

Guidelines for Annual Sector Plan

Education Sector



***Program Support Unit
Sindh Devolved Social Services Program
Finance Department
Government of Sindh***

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a. Introduction

The overall goal of the Sindh Devolved Social Services Program (SDSSP) is to improve people's education and health, there by helping to reduce poverty and gender imbalances. In Education Sector the broad purpose of the program is to increase gross primary enrolment, gross middle school enrolment, rationalization of services, staff and funds, recruitment of staff (facility based, preferably local female on merit), expand support for SMCs, rehabilitation of schools and provision of text books, improving quality of education through training of teachers and improvement of curriculum.

In order to have access to SDSSP funds it is mandatory for District Government to prepare its overall Annual Sector Plan (ASP) for Education. The PSU of SDSSP has developed guidelines for preparing Annual Sector Plan for the Education Sector. ASP specifying various schemes should be inline with parameters set out in Paras-4 & 6 of MoU, signed by the District Government with SDSSP, Finance Dept. Govt. of Sindh.

b. National and Provincial Policies.

District Annual Sector Plan should be reflective of national and provincial policies. In pursuance of Provincial EFA Plan each district has developed its own EFA plan. The process of forming ASP provides an opportunity to District Government to phase out their vision and strategy in yearly plans with clearly demarcated milestones, as described in EFA plan.

a. Education For All (EFA) Goals and Targets

- i. Early Childhood Care and Education: Expanding and Improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children.
- ii. Learning Needs of Young and Adults: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning skills and citizenship programs.
- iii. Adult Literacy: Achieve 50% improvement in existing levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- iv. Equity: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access and achievement in basic education of good quality.
- v. Quality Education: Improving aspects of quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and life skills.

b. Education Sector Reforms Objectives Action Plan 2002-2006:

The ESR is based on long-term framework linked to EFA goals by 2015. The main features include (a) sector-wide approach for reinforcement of linkages between sub-sectors (primary, elementary, secondary, technical, higher education, non-formal literacy, madressah education) to eliminate gender and access gaps and ensure optimum utilization of facilities; (b) macro-level reforms in planning and procedures; (c) institutional reforms at all tiers of the government engaged in planning and service delivery; (d)

commencement of vocational/technical education stream at secondary level; (e) quality assurance; (f) public private partnerships. The ESR is fully integrated with relevant Millennium Development Goals (MDGs) It aims at achieving the sub-sector targets by 2005-06: Literacy from 49 per cent in 2000-01 to 60 percent by 2005-06, gross primary enrolment rate from 83 to 100 percent, net primary enrolment rate from 66 to 76 percent, middle school gross enrolment rate from 47.5 to 55 percent, secondary school enrolment from 29.5 to 40 percent; and higher education enrolment from 2.6 to 5 percent.

Some of the key output areas of ESR-Action Plan are as under:

- Universalization of primary education and adult literacy.
- Mainstreaming *Madaris* for diversifying employment opportunities for their graduates.
- Improvement in the quality of education at all levels through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system for promoting Pakistan as a knowledge-based society.
- Introducing a third stream of gender and area specific technical and vocational education at secondary level with innovative approaches for students' counseling.
- Empowerment to district education authorities
- Promote Public Private-Partnership.
- Diversification of General Education.

c. Methodology.

Under the Sindh Local Government Ordinance, 2001 each District has formed Sector Committees and consequently each District has its own Education Sector Committee and Budget and Development Committee. The involvement of these committees is essential pre-requisite for sector planning.

d. Process of Planning as envisaged in SLGO (Budget Rules 2002).

- i. Nazim shall provide the vision and set the development priorities;
- ii. Identification of development project through a bottom up planning system (the project proposals received during the year from various stakeholders shall be scrutinized by the concerned Head of Offices)
- iii. Preparation of outlines of Sector Plan by concerned officers in consultation with council's sector committee (at least 2 female councilors as its members) and its submission to Budget and Development Committee (BDC) through the Planning Officer (PO)
- iv. Approval of the Sector Plan outlines by Budget and Development Committee.
- v. Preparation of detailed Annual Sector Plan proposal by concerned office and submission to PO
- vi. The PO shall frame a working paper examining the financial, economic and environmental viability of each scheme and will submit it along with proposal and technical sanction (for development projects involving works) to BDC
- vii. Approval of Sector Plan by Budget and Development Committee and communication of such approval to the Council
- viii. Issuance of Administrative Approval and Technical Sanction
- ix. Inclusion in Annual Development Program (which will be incorporated into budget documents by the Finance and Budget Officer);
- x. Approval by Council.

e. Gender Mainstreaming

Latest census report on education, released by Sindh Education Management Information System (SEMIS) (2003-04), show significant gender disparity in primary level enrolment as well as at teachers' level. Out of 3.76 million children, that are 'Out of School' some 2.03 million are girls (57%). Similarly female teachers are just 40% of the total work force. The Annual Sector Plan should also address the issues of gender disparity and due consideration should be given to "Gender Mainstreaming" (please refer to annexure for guidelines on gender mainstreaming) while prioritizing the schemes or recruiting school staff inclusion of political representatives, who play a key role in setting priorities and identifying schemes to be undertaken, can help a lot in achieving this goal. As per para-5 of MoU (signed between GoS and District Govt:) and the provisions of GRAP District Governments have already institutionalized the role of female councilors by acceding to include at least two women councilors on Budget and (Education) Sector Committees.

f. Poverty Targeting.

Education is the single most important factor contributing to national/provincial economic growth & stability and for reducing chronic poverty. Education is one of the key drivers of Poverty Reduction Strategy Paper (PRSP) and Millennium Development Goals (MDGs) for establishing a solid platform for socio-economic growth. Access to education and learning is a key building block for sustainable development because of its enabling effect on employability, entrepreneurship, empowerment of women, and other groups in society. It is expected that DGs would direct the greater part of the development funding towards the poorest segments of the society.

g. Public Private Partnership

The Sindh Devolved Social Service Programme envisages participatory methods in implementation of the programme at every stage. The programme document call for strengthening of the available avenues as well as developing new ways to ensure community's involvement in governance and key stakeholders' in all the stages of development interventions. As per the MoU (clause (c) of para 4), signed between DG and GoS, DG will allocate 15% of the SDSSP grant for Community Based Organization (CBOs). The detailed guidelines in this regard are attached herewith as annexure.

h. Quality Assurance.

The basic objective of all efforts taken in the education sector is to provide quality education to the masses. District Government's are further expected to establish monitoring mechanism to assess the impact of different interventions in qualitative and quantitative terms. The proposed schemes should therefore be in line with the guidelines of Education and Planning & Development Departments enveloping National and Provincial policies formulated to attain Education for All (EFA), Universal Primary Education (UPE) and Millennium Development Goals (MDGs).

Example:

- % Increase in enrolments in elementary education (better access to educational facilities).
- %age decrease in dropout ratio of students (better school facilities and learning environment).
- %age increase in enrolment ratio of girl students (efficient disbursement of Stipends, Free Text Books, and SMC funds etc).
- %age increase in "rate of completion of primary school cycle".

- Optimal Teacher-Student ratio (through redeployment and hiring of contractual staff (preferably female) teachers).

i. Structure of Annual Sector Plan

It is expected that annual sector plan would have following structure.

1. Executive Summary
2. District Vision.
3. District Profile.
4. Situation Analysis
5. On-going schemes/programs.
6. SDSSP Investment Plan
7. Checklists
8. Minutes of Meetings
9. MoU
10. District Council's Resolution

1.0 Situation Analysis

1.1 District Profile

The knowledge of current situation is essential for sector planning. Here the evaluation of both qualitative and quantitative factors is essential. For example at quality side following factors can be examined

- The geographical landscape of the district.
- The unique social and cultural settings of the district.
- The poverty and gender profile, at district and sub-district levels.
 - For poverty profiling please refer to Participatory Poverty Assessment of Sindh, P&D Deptt: 2003-04 and Sindh Poverty Reduction Strategy Paper (S-PRSP).

At the qualitative side data in following areas can be gathered and examined:

- Total Population (age group wise)
- Total government schools (taluka, union council wise)
- Physical condition of schools (Shelterless, lacking facilities, number of rooms etc)
- Private sectors presence (number of schools, facilities available in schools, number of teachers and students in schools)

Following are the some of the key areas where location wise mapping is required.

1.2 Schools without Adequate Facilities.

The importance of provision of basic facilities to school cannot be over emphasized. Each school should have the basic facilities like water, toilet, electricity, boundary wall, and proper furniture etc. The non-availability of these basic facilities results in low enrolment and high drop out ratios. The tables attached can be used to summarize the district situation in this respect. However just the aggregate data wouldn't enable the district government in making annual sector plan, therefore a list of such schools should be included in annual sector plan. Such data is collected and consolidated in yearly census carried out by SEMIS. SEMIS has also assigned unique codes to all schools.

1.3 Shelter-less Schools.

Due to lack of proper planning an overwhelming percentage of schools are shelter-less. Some of these shelter-less schools may have been shifted to branch schools or might have lost their utility due to shifting of population or opening of another school in the adjoining area.

However, providing basic structure to functional schools should be our priority. The annexed table would help the planners in making an inventory of all the shelter less schools in the district.

1.4 Closed Schools.

Number of close schools is increasing in our province probably with the same rate as the new schools required by our society. The reasons for having “close schools” could be many, however, in many instances schools can also be opened by taking few administrative measures such as redeployment of teachers or through mobilizing the local community (to check the menace of ghost teachers and absenteeism). It is also fact that not all close schools can be open that easily. First step to tackle this problem is to ascertain the reasons for which they are closed. After ascertaining the reason planer can better evaluate the options to overcome these issues and suggest remedial steps in their plans.

1.5 Rationalization of Services.

The efficient deployment of human resource is the challenge that most of the District Governments are facing. The anecdotal evidence suggests that postings of teaching and non-teaching staff, sometimes, do not reflect the need of staff in terms of total students, class rooms or of sanctioned strength. The efficient deployment of resources is only possible when administrators of the district know the ground situation with all necessary details. (The annexed table no. 1.6 & 1.7 could help to consolidate the data).

2.0 On-Going Schemes.

Before preparing the Annual Sector Plan, an essential step of planning is to know “what is going on”. Several vertical and donor driven programs are being run in the district and sometime without knowledge of concerned departments and functionaries. This situation may create duplicity and sometimes results in wastage of resources. The Annual Sector Plan provides an effective tool of consolidating all such activities in one place. Through the annexed tables (table 2.1 to 2.7) all the development activities can be encapsulated at one place.

3.0 SDSSP Schemes.

3.1 Approach

- Avoidance of Duplication
- Integrated Plan (make unit functional)

SDSSP approach is to avoid duplication of efforts and to intervene in such a way that school (unit) becomes fully functional. A functional school is a school, which meets the minimum standards of service delivery such as provision of basic facility, adequate teacher-student ratio, and involvement of community through functional SMC etc. District Governments are expected to choose and invest in schools in such a manner that after the completion of scheme school meets this minimum service standard (MSS). A checklist for this purpose is annexed (table 4.0). This checklist is to be filled for all the schools selected for SDSSP grant fund.

3.2 Community Based Organizations.

The clause c of para-4 of MoU stipulates that 15% of SDSSP conditional grant fund will be allocated through Community Based Organization in a timely manner for public-private partnership initiatives. It is also pertinent to mention that these CBOs may also include SMCs. The detailed guidelines in this regard are attached.

3.3 Poverty and Gender Targeting.

The purpose of developing such detailed ASPs is to enable the District Governments to target poverty better. The ASPs can achieve this by:

- i. giving priority to investing in schools in the poorest areas in the District and where investments have been low or non-existent
- ii. focusing on gender issues through allocating more funds to girl/ mixed schools, hiring female and facility based teachers and encouraging female participation in SMCs

3.4 Sustainability of Schemes

It has been in common experience that often schemes are designed without taking into consideration of sustainability factor. It is expected that DGs would devise a well-coordinated plan for the inclusion of key stakeholders in the planning and implementation process such as involvement of community (through SMCs, local councilors, district council's sector committees). In addition to this a close and active liaison of EDO Education office with offices of EDO F&P, W&S, and CDD is also essential.

Following points should also be taken into consideration while evaluating the schemes

- Catchment area,
- Community participation
- Sanctioned posts at the facility,
- Current Staff position (teaching / non teaching)
- Non-salary budget allocation for the facility,
- Functional SMC,

Below are the few schemes with brief background for the assistance of DGs.

3.5 Promotion of Elementary Education

Decentralized Elementary Education Project (DEEP) has been working for promotion of Elementary Education in Sindh. However the situation on ground is very alarming. At present there are about 41,000 primary schools in Sindh but only 2000 middle schools and similar number of secondary schools. This gap lavishly gives room to encourage drop out from Class-V. According to Education Department's estimates 18,977 Middle/Secondary schools are needed to accommodate all out of school population. DEEP is working for up gradation of 1200 schools, while the approximate need is 18,977 Middle level schools. In order to fill this gap District Government's are also require to prioritize their development program while using their regular development budget including SDSSP funds to accelerate this process. However, before deciding which primary school should be upgraded, following criteria should be met:

- (a) One School per union council.
- (b) Existing sufficient land adjacent to school and at least two classrooms and a verandah.
- (c) Adequate catchments area population.
- (d) Existing enrolment of class V at least 25.
- (e) SMC commitment to guarantee class six enrolments.
- (f) Preferably a girl or mixed school.

3.6 Providing Facilities to Existing Schools.

Schools can't function well until they have proper basic facilities like building, water, toilet, furniture, and teachers. SDSSP aims to rehabilitate all such schools. The "Situation Analysis" would provide the DGs the total picture of schools without having basic facilities and district government may plan a scheme for the rehabilitation of such schools (table 3.2).

3.7 Hiring Staff on Contract.

Due to ban on employment and uneven concentration of teachers at district's urban areas, shortage of teacher has become a major evil. Education Department has allowed hiring of teaching staff through SMC funds. SDSSP funds can also be utilized for hiring local school based (preferably facility based, female) teaching staff through transparent, efficient, well documented, verifiable and on-merit procedure.

3.8 Early Childhood Education (ECE).

Existing primary schools could be used to establish Early Childhood Education Centers on need basis. Under this scheme one class room with modern facilities could be added to existing primary schools. Preference should be given to those schools that already have kachi class and where other physical facilities are also available. Following criteria may be used while selecting the school:

- i) Schools already have a kachi class with an enrolment of 30.
- ii) Parents actively participate in the process.

3.9 Any Other Development Activity.

Above list of activities is not exhaustive. There are listed here as a guide for preparation of Annual Sector Plan. District Government may use any number of new initiatives as per its own strategy and priority.

4. 0 Checklists

Following checklists have been provided to ensure that proper procedures are adopted in planning process, relevant documents attached and necessary tables filled.

The first draft of ASP should be prepared and then submit to PSU-SDSSP after the detailed consultation and under the guidance of Council's Education Sector Committee but before submitting it to Budget and Development Committee (BDC) (Checklist I).

The second draft of ASP, after inclusion of all observations of PSU, would be submitted to Provincial Education Department for their views and comments. The amendments /additions in first draft of ASP, should be done in consultation with Education Sector Committee of the Council (Checklist II).

Education Sector Committee, incorporating all the observations of Provincial Education Department, would submit the ASP to (Budget and Development Committee (BDC)). The BDC would process the plan and will table the plan for Council approval. A copy of the approved ASP would be furnished to PSU-SDSSP for the purpose of release of funds (Checklist III).

4.1 Checklist I: (for District Government)

1. Section One: Situation Analysis- Brief description of district's education sector has been assessed and included in ASP (table 1.1 to 1.7 filled). **Yes/ No.**
2. Sections Two: On-going activities- ASP details all the ongoing development activities, Current years ADP, previous years ADP, Federal / Provincial grants/ donor's schemes have been listed in ASP (table 2.1 to 2.7 filled). **Yes/ No.**
3. Section Three: SDSSP proposed schemes- all the proposed schemes are as per the MoUs scope and processes (table 3.1 to 3.5 filled). **Yes/ No.**
4. All the schemes of SDSSP have been filled in the enclosed "Investment Proposal Performa". **Yes/ No.**
5. "Checklist for Unit Functional Approach" has been filled for each school **Yes/No.**
6. All the Minutes of the meeting that were held in process of formulating the plan have been attached. **Yes/ No.**
7. Abstract of the Schemes (FY 05-06) filled (Performa: ABS-II). **Yes /No.**
8. Summary Report about SDSSP schemes FY 04-05 filled (Performa: SCR (E)-I) **Yes/No.**

Signed by

Executive District Officer (Education)

4.2 Checklist II: (for Education Department)

Date ASP received in the Department: _____

Date ASP examined: _____

1. Annual Sector Plan does not violate any provincial policy or guideline. **Yes/ No.**
2. ASP reflects the provincial priority areas. **Yes/ No.**
3. ASP does not contain any scheme that pertains to un-devolved area of education sector. **Yes/ No.**
4. The objections / observations of the department (if any) have been communicated to District Government. **Yes/ No.**

In case of "No" please specify reasons (use additional sheets if required).

1. _____

2. _____

3. _____

4. _____

1. Signature: _____

2. Signature: _____

Name: _____

Name: _____

Designation: _____

Designation: _____

4.3 Checklist III: (for District Government)

1. All the steps required in Checklist I have been fulfilled. **Yes/ No.**
2. Approved ASP has accommodated all the observations of the Provincial Education Department (if any). **Yes/ No.**
3. The district resolution, approving the ASP, attached. **Yes/ No.**
4. The softcopy of ASP (computer/digital format in CD) attached. **Yes/ No.**

In case of “No” please specify reasons (use additional sheets if required).

1. _____

2. _____

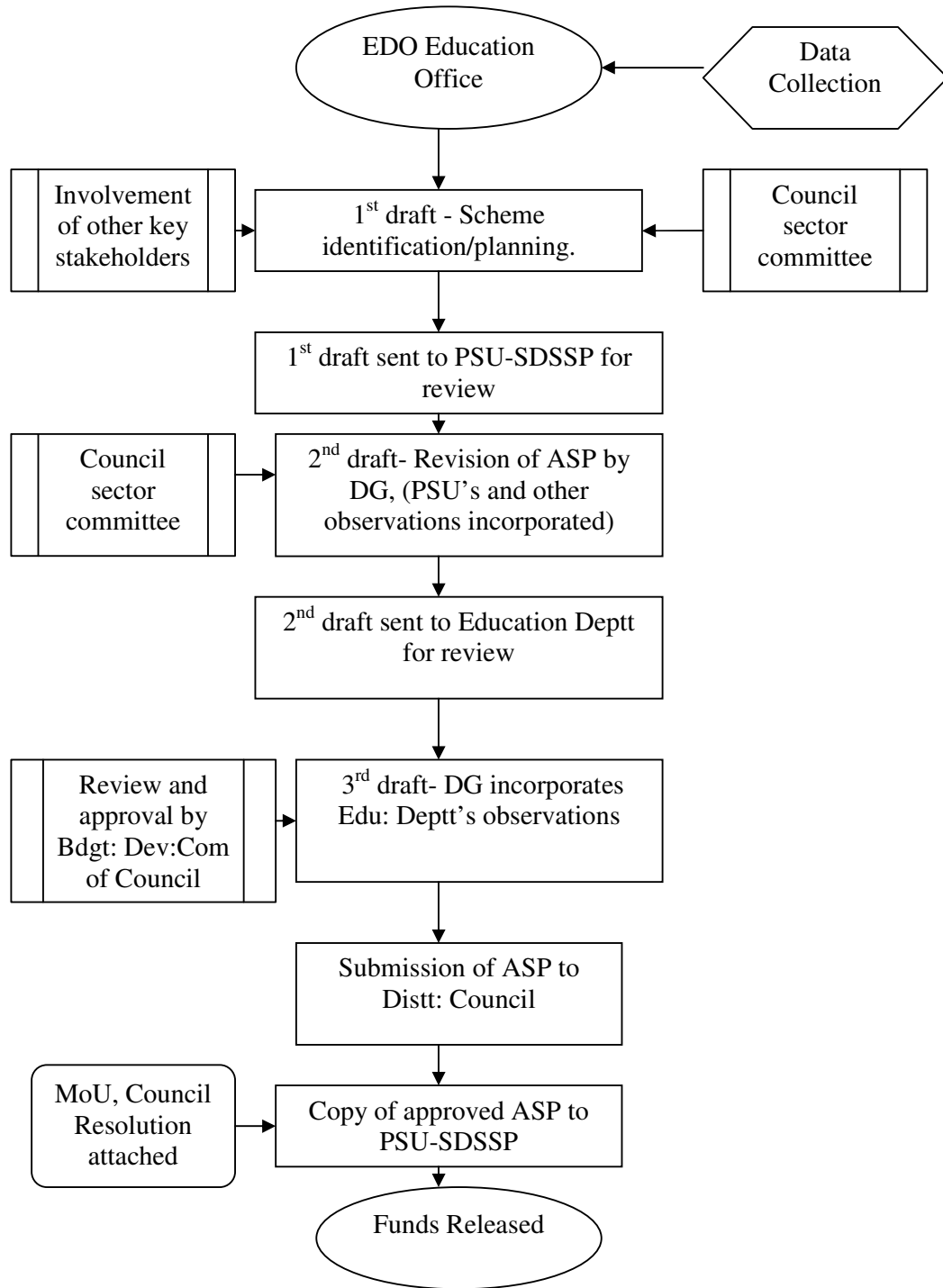
3. _____

Signed by

Executive District Officer (Education)

4.4 Flow Chart

Annual Sector Planning



5.0 Investment Proposal

- I. Name of scheme _____
- II. Commencement date of scheme: _____
- III. Completion date of scheme: _____
- IV. Provide a brief analysis of the current situation (issues/ problems/on-going efforts)
- _____
- _____
- _____
- V. Main description and objective
- _____.
- VI. Please indicate how the gender/ environmental /poverty aspects of the project have been taken into account.
- _____.
- VII. State the Need Assessment process and involvement of key stakeholders (provincial department, concerned district departments, SMC etc.)
- _____.

VIII. Scheme beneficiaries:

Age Group	Male	Female	Total

- IX. Scheme Management / Monitoring
- a. How the monitoring activity will be carried out of the schemes?
- _____.
- b. Explain the system of keeping record and reporting of information.
- _____.

X. Total Cost of the project

a.	Total Cost of the scheme	
b.	Development	
c.	Yearly Recurrent after the completion of the scheme	
i.	Salary	
ii.	Non Salary	
d.	Sources of funding of recurring cost	

XI. Staffing Details after Completion of Scheme

Sr.#	BPS	No. of Posts	Designation	Sanctioned			
				Male	Female	Male or Female	Total

XII. Proposed Progress Reporting Schedule

Sr. #	Name/details of Scheme	Date/ Frequency of Submission

XIII Scheme Preparation/Approval.

Prepared by _____ Date _____

Checked by _____ Date _____

Approved by _____ Date _____

Administrative Approval by _____ Date _____

Technical Sanction by _____ Date _____