VOCATIONAL AND TECHNICAL INSTITUTES
- ANNEX 16: NUMBER OF LITERACY CENTERS IN BADIN AND THEIR ENROLLMENT (GENDER SEGREGATED DATA)
- ANNEX 17: NUMBER OF PRIMARY AND MIDDLE SCHOOL TEACHERS BY THEIR DESIGNATION
- ANNEX 18: PHYSICAL CONDITIONS IN PRIMARY, MIDDLE AND SECONDARY SCHOOLS

Sample Budget forecasting for a DEP

Assumptions

1. Population of 1 million.
2. All figures in Rupees.
3. All staff trained and in place.
4. 80 percent cost recovery from local donors.

Annex 1.		Sample Budget Planning for DEP				
BUDGET HEAD	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL YR 1-5
1	CAPITAL ITEMS					
1.1	Situation Analysis	5,000	n/a			5,000
1.2	Infrastructure	40,000	n/a			40,000
1.3	Equipment	35,000	n/a			35,000
1.4	Transport	20,000	n/a			20,000
	Sub-total	100,000				100,000
2	RECURRENT COSTS					744,612,440
2.1	Salaries					–
	Free Text Books					11,160,192
	Scholarship for girls students					3,990,030
	SMC	20,650,376				20,650,376
	Other essential budget	40,000	120,000			160,000
2.2	HUMAN RESOURCE DEVELOPMENT					n/a
2.3	A					–
	B	2,000	2,000			
	B	10,000				10,000
	C	1,000				1,000
	D	free				–
	E	10,000				10,000
	F	3,000				3,000
	Grand Total	10,000	36,000			46,000
2.4	Maintenance	5,000	5,000			10,000
2.5	Travel	5,000	5,000			10,000
2.6	Management	10,000	10,000			20,000
2.7	Cont. Medical Education	5,000	5,000			10,000
	Sub total	101,000	181,000			282,000
	Grand Total					

Estimation of Financial Resources required for various interventions as per the District Government's Recent Survey

Financial Resources	
Cost of Literacy Programs	
First Phase	21.90 millions
Second Phase	87.83 millions
Third Phase	140.65 millions
Total Cost Period 2003-15	9111.53 millions
Development Cost	250.38 millions
Recurring Cost	8861.15 millions
EARLY CHILDHOOD EDUCATION (ECE)	
Human Resources Required	
Teachers Required till 2015 for ECE Centres	1092.00
Financial Resources	
	In Millions
Development Cost 2003-15	
Development Cost (for base year)	21.25
Development Cost (for final year)	35.44
Development Cost	
First Phase	59.84
Second Phase	514.66
Third Phase	1330.09
Recurring Cost 2003-15	
Total	690.37
Recurring Cost (for base year)	16.46
Recurring Cost (for final year)	202.09
Source: District Government's survey report of 2004.	

Annex 2: School/College Development Plan Template

School/College Development Plan 2005-2006	
Taluka:	Name of the School/College:
Union Council:	
Performance Targets (Form 1)	
Goal	
Indicator	

Performance Target(s) (Check)	<input type="checkbox"/> One year or	<input type="checkbox"/> Two year Target
1.		
2.		
3.		
4.		
5.		

Summary of Needs Assessed:
1)
2)
3)
4)
5)
6)
7)
8)

School/College Development Plan 2005-2006	
Taluka: Union Council:	Name of the School/College:
Performance Targets (Form 1)	

Set Objectives of SDP/CDP:
1)
2)
3)
4)

Process of Achievement of Objectives/Methodology:
1)
2)
3)
4)
5)

Resources Required (Human and Financial):
1)
2)
3)
4)
5)

Annex 3.		Drop out Benchmarks				
Indicators	Benchmark					
	2004	2005	2006	2007	2008	2009
Drop Out	70percent	57percent	44percent	31percent	18percent	5percent

Source: (EFA Plan for Badin)

Annex 4.		Literacy Benchmarks											
Indicators	Benchmark												
	2004		2005		2006		2007		2008		2009		
	Targets												
	C	L	C	L	C	L	C	L	C	L	C	L	
Male	21	630	120	3,600	120	3,600	120	3,600	120	3,600	120	3,600	
Female	81	2,430	480	14,400	480	14,400	480	24,400	480	14,400	480	14,400	
Total	102	3,060	600	18,000	600	18,000	600	28,000	600	18,000	600	18,000	

Legends: L=Learners, C=Centres.

Source: (EFA Plan for Badin)

Annex 5.		Training Benchmarks				
Indicators	Benchmark					
	2004	2005	2006	2007	2008	2009
Training of All Teaching Staff	4,571	2,500	2,071	2,500	2,071	4,571

Annex 6.		Repair and Construction Benchmarks				
Indicators	2005	2006	2007	2008	2009	
Repair and Maintenance	100	100	100	100	100	
Construction of Additional Class Rooms	100	100	100	100	100	
Construction of new schools	100	100	100	100	100	

Annex 7: TORs OF DEB

TERMS OF REFERENCE FOR THE DISTRICT EDUCATION BOARD

The DEB would be responsible for the following as per the approval of the DG:

- To engage in planning for the education sector at the District level.
- To coordinate with stakeholders and seek their active participation in development and implementation of planning processes.
- To develop a comprehensive District Education Plan and devise strategy for its effective implementation.
- To be responsible for implementation of the DEP with the support of Department of Education and other stakeholders.
- To undertake resource mobilisation and generate adequate funds for implementation of the DEP.

Annex 8: LIST OF SUPPORT ORGANISATIONS

List of organisations that could be consulted for various services:

- Institute for Educational Development (IED), Aga Khan University Hospital
- Indus Resource Centre (IRC)
- IUCN-The World Conservation Union, Pakistan
- Provincial Institute for Teacher Education (PITE) Sindh
- Sindh Education Foundation (SEF)
- Teachers' Resource Centre (TRC)

Annex 9. Gender Segregated Data for Number of Schools in each Tehsil of District Badin													
S. No.	TEHSIL	PRIMARY				MIDDLE				SECONDARY/HIGHER SECONDARY			
		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
		NEW	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW	EXISTING	NEW	EXISTING
1	Badin	140	575	16	66	6	15	2	9	11	4	0	0
2	Golarchi	72	391	0	51	4	13	0	6	4	0	1	1
3	Matli	33	588	13	134	4	28	8	5	13	2	0	0
4	Tando Bago	141	471	1	48	3	8	0	5	7	4	2	0
5	Talhar	46	314	32	35	1	4	1	1	10	2	0	1
6	TOTAL	432	2,339	62	334	18	68	11	26	45	12	3	2

Source: (SEMIS 2004-05)

Annex 10. Gender Segregated Data for Number of Colleges and Technical Institutes in each Tehsil of District Badin											
S. No.	NAME OF TALUKA	COLLEGE		TECHNICAL						LITERACY CENTRES	
		MALE	FEMALE	TECHNICAL		COMPUTER		VOCATIONAL		MALE	FEMALE
				MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
1	Badin	1	1	1	0	1	0	0	1	19	7
2	Matli	1	1	1	0	0	0	0	2	11	14
3	Tando Bago	0	0	0	0	0	0	0	0	16	2
4	Talhar	1	0	0	0	0	0	0	0	5	10
5	S.F. Rahoo (Golarchi)	0	0	0	0	0	0	0	0	12	5
	TOTAL	3	2	2	0	1	0	0	3	63	38

Source: (SEMIS 2004-05)

Annex 11. Gender Segregated Data for Enrollment in Primary Schools

S. No.	TALUKA	BOYS							GIRLS						
		KARACHI	I	II	III	IV	V	TOTAL	KARACHI	I	II	III	IV	V	TOTAL
1	BADIN (FEMALE)	-	290	58	79	30	20	477	622	2,320	898	608	409	404	5,261
	NEW/BRANCH	14	24	3	-	-	-	41	117	567	176	32	22	24	938
	TOTAL	14	314	61	79	30	20	518	739	2,887	1,074	640	431	428	6,199
2	GOLARCHI (FEMALE)	-	-	-	-	-	-	-	1,531	1,107	591	421	220	222	4,092
	NEW/BRANCH	-	-	-	-	-	-	-	-	-	0	0	0	0	-
	TOTAL	-	-	-	-	-	-	-	1,531	1,107	591	421	220	222	4,092
3	MATLI (FEMALE)	20	12	2	2	1	1	38	1,822	1,926	1,026	695	441	425	6,335
	NEW/BRANCH	-	31	-	-	-	-	31	118	205	77	25	10	6	441
	TOTAL	20	43	2	2	1	1	69	1,940	2,131	1,103	720	451	431	6,776
4	TANDO BAGO (FEMALE)	-	-	-	-	-	-	-	432	2,509	655	496	339	322	4,753
	NEW/BRANCH	20	49	4	2	-	1	76	10	31	2	2	4	4	53
	TOTAL	20	49	4	2	-	1	76	442	2,540	657	498	343	326	4,806
5	TALHAR (FEMALE)	-	-	-	-	-	-	-	808	642	631	426	271	241	3,019
	NEW/BRANCH	-	-	-	-	-	-	-	694	494	210	71	16	10	1,495
	TOTAL	-	-	-	-	-	-	-	1,502	1,136	841	497	287	251	4,514
6	BADIN (MALE)	2,812	8,267	3,391	2,629	1,993	1,674	20,766	1,232	3,867	1,081	699	428	352	7,659
	NEW/BRANCH	438	1,949	628	238	94	77	3,424	268	1,010	285	72	31	38	1,704
	TOTAL	3,250	10,216	4,019	2,867	2,087	1,751	24,190	1,500	4,877	1,366	771	459	390	9,363
7	GOLARCHI (MALE)	1,146	7,058	2,400	1,604	1,287	1,112	14,607	356	2,935	778	397	278	201	4,945
	NEW/BRANCH	91	965	294	122	88	68	1,628	49	491	121	37	13	10	721
	TOTAL	1,237	8,023	2,694	1,726	1,375	1,180	16,235	405	3,426	899	434	291	211	5,666
8	MATLI (MALE)	3,733	8,143	4,100	3,304	2,514	2,226	24,020	1,369	2,680	1,314	993	672	539	7,567
	NEW/BRANCH	111	363	153	85	60	66	838	55	150	41	33	20	23	322
	TOTAL	3,844	8,506	4,253	3,389	2,574	2,292	24,858	1,424	2,830	1,355	1,026	692	562	7,889
9	TANDO BAGO (MALE)	1,641	7,741	2,735	2,364	1,824	1,498	17,803	707	3,584	879	629	438	342	6,579
	NEW/BRANCH	517	1,837	765	477	274	221	4,091	287	1,065	276	184	72	56	1,940
	TOTAL	2,158	9,578	3,500	2,841	2,098	1,719	21,894	994	4,649	1,155	813	510	398	8,519
10	TALHAR (MALE)	892	5,307	1,881	1,464	1,151	996	11,691	371	1,998	673	409	330	241	4,022
	NEW/BRANCH	44	711	206	129	101	82	1,273	13	270	87	53	20	18	461
	TOTAL	936	6,018	2,087	1,593	1,252	1,078	12,964	384	2,268	760	462	350	259	4,483
	G. TOTAL	11,479	42,747	16,620	12,499	9,417	8,042	100,804	10,861	27,851	9,801	6,282	4,034	3,478	62,307

Source: (SEMIS 2004-05)

Annex 12.		Gender Segregated Data for Enrollment in Middle Schools											
S. No.	TALUKA	BOYS						GIRLS					
		VI	VII	VIII	IX	X	TOTAL	VI	VII	VIII	IX	X	TOTAL
1	BADIN (FEMALE)	-	-	-	-	-	-	84	84	124			292
	NEW/BRANCH	21	32	7	-	-	60	4	-	0			4
	TOTAL	21	32	7	-	-	60	88	84	124	-	-	296
2	GOLARCHI (FEMALE)	-	-	-	-	-	-	61	49	36			146
	NEW/BRANCH	-	-	-	-	-	-	-	-	0			-
	TOTAL	-	-	-	-	-	-	61	49	36	-	-	146
3	MATLI (FEMALE)	-	-	-	-	-	-	8	19	17			44
	NEW/BRANCH	-	-	-	-	-	-	86	71	57	214		
	TOTAL	-	-	-	-	-	-	94	90	74	-	-	258
4	TANDO BAGO (FEMALE)	-	-	-	-	-	-	48	33	20			101
	NEW/BRANCH	-	-	-	-	-	-	-	-	0			-
	TOTAL	-	-	-	-	-	-	48	33	20	-	-	101
5	TALHAR (FEMALE)	-	-	-	-	-	-	29	14	20			63
	NEW/BRANCH	-	-	-	-	-	-	9	-	0			9
	TOTAL	-	-	-	-	-	-	38	14	20	-	-	72
6	BADIN (MALE)	188	177	146	-	-	511	23	22	14			59
	NEW/BRANCH	89	57	28	-	-	174	26	14	4			44
	TOTAL	277	234	174	-	-	685	49	36	18	-	-	103
7	GOLARCHI (MALE)	102	71	64	-	-	237	22	32	9			63
	NEW/BRANCH	32	25	19	-	-	76	-	-	0			-
	TOTAL	134	96	83	-	-	313	22	32	9	-	-	63
8	MATLI (MALE)	339	289	252	-	-	880	65	77	67			209
	NEW/BRANCH	62	59	34	-	-	155	15	13	5			33
	TOTAL	401	348	286	-	-	1,035	80	90	72	-	-	242
9	TANDO BAGO (MALE)	110	90	59	-	-	259	20	11	14	0	0	45
	NEW/BRANCH	37	37	13	-	-	87	25	12	3	0	0	40
	TOTAL	147	127	72	-	-	346	45	23	17	-	-	85
10	TALHAR (MALE)	94	79	44	-	-	217	33	23	20			76
	NEW/BRANCH	10	13	17	-	-	40	1	1	1			3
	TOTAL	104	92	61	-	-	257	34	24	21	-	-	79
	G. TOTAL	1,084	929	683	-	-	2,696	559	475	411	-	-	1,445

Source: (SEMIS 2004-05)

Annex 13.		Gender Segregated Data for Enrollment in Secondary Schools															
S. No.	TALUKA	BOYS							GIRLS								
		VI	VII	VIII	IX	X	XI	XII	TOTAL	VI	VII	VIII	IX	X	XI	XII	TOTAL
1	BADIN (FEMALE)	-	-	-	-	-	-	-	-	200	195	182	183	230	0	0	990
2	GOLARCHI (FEMALE)	-	-	-	-	-	-	-	-	42	54	55	54	38	43	26	312
3	MATLI (FEMALE)	-	-	-	-	-	-	-	-	336	362	307	288	260	0	0	1,553
4	TANDO BAGO (FEMALE)	-	-	-	-	-	-	-	-	175	160	133	165	116	0	0	749
5	TALHAR (FEMALE)	-	-	-	-	-	-	-	-	146	168	117	98	89	70	82	770
6	BADIN (MALE)	701	605	524	647	602	-	-	3,079	8	6	5	21	16	0	0	56
7	GOLARCHI (MALE)	342	407	217	248	212	42	66	1,534	9	14	2	26	23	0	0	74
8	MATLI (MALE)	1,022	817	632	848	762	-	-	4,081	44	36	48	99	75	0	0	302
9	TANDO BAGO (MALE)	550	453	327	370	361	147	103	2,311	9	9	11	4	3	49	38	123
10	TALHAR (MALE)	602	444	417	495	404	-	-	2,362	47	59	31	39	48	0	0	224
TOTAL		3,217	2,726	2,117	2,608	2,341	189	169	13,367	1,016	1,063	891	977	898	162	146	5,153

Source: (SEMIS 2004-05)

Annex 14.		Gender Segregated Data for Enrollment in Colleges						
S.NO.	NAME	TALUKA	TYPE	GENDER	ENROLL-MENT	TEACHERS	CLOSED	SHELTER-LESS
1	Govt. Girls College Badin	Badin	Degree	Girls	625	11	0	0
2	Govt. Islamia College Badin	Badin	Degree	Boys	1,130	14	0	0
3	Govt. Girls Degree College Matli	Matli	Degree	Girls	381	11	0	0
4	Govt. Boys Degree College Matli	Matli	Degree	Boys	577	21	0	0
5	Govt. Pakistan College Saeed Pur	Talhar	Inter	Mixed	126	6	0	0
TOTAL					2,839	63	0	0

Source: (SEMIS 2004-05)

Annex 15.		Gender Segregated Data for Enrollment in Vocational and Technical Institutes						
S.NO.	NAME	TALUKA	TYPE	GENDER	ENROLL-MENT	TEACHERS	CLOSED	SHELTER-LESS
1	Govt. College of Education in Comm. Pract. Badin	Badin	Commercial	Mixed	27	3	0	0
2	Vocational School for Girls Badin	Badin	Vocational	Girls	52	3	0	0
3	Govt. Polytechnic Institute Badin	Badin	Technical	Boys	333	14	0	0
4	Govt. Vocational School for Girls	Matli	Technical	Girls	0	0	CLOSED	0
5	Mono-technic Institute Matli	Matli	Technical	Boys	49	1	0	0
6	Govt. Vocational School for Girls Tando Ghulam Ali	Matli	Vocational	Girls	21	1	0	0
TOTAL					482	22	0	0

Source: (SEMIS 2004-05)

Annex 16.		Number of Literacy Centers in Badin and their Enrollment (Gender Segregated Data)					
S.NO.	NAME OF TALUKA	NO. OF LITERACY CENTRES			ENROLEMENT		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Badin	19	7	26	521	188	709
2	Matli	11	14	25	337	372	709
3	Tando Bago	16	2	18	487	62	549
4	Talhar	5	10	15	140	283	423
5	S.F. Rahoo (Golarchi)	12	5	17	331	138	469
	TOTAL	63	38	101	1,816	1,043	2,859

Source: (SEMIS 2004-05)

Annex 17.		Number of Primary and Middle School Teachers by their Designation																					
S. NO.	TALUKA	PRIMARY										MIDDLE											
		PST		JST		HST		OTHER		TOTAL		PST		JST		HST		OTHER		TOTAL			
		M	F	M	F	M	F	M	F	M	F	TOTAL	M	F	M	F	M	F	M	F	TOTAL		
1	BADIN (FEMALE)	1	116	0	0	0	0	0	0	1	116	117	0	1	0	12	0	8	0	2	0	23	23
2	GOLARCHI (FEMALE)	1	61	0	0	0	0	0	0	1	61	62	0	0	0	0	0	0	0	0	0	0	0
3	MATLI (FEMALE)	3	280	0	0	0	0	0	0	3	280	283	0	6	0	6	0	2	0	4	0	18	18
4	TANDO BAGO (FEMALE)	0	104	0	0	0	1	0	1	0	106	106	0	1	0	0	0	5	0	3	0	9	9
5	TALHAR (FEMALE)	0	65	0	2	0	0	1	0	1	67	68	0	1	0	0	0	0	0	0	0	1	1
6	BADIN (MALE)	845	6	0	0	0	1	4	0	849	7	856	24	0	8	0	8	0	7	0	47	0	47
7	GOLARCHI (MALE)	425	2	1	0	0	0	0	0	426	2	428	13	0	1	0	1	0	6	0	21	0	21
8	MATLI (MALE)	1211	4	0	0	0	0	3	0	1214	4	1218	5	0	28	0	18	0	35	0	86	0	86
9	TANDO BAGO (MALE)	568	2	0	0	0	0	10	0	578	2	580	1	0	7	0	4	0	10	0	22	0	22
10	TALHAR (MALE)	455	3	0	0	0	0	0	0	455	3	458	3	0	5	0	3	0	9	0	20	0	20
	G. TOTAL	3509	643	1	2	0	2	18	1	3528	648	4176	46	9	49	18	34	15	67	9	196	51	247

Source: (SEMIS 2004-05)

Annex 18: PHYSICAL CONDITION IN PRIMARY, MIDDLE AND SECONDARY SHCOOLS

Annex 18 (A).		Physical Conditions in Primary Schools													
S.NO.	TALUKA	PRIMARY													
		ELECTRICITY		TOILETS		WATER		BOUND. WALL		SCHOOL STATUS		BUILDING		BRANCHES	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	BADIN (FEMALE)	10	72	20	62	16	66	34	48	26	56	40	42	7	75
2	GOLARCHI (FEMALE)	3	48	38	13	21	30	37	14	15	36	42	9	1	50
3	MATLI (FEMALE)	3	144	60	87	38	109	66	81	144	103	93	54	17	130
4	TANDO BAGO (FEMALE)	3	46	29	20	12	37	27	22	11	38	42	7	3	46
5	TALHAR (FEMALE)	3	64	33	34	19	48	31	36	40	27	32	35	30	37
6	BADIN (MALE)	46	669	147	568	99	616	130	585	102	613	345	370	143	572
7	GOLARCHI (MALE)	26	437	143	320	108	355	131	332	41	422	259	204	83	380
8	MATLI (MALE)	40	581	246	375	198	423	202	419	60	561	418	203	23	598
9	TANDO BAGO (MALE)	28	584	117	495	143	469	102	510	90	531	338	274	93	519
10	TALHAR (MALE)	26	334	92	268	109	251	88	272	58	302	203	157	41	319
G. TOTAL		188	2,979	925	2,242	763	2,404	848	2,319	587	2,689	1,812	1,355	441	2,726

Annex 18 (B).		Physical Conditions in Middle Schools													
S.NO.	TALUKA	MIDDLE													
		ELECTRICITY		TOILETS		WATER		BOUND. WALL		SCHOOL STATUS		BUILDING		BRANCHES	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	BADIN (FEMALE)	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	GOLARCHI (FEMALE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	MATLI (FEMALE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	TANDO BAGO (FEMALE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	TALHAR (FEMALE)	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	BADIN (MALE)	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	GOLARCHI (MALE)	5	5	5	5	5	5	5	5	5	5	5	5	5	5
8	MATLI (MALE)	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	TANDO BAGO (MALE)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	TALHAR (MALE)	1	1	1	1	1	1	1	1	1	1	1	1	1	1
G. TOTAL		188	23	23	23	23	23	23	23	23	23	23	23	23	23

Annex 18 (C).		Physical Conditions in Secondary and Higher Secondary Schools											
S.NO.	TALUKA	SECONDARY/HIGHER SECONDARY											
		ELECTRICITY		TOILETS		WATER		BOUND. WALL		SCHOOL STATUS		BUILDING	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	BADIN (FEMALE)	4	0	2	2	2	2	1	3	0	4	4	0
2	GOLARCHI (FEMALE)	1	0	1	0	1	0	1	0	0	1	1	0
3	MATLI (FEMALE)	1	1	2	0	2	0	2	0	0	2	2	0
4	TANDO BAGO (FEMALE)	3	1	3	1	3	1	4	0	0	4	3	1
5	TALHAR (FEMALE)	2	1	3	0	2	1	3	0	0	3	3	0
6	BADIN (MALE)	8	3	10	1	6	5	9	2	0	11	10	1
7	GOLARCHI (MALE)	4	1	4	1	2	3	4	1	0	5	5	0
8	MATLI (MALE)	11	2	12	1	12	1	12	1	0	13	13	0
9	TANDO BAGO (MALE)	5	3	6	2	4	4	5	3	0	8	8	0
10	TALHAR (MALE)	10	1	10	1	11	0	9	2	0	11	11	0
	G. TOTAL	49	13	53	9	45	17	50	12	0	62	60	2

Source: (SEMIS 2004-05)

