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PART-I

SCHOOL EDUCATION DEPARTMENT

Karachi, dated the 16th December, 2016

NOTIFICATION

NO.(G-III)E&L/F&CER/3-669/16: In exercise of the powers conferred by section 30 (1) of the *Right to Free and Compulsory Education Act of 2013*, the Government of Sindh are pleased to make the following rules to provide for free and compulsory education to all children of applicable age as envisaged in Article 25-A of the Constitution of the Islamic Republic of Pakistan and other corresponding policies.

PART I PRELIMINARY

1.	(1) These Rules may be called "The Right of Free and Compulsory Education Rules, 2016". (2) They shall come into force from the date of Notification. (3) They shall extend to the whole of Sindh.	Short title and commencement.
2.	(1) In these rules, unless the context otherwise requires, - a) "Act" means the Sindh Right of Children to Free and Compulsory Education Act, 2013; b) "Age" means 5-16 years as per article 25-A and 3-5 years as per article 9 of the Sindh RTE Act, 2013 aligned of Sindh ECCE Policy 2015; the age group ECCE from 0-5 will be progressively expanded commensurate to resources; c) "chapter", "section" and "schedule" means respectively chapter, section of, and schedule to, the Act; d) "Department" means the department of Special Education; e) "ECCE" means Early Childhood Care and Education; f) "formal education" means the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training; g) "Neighbourhood" means the area near or within a walking distance of an elementary school referred to in section 8 of the Act and shall include areas of such schools in adjacent local bodies;	Definitions.

	<p>h) "Non-formal education" means the organized educational activity outside the established formal system- whether operating separately or as an important feature of some broader activity- that is intended to serve identifiable learning clientele and learning objectives;</p> <p>i) "Pupil Cumulative Record" means record of the progress of the child based on comprehensive and continuous evaluation;</p> <p>j) "SMC" means School Management Committee;</p> <p>k) "School mapping" means planning school location to overcome social barriers and geographical distance;</p> <p>l) "Universal Design " means "Universal Design" An approach to ensure that educational programs serve all students. While courses, technology, and student services are typically designed for the narrow range of characteristics of the average student, it goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive for students, parents, staff, instructors, administrators, and visitors with a great variety of characteristics. These characteristics include those related to gender, race and ethnicity, age, stature, disability, and learning style.</p> <p>(2) All references to "forms" in these Rules shall be construed as references to forms set out in Appendix- I hereto.</p>	
	<p>(3) All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.</p>	
	<p style="text-align: center;">PART II RIGHT OF CHILD TO FREE AND COMPULSORY EDUCATION</p>	
3.	<p>(1) The non-formal education Programmes shall not function in lieu of formal education, providing a means to evade the responsibility to educate all children.</p> <p>(2) Such non-formal Programmes shall be designed to function as alternate literacy bridging Programmes to facilitate formal education.</p> <p>(3) The Local Authority concerned shall raise awareness about child's right to Free and Compulsory Education.</p> <p>(4) The Government / Local Authority concerned shall form partnerships with private sector to provide counseling for children / parents to admit or cause to be admitted in schools for completion of elementary education.</p>	Free Education.
4.	<p>(1) The sub-Rules (2) and (3) of Rule 3 pertaining to non-formal education, shall act in conjunction with the rules developed by the Education and Literacy Department, the Government of Sindh, and its affiliates, as part of the Sindh Education Sector Plan for 2014-18.</p> <p>(2) The rules identified in sub-rule hereinabove shall be read as Supplementary Rules along with these Rules and shall be amended, if need be, as per these Rules.</p>	Application of Supplementary Rules.
5.	<p>(1) The Local Authority concerned shall identify all children in its jurisdiction within a period of two years from the notification of these Rules to determine out of school children and to determine areas and limits of schools.</p> <p>Explanation:- All children includes children in remote areas, out of school children, children with disabilities, children belonging to disadvantaged groups, children belonging to weaker sections.</p> <p>(2) The Local Authority concerned shall maintain a record of all children, in its jurisdiction, using child's unique identification number, from their birth till they attain the age of 16 years.</p>	

	<p>Explanation: It is mandatory, under the 1973 Constitution of Islamic Republic of Pakistan, for the parents to get their children registered within one month of their birth.</p> <p>(3) The record, referred to in sub-Rule (2) shall, in respect of every child, include</p> <ol style="list-style-type: none"> name, sex, date of birth, (Birth Certificate Number), place of birth; basic medical record i.e. blood group, immunization parents' / guardians' names, address, occupation; pre-primary school that the child attends (up-to age 5); elementary school where the child is admitted; present address of the child; class in which the child is studying (for children between age 5-16), and if education is discontinued in the territorial jurisdiction of the Local Authority, the cause of such discontinuance; whether the child belongs to the weaker section within the meaning of this Act; whether the child belongs to a disadvantaged group within the meaning of the Act; details of children requiring special facilities / residential facilities on account of migration and sparse population; age appropriate admission; disability. <p>(4) The record, referred to in sub-Rule (2), shall be maintained transparently, in the public domain.</p>	Identity of Children.
	(5) The Government / Local Authority concerned shall utilize the available resources in the private sector by forming partnerships for the purposes of sub-Rule (1) and (2).	
	<p style="text-align: center;">PART III SPECIAL PROVISIONS FOR EDUCATION</p>	
6.	<p>(1) The Head of a school referred to in sub-clause (i) and (ii) of clause (m) of section 2 of the Act shall identify children requiring special training.</p> <p>(2) The Government shall provide specially designed teaching and learning material for special training referred to in sub-Rule (1).</p> <p>(3) The special training shall be provided in classes held on the premises of the school, or in classes organized in places identified by the Local Authority concerned or the respective School Management Committee.</p> <p>(4) It shall be provided by teachers working in the school, or by teachers specially appointed for the purpose.</p> <p>(5) The duration of such trainings shall be for a minimum period of three months, which may be extended, based on periodical assessment of learning progress by the concerned teacher, for a maximum period not exceeding two years.</p> <p>(6) The Department of Special Education shall ensure that the child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to effectively integrate with the rest of the class.</p>	Special training.
	<p style="text-align: center;">PART IV DUTIES OF GOVERNMENT AND LOCAL AUTHORITY</p>	
7.	<p>(1) The Local Authority concerned shall undertake school mapping to determine the number of existing schools and ensure the establishment of required number of schools.</p> <p>(2) The areas or limits within which a school has to be established shall be as under –</p>	

	<p>h) "Non-formal education" means the organized educational activity outside the established formal system- whether operating separately or as an important feature of some broader activity- that is intended to serve identifiable learning clientele and learning objectives;</p> <p>i) "Pupil Cumulative Record" means record of the progress of the child based on comprehensive and continuous evaluation;</p> <p>j) "SMC" means School Management Committee;</p> <p>k) "School mapping" means planning school location to overcome social barriers and geographical distance;</p> <p>l) "Universal Design " means "Universal Design" An approach to ensure that educational programs serve all students. While courses, technology, and student services are typically designed for the narrow range of characteristics of the average student, it goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive for students, parents, staff, instructors, administrators, and visitors with a great variety of characteristics. These characteristics include those related to gender, race and ethnicity, age, stature, disability, and learning style.</p> <p>(2) All references to "forms" in these Rules shall be construed as references to forms set out in Appendix- I hereto.</p>	
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4.	<p>(1) The sub-Rules (2) and (3) of Rule 3 pertaining to non-formal education, shall act in conjunction with the rules developed by the Education and Literacy Department, the Government of Sindh, and its affiliates, as part of the Sindh Education Sector Plan for 2014-18.</p> <p>(2) The rules identified in sub-rule hereinabove shall be read as Supplementary Rules along with these Rules and shall be amended, if need be, as per these Rules.</p>	Application of Supplementary Rules.
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8.	<p>(1) The total annual recurring expenditure incurred by the Government, whether from its own funds, or funds provided by the Central Government or by any other authority, on elementary education in respect of all schools established, owned or controlled by it or by the local authority, divided by the total number of children enrolled in all such schools, shall be the per-child expenditure incurred by the Government.</p> <p>(2) Every school referred to in clauses (iii) and (iv) of clause (m) of section (2) shall maintain a separate bank account recommended by Government in respect of the amount received as reimbursement.</p>	Expenditure per child.
9.	<p>(1) The Government shall provide free textbooks to all children attending a school of referred to in sub-clause (i) of clause (m) of section 2.</p> <p>(2) The Department of Special Education shall develop and provide special learning and support material free of cost in collaboration with Sindh Textbook Board.</p> <p>(3) The Government / Local authority concerned shall ensure that no child is subjected to caste, class, religious or gender abuse in the school.</p> <p>(4) The Government and the Local Authority concerned shall ensure that a child belonging to a weaker section and a child belonging to disadvantaged group is not segregated or discriminated against (in any possible form) in the classroom, in the play grounds, in the use of common drinking water and toilet facilities.</p>	Free textbooks.
10.	<p>(1) The Government shall provide free pre-school education based on the Early Childhood Care and Education Policy 2015 (hereinafter 'the ECCE Policy 2015') for Sindh as per schedule-I.</p>	Free pre-school education.

	<p>(2) The Government shall establish Pre-Primary classes/sections (Early Childhood Care and Education ECCE Classes) in all Government and aided schools/alternative centers in a phased manner within three years from the date of notification of these Rules.</p> <p>(3) A unified curriculum with standards shall be developed by the Academic Authority for these classes.</p> <p>(4) As an interim arrangement, the Government shall open a new class in all schools for children aged between four (4) and five (5) years to be known as Pre-primary class.</p> <p>(5) The class shall initially be conducted by utilizing the services of existing teachers for a period of 3-5 years from the date of notification of these Rules, however, the Government may recruit, train, and equip qualified teachers progressively with initial and/or on the job certification for ECCE teaching.</p>	
	<p style="text-align: center;">PART V RESPONSIBILITIES OF PRIVATE SCHOOLS</p>	
11.	<p>(1) Private Schools shall ensure that they admit in all classes from one(1) to ten (10), children from disadvantaged groups, constituting at least ten percent (10%) of the total strength of each class.</p> <p>(2) Private Schools shall further ensure that such children as specified in sub-Rule 2 hereinabove are provided free education as defined in sub-section (f) of section 2 of the Act.</p> <p>(3) Provided if the School has Pre-primary classes as established under sub-rule (2) of Rule 6 hereinabove, ten percent (10%) of the strength of each of such Pre-primary classes shall be reserved for disadvantaged children.</p> <p>(4) Children from the disadvantaged groups and weaker sections shall apply under this reservation of ten percent (10%) seats if their annual family income is less than the minimum limit specified by the Government.</p>	Disadvantaged group in schools.

	<p>(5) Private Schools shall publically announce through newspapers/ radio/ television and other modes of electronic media the number of seats it has reserved under clause (3) of Section 3 and Section 10 of the Act.</p> <p>(6) Private Schools shall provide information on the number of seats it has reserved and which have been occupied to the Prescribed Authority and the Government.</p> <p>(7) All such schools which have admitted disadvantaged children shall ensure that they protect such children from any and all forms of</p>	
	<p>discrimination and that they do not allow for any segregation between the student populations as a whole.</p> <p>(8) All other Rules contained herein shall apply in equal measure to such schools, barring those which are specifically under the remit and control of the Government and thereby exclude such schools from their purview.</p> <p>(9) Nothing contained herein the rules or in the Act implies that Private Schools can no longer charge fees from the majority of the admitted student population as before. The Schools' obligation under the Act and these rules to provide free education is limited only to the disadvantaged children admitted to the ten percent (10%) reserved seats.</p>	
12.	<p>One of the following documents shall be deemed to be proof of age of the child for the purposes of admission in schools –</p> <p>(a) Hospital / Nurse and Midwife register record</p> <p>(b) Union Council record</p> <p>(c) Declaration through an affidavit of the age of the child by the parent or guardian</p>	Documents as age proof.
13.	<p>(1) Extended period of admission shall be six months from the date of commencement of the academic year of a school referred to in (i) and (ii) of sub-section (m) of section 2 of the Act.</p> <p>(2) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training, as determined by the head of the school.</p>	Extended period for admission.
14.	<p>(1) Every school, other than a school established, owned or controlled by the Government or Local Authority, established before the commencement of this Act shall make a self-declaration within a period of three months of the commencement of the Act, in Form-I to the concerned District Education Officer regarding its compliance or otherwise with the norms and standards prescribed in the Schedule and the following conditions:</p> <p>(a) the school is run by a society registered under the Societies Registration Act, or a public trust constituted under any law for the time being in force;</p> <p>(b) the school is not run for profit to any individual, group or association of individuals or any other persons;</p> <p>(c) the school, conforms to the values enshrined in the Constitution;</p>	Recognition of schools.

	<p>(d) the school buildings or other structures or the grounds are used only for the purposes of education and skill development;</p> <p>(e) the school is open to inspection by any officer authorized by the Government / Local Authority;</p> <p>(f) the school furnishes such reports and information as may be required by the Director of Education/District Education Officer from time to time and complies with such instructions of the Government / Local Authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school.</p> <p>(2) Every self-declaration received in Form-I shall be placed by the District Education Officer in public domain within fifteen days of its receipt.</p> <p>(3) The District Education Officer shall conduct on-site inspection of such schools which claim in Form-I to fulfill the norms and standards and the conditions mentioned in sub- rule (1) within three months of the receipt of the self-declaration.</p> <p>(4) After the inspection referred to in sub-rule (3) is carried out, the inspection report shall be placed by the District Education Officer in public domain and schools found to be conforming to the norms, standards and the conditions shall be granted recognition by the District Education Officer in Form-II within a period of 15 days from the date of inspection.</p> <p>(5) School that do not conform to the norms, standards and conditions mentioned in sub-rule (1) shall be listed by the District Education Officer through a public order to this effect, and any time within the next two and a half years, such schools may request the District Education Officer for an on-site inspection for grant of recognition.</p> <p>(6) The Directorate of Private Schools is the prescribed authority for the registration of schools referred to in sub-clause (ii), (iii), and (iv) of clause (m) of section 2 of the Act.</p>	
15.	<p>(1) Where the District Education Officer on his own motion, or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognized under Rule 14, has violated one or more of the conditions for grant of recognition or has failed to fulfill the norms and standards prescribed in the Schedule, he/she shall act in the following manner:</p>	<p>Withdrawal of recognition to schools.</p>

	<p>(a) Issue a notice to the school specifying the violations of the condition of grant of recognition and seek its explanation within one month;</p> <p>(b) In case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the District Education Officer may cause an inspection of the school, to be conducted by a Committee of two to three members comprising of educationists, civil society representatives, media, and government representatives, which shall make due inquiry and submit its Report, along with its recommendations for continuation of recognition or its withdrawal, to the District Education Officer;</p> <p>(c) The District Education Officer shall forward the Report of the Committee, along with his/her comments, to the Education and Literacy Department.</p> <p>(2) The Education and Literacy Department, shall, on the basis of the recommendations referred to in sub-rule (1) (b) convey its decision to the District Education Officer.</p>	
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	<p>(3) The District Education Officer shall, on the basis of the decision of the Education and Literacy Department, pass an order cancelling the recognition granted to the school.</p> <p>(4) The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the schools to which the children of the de-recognized schools shall be admitted.</p>	
16.	<p>(1) Schools which do not conform to the norms, standards and conditions mentioned in sub-rule (1) of Rule 14 after three years from the commencement of the Act, shall cease to function</p> <p>(2) Every school, other than a school established, owned or controlled by the Government or local authority established after the commencement of this Act shall conform to the norms and standards and conditions mentioned in sub-rule (1) in order to qualify for recognition.</p>	Norms and Standards for establishing school.
	<p style="text-align: center;">PART VI SCHOOL MANAGEMENT COMMITTEE</p>	
17.	<p>(1). General Body comprises of the following:</p> <p>(a) All the parents whose children are studying in the school.</p> <p>(b) All the teachers including the head teacher working in the school/college.</p> <p>(c) All the students of two highest grades.</p>	Composition and functions of the School Management Committee.
	<p>(2) The role and authority of the General Body shall be as follows:-</p> <p>(a) Conduct elections of Executive Committee members;</p> <p>(b) Approve the annual School Improvement Plan (SIP) which is made by Executive Committee;</p> <p>(c) Oversee implementation of the School Improvement Plan;</p> <p>(d) Mobilize parents of out-of-school children to send their children to school through application of various mobilization tools and techniques;</p> <p>(e) Find out ways and means to facilitate children's and teachers' (particularly female teachers) access to schools;</p> <p>(f) Approve the annual budget and expenditures at the Annual General Body Meeting;</p> <p>(g) Ensure that over all formal rules and regulations of SMC are strictly enforced;</p> <p>(h) The General Body shall approve the names of co-opted members;</p> <p>(i) The General Body shall approve the election schedule of the election;</p> <p>(j) Any member through Executive Committee shall request to call an Extraordinary General Body Meeting;</p> <p>(k) Organizing the General Body shall be the responsibility of Head Teacher/In-charge of School;</p> <p>(l) The notice of General Body Meeting's notice should be issued to members 15 days prior to commencing of Annual General Body Meeting or Extra Ordinary General Body Meeting;</p> <p>(m) The General Body is authorized to determine the schedule & frequency of the meetings;</p> <p>(n) General Body shall meet at least once in a year.</p>	
18.	<p>(1) Executive Committee means elected, co-opted, nominated and/or ex-officio members including the Chairperson and Secretary. Members shall not be less than seven and more than thirteen. These members shall include:</p>	

<p>(a) The parents or guardians of the students;</p> <p>(b) The Head Teacher (ex-officio);</p> <p>(c) Two elected students of highest grades;</p> <p>(d) Local capable and good citizens and school improvement partners/adopters;</p> <p>(e) The Secretary of the Executive Committee shall be head teacher/school In-charge;</p>	<p>Executive Committee.</p>																								
<p>(i) The Chairperson/Chairman shall be parent/guardian of the student studying in respective school;</p> <p>(g) There should be no blood relation or any relation between the members of the Executive Committee and especially between the cosignatories i.e. Chairperson and Secretary;</p> <p>(h) The School Management Committee may co-opt any person as a member.</p> <p>(2) Following is the proposed composition of SMCs at different levels of schools:</p> <p>a. Primary/ Middle School (3 parents/guardians, 1 head/ In-charge teacher, 2 children, 1 teacher) up to 2 co-opted members (7 or 9 members).</p> <p>b. Elementary School - (4 parents/guardians, 1 head/In-charge teacher, 2 Children, 2 teachers) up to 2 co-opted members (9 or 11 members).</p> <p>c. Secondary/Higher Secondary School - (4 parents/ guardians, 1 head/In-charge teacher, 3 Children, 3 teachers) up to 2 co-opted members (11 or 13 members).</p>	<p>SINDH EDUCATION & LITERACY DEPARTMENT</p>																								
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	<p>5) The functions of the Executive Committee:</p> <p>(a) Propose election schedule to General Body.</p> <p>(b) The Executive Committee shall meet once in two months time.</p> <p>(c) Propose the names of co-opted members to the General Body for the approval.</p> <p>(d) Monitor the general working of the school.</p> <p>(e) Prepare and recommend School Improvement Plan (SIP) and mobilize resources through philanthropists, industry, communities and local government funds. The Executive Committee is authorized by the General Body to execute the SIP under the approved rules and regulations of the Education Department.</p> <p>(f) Ensure that the prescribed governmental rules and regulations are adhered to the mark.</p> <p>(g) Monitor the utilization of the regular budgets (SMC, School specific budget, and school consolidation budget), aids and grants received from Government or any other source.</p> <p>(h) Record school assets as per guidelines of the Education Department in case of evacuation of school building.</p> <p>(i) Monitor child abuse incidents, and demonstrate zero tolerance for corporal punishment, trafficking / kidnapping and take necessary measures through community participation / negotiation to minimize such incidents. In extreme cases, register formal complaints at police stations, ombudsmen, human rights, child rights and women's commissions; at local/district/provincial level.</p> <p>(j) Coordinate and communicate with other line departments such as health, community development, social safety nets/income/education support programs for child and households, NADRA, forestry department, environment, public health for information, services and resource mobilization for school and children.</p> <p>(k) Communicate and coordinate with Civil Society Organizations, philanthropists and companies/industry, Corporate Social Responsibility (CSR) for enhancement of smc functions.</p> <p>(l) Encourage literate persons of the area to assist in students learning on voluntary basis to improve their learning outcomes.</p> <p>(m) Monitor the performance of the students, teachers/head teachers and formally inform the Education Department if their performance is not satisfactory.</p> <p>(n) Perform such other functions as may be prescribed or entrusted to it by Government or by General Body. In case of any disaster or emergency situation (floods, earth quakes etc.) the school</p>		
	<p>management committee shall be consulted through an emergency meeting for shelter/ rehabilitation work.</p> <p>(o) Forward the resignation of any Executive Committee official or member to the General Body along with recommendations.</p> <p>(6) The Executive Committee shall hold office for three academic years, which may, on a resolution of the General Body be extended for one more academic year.</p> <p>(7) The termination of membership of Executive Committee:</p> <p>(a) In case of the death of member..</p> <p>(b) In case of parent whose child ceases to be student.</p> <p>(c) Absence in three consecutive meetings without valid reason.</p> <p>(d) Inability to perform functions.</p> <p>(e) On resignation.</p> <p>(8) Powers of Chairperson. The Chairperson shall be elected by the members of Executive Committee. who shall be parent of the student studying in initial grade in the respective school.</p>		

	<p>The chairperson shall:</p> <ol style="list-style-type: none"> Advise the Secretary to convene a meeting of the SMC. Approve the agenda of a meeting. Preside over a meeting, and maintain proper decorum of the meeting. Ensure implementation of Executive Committee's decisions. Liaise with Education Department and other relevant authorities. <p>(9) Power of Secretary The Secretary shall:</p> <ol style="list-style-type: none"> Perform the functions as assigned to him by the executive committee. Maintain records of financial and non-financial documents. Support Chairperson / Chairman in correspondence on behalf of the SMC. Convene regular meetings including Annual General Body Meeting/ Extraordinary General Body Meetings as per legal requirement or directions of the Chairman. Record minutes of the meetings. Prepare and submit report to the General Body about the activities of SMC and public institutions. The Secretary of the Executive Committee shall be head teacher/ school In-charge. <p>(10) Function of Executive Committee:</p> <ol style="list-style-type: none"> The Executive Committee shall meet at least three times a year. 	<p>SINDH EDUCATION & LITERACY DEPARTMENT</p>
	<p>than the regular salaries / emoluments receiving as Head Master/Principal /Teachers.</p> <p>(4) Monitoring of SMCs:</p> <ol style="list-style-type: none"> the Education Department shall adhere a formal monitoring mechanisms through District Administration to ensure effective functioning of SMCs. Such performance shall also be shared annually with SMCs aiming to improve their performance. The performance shall be shared in Annual General Meeting. <p>(5) School Management Accounts and Audit:</p> <p>Executive Committee through its secretary shall present the annual expenditure at the Annual General Body Meeting for approval. The SMC Accounts shall be maintained as per rule 19(1)(a) and shall be audited by the Government.</p>	<p>SINDH EDUCATION & LITERACY DEPARTMENT</p>
	<p style="text-align: center;">PART VII TERMS AND CONDITIONS OF SERVICE OF TEACHERS</p>	
20.	<ol style="list-style-type: none"> The Education and Literacy Department, shall lay down the minimum qualifications for persons to be eligible for appointment as a teacher in an elementary school in Schedule-I. The minimum qualifications laid down in the Service Rules referred to in sub-Rule shall be applicable for every school referred to in the Act. 	<p>Minimum Qualification of Teachers.</p>
21.	<ol style="list-style-type: none"> The Government shall estimate the teacher requirement as per the norms and standards set out in section 15 of the Act ibid all schools within the province, within six months from the notification of these Rules. Where a District/Taluqa does not have adequate institutions offering courses or training in teacher education, or persons possessing minimum qualifications as laid down by the Education & Literacy Department, the school shall request, within one year of the notification of these rules, the Government for relaxation of the prescribed minimum qualifications along with request or plan for specific teacher education programme(s) to support up gradation of qualification. 	<p>Relaxation of minimum qualification.</p>

	(3) On receipt of the request referred to in sub-Rule (2), the Government shall examine the request and may relax the minimum qualifications by way of a Notification.	
	<p>(4) The Notification referred to in sub-Rule (3) shall specify the nature of relaxation and the time period, not exceeding two years, but not beyond five years from the notification of these Rules.</p> <p>(5) After six months after the commencement of the Act, no appointment of teacher for any school shall be made in respect of any person not possessing the minimum qualifications.</p> <p>(6) A person appointed as a teacher within six months of the commencement of the Act, shall possess at least the academic qualifications not lower than Second Class Bachelors (14 years of Education) or equivalent.</p> <p>(7) A person appointed as a teacher shall take Induction Training of 1-2 months offered through PITE / Teacher Training Institutions recognized by Government.</p>	
22.	<p>(1) The Government shall provide adequate teacher education facilities to ensure that all teachers in schools referred to in sub-clause (i), (ii), (iii) of clause (m) of section 2 of the Act who do not possess the minimum qualifications laid down under sub-rule (2) of Rule 15 at the time of commencement of the Act, to acquire such minimum qualifications within a period of five years from the commencement of the Act.</p> <p>(2) For a teacher, of a school referred to in sub-clause (iv) of clause (m) of Section 2 of the Act, who does not possess the minimum qualifications laid down under sub-rule (2) of Rule 15 at the time of commencement of the Act, the management of such school shall enable such teacher to acquire such minimum qualifications within a period of five years from the commencement of the Act.</p>	Acquiring minimum qualifications by teachers.
23.	<p>(1) The Government or the local authority, as the case may be, shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers.</p> <p>(2) Terms and conditions :- The scales of pay and allowances, medical facilities, pension, gratuity, provident fund, and other prescribed benefits of teachers, including those employed for the purpose of imparting special training, shall be that of regular teachers, and at par for similar work and experience.</p>	Terms and conditions of service School teachers.
24.	<p>(1) In addition to the functions specified in sub-clauses (a) to (i) of clause (1) of section 18, a teacher shall perform the following duties assigned to him or her, without interfering with regular teaching:</p> <p>(a) participation in continuing professional development and counseling Programmes;</p>	Additional duties/ functions of teachers.
	<p>(b) participation in curriculum formulation, and the development of syllabi, training modules text book development, policy reviews;</p> <p>(c) participation in citizenship, life skills based education for extending soft skills to students/learners for effective societal integration, and</p> <p>(d) any other duty as shall be assigned by the Government from time to time.</p> <p>(2) A teacher shall maintain a file containing the Pupil Cumulative Record for every child which shall be the basis for awarding the certificate for completion of elementary education.</p>	

25.	<p>(1) Sanctioned strength of teachers in a school shall be notified by the Government or the local authority, as the case may be, within a period of three months of the date of appointment.</p> <p>Provided that the Government or the local authority, as the case may be, shall, within three months of such Notification, redeploy teachers of schools having strength in excess of the sanctioned strength prior to the Notification referred to in sub-Rule (1).</p> <p>(2) If any person/official of the Government or the local authority violates the provisions of sub-clause (2) of section 19, he or she shall personally be liable for disciplinary action.</p>	Maintaining Pupil-Teacher Ratio in each school.
26.	<p>(1) The Certificate of completion of elementary education shall be issued at the school level within one month of the completion of elementary education.</p> <p>(2) The Certificate referred to in sub-rule (1) shall—</p> <p>(a) Certify that the child has completed all courses of study;</p> <p>(b) Contain the Pupil Cumulative Record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include debates, literature, culture, sports</p>	Award of completion certificate.
PART VIII PROTECTION OF RIGHT OF CHILDREN		
27.	<p>(1) The Government or the Local Authority concerned, as the case may be, shall set up a child help line, accessible by SMS, telephone and letter, which shall act as the forum for aggrieved child/guardian to register complaint regarding violation of rights under the Act. but it shall secret.</p>	Manner of furnishing complaints before the Commission for Protection of Child Rights.

	<p>(2) All complaints to the helpline shall be monitored through a transparent 'alert and action' online mechanism by the Government or the Local Authority concerned, as the case may be.</p>	
28.	<p>(1) The Education Advisory Council shall consist of a Chairperson and eight Members.</p> <p>(2) The Minister in-charge of the Ministry/Department of School Education in the Government shall be the Chairperson of the Council.</p> <p>(3) Members of the Council, shall be appointed by the Government from amongst persons having knowledge and practical experience in the field of elementary education and child care and development, as under</p> <p>(a) Four members shall be from amongst persons having specialized knowledge in the fields of pre-primary to Higher Secondary education;</p> <p>(b) one member should be from amongst persons belonging to Schedule casts and Minorities;</p> <p>(c) one member should be from amongst persons having specialized knowledge and practical experience of education of children with special needs;</p> <p>(d) two members should be from amongst persons having specialized knowledge and practical experience in the field of teacher education</p> <p>(e) one third of all such members shall be from amongst women</p> <p>Functions of the Education Advisory Council:</p> <p>(1) The Education Advisory Council shall perform the following functions in an advisory capacity:</p>	Constitution of the Education Advisory Council.

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| | <ul style="list-style-type: none"> (a) advise the Appropriate Government on the implementation of the provisions of the Act in an effective manner; (b) assess the levels of school education and analyze survey reports on student attainments; (c) review compliance with norms and standards as specified in the Act; (d) commission studies and research for the effective implementation of the Act; and (e) act as an interface between the public, the media and the Appropriate Government in creating awareness, mobilization, and a positive environment for the implementation of the Act. | |
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	<p>(2) The Council shall prepare reports relating to the reviews, studies and research undertaken by it and furnish the same to the Government.</p>	
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	<p>(3) The Education Advisory Council may invite representatives of other departments / organizations as required.</p>	
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	<p>(4) The Elementary & Secondary Education shall provide logistic support for meetings of the Education Advisory Council and its other functions.</p>	
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Meetings of the Education Advisory Council:

	<p>(1) The procedure for transaction of Business of the Council shall be as under.</p>	
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| | <ul style="list-style-type: none"> a) The Council shall meet regularly at such times as the Chairperson thinks appropriate but at least bi-annually; b) The meeting of the Council shall be presided by the Chairperson. If for any reason the Chairperson is unable to attend the meeting of the Council, he may nominate a member of the Council to preside over such meeting. c) Quorum of the meeting of the Council shall be considered complete if at least 50% of its members are present. | |
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	<p>(2) The terms and conditions for appointment of Members of the Council shall be as under:</p>	
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| | <ul style="list-style-type: none"> a) Every member shall hold office as such for a term of three years from the date on which he assumes office. Provided that no member shall hold office more than two terms; b) The member shall be removed from his office by an order of the Government on the ground of proved misbehavior or incapacity, or on the happening of any one or more of the following events. <ul style="list-style-type: none"> i. Is adjudged an insolvent; or ii. Refuses to act or become incapable of acting; or iii. Is of unsound mind and stands so declared by a competent Court; or iv. Has so abused his office as to render his continuance in office detrimental to the public interest or v. Is convicted for an offence by a competent Court; or vi. Is without obtaining leave of absence from the Council, absent from four consecutive meetings of the Council | |
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	<p>(c) No Member shall be removed from his office without being given an adequate opportunity of being heard.</p>	
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	<p>(d) If vacancy occurs in the office of Members, whether by reason of his death, resignation or otherwise, such vacancy</p>	
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	<p>shall be filled within a period of 120 days by making a fresh appointment in accordance with the provisions of sub-rule (2).</p> <p>(e) Members of the Council shall be entitled to reimbursement of travelling and daily allowances for official tours and journeys in accordance with the orders issued by the Government in relation to non-official members of the Committees and Commissions and such like categories of persons.</p>	
	<p style="text-align: center;">PART IX ESTABLISHMENT OF SINDH RIGHT TO EDUCATION SECRETARIAT</p>	SINDH EDUCATION & LITERACY DEPARTMENT
29.	<p>(1) the Government shall establish a dedicated Secretariat for the implementation of the Act.</p> <p>(2) The Secretariat shall perform the following functions:</p> <ol style="list-style-type: none"> Mapping Out-of School children in all districts of Sindh. This could be done in cooperation with districts administration. This data needs to be based preferably on UC level to serve as cornerstone for all future planning. This is very critical task assigned under this Act. And ELD will provide for necessary human and financial resources to undertake this exercise. Providing an overall situation analysis of availability of present infrastructure using available data from school side, SEF and other non-government organizations. Develop a system of continuous monitoring through comprehensive quarterly appraisal of each district against a well-defined performance management framework catering all aspects of this Act. Tracking students in schools to pre-empt drop-out Ensuring that regional directorates fully comply with requirements entrusted to government under this Act. 	
30.	<p>(1) The Government shall set up, through notification, a Steering Committee with representation from all the relevant wings of the Education and Literacy Department.</p> <p>(2) The Secretariat, established under sub-rule (1) of Rule (29) shall submit a quarterly progress report to the Steering Committee.</p>	

(DR. FAZLULLAH PECHUHQ)
SECRETARY TO GOVT. OF SINDH

Karachi, dated the 9th December, 2016

NO.SO(G-I)E&L/F&CER/3-668/16: In exercise of the powers conferred by section 13 of the Sindh School Education Standards and Curriculum Act of 2015, the Government of Sindh are pleased to make the following rules for maintenance of school education standards and supervision of curriculum, textbooks and assessment processes for improving quality of education from early years to grade twelve in the province of Sindh.

PART- I GENERAL PROVISIONS

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| 1. | (1) These rules may be called the Sindh School Education Standards and Curriculum Rules 2016. | Short title and commencement. |
| | (2) They shall apply to all concerned agencies (both public sector and private sector) working for improving the quality of education from early years to grade twelve in the Province of Sindh. | |
| | (3) It shall come into force at once. | |

In these rules, unless there is anything repugnant in the subject or context:

Definitions.

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| 2. | (a) "Act" means Sindh School Education Standards and Curriculum Act of 2015; |
| | (b) "CIF" means Curriculum Implementation Framework notified by the Government; |
| | (c) "early education" means pre-primary starting at age of 4 years; |
| | (d) "education governance" means anything that contributes to the performance, effectiveness or accountability of educational activities |
| | (e) "implementing agencies" means Sindh Textbook board, Directorate of curriculum, assessment, and research, Provincial institute of teacher education, Sindh teacher education development authority. |
| | (e) "implementation plan" means Plan notified by the Government for implementation of Policy on Textbook and Learning Material. |
| | (f) "policy on textbook and learning material" means Textbook and Learning Material (Development, Certification, Distribution) notified by the Government. |
| | (g) "federating unit" means a political entity characterized by a union of partially self-governing states or regions under a central (federal) government. |
| | (h) "21 century learning skills" means core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world. |

PART- II ESTABLISHMENT OF SINDH CURRICULUM WING

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| 1. | The organizational structure of Sindh Curriculum Wing shall be governed by the Framework (vision, mission, principles, objectives, functions, and required human and financial resources) for Sindh Curriculum Wing. | Sindh Curriculum Wing. |
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3. (2). The Sindh Curriculum Wing of the Education and Literacy Department shall ensure collaboration among the agencies and institutions responsible for achieving the purposes of the Act.

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- (3). The Education and Literacy Department shall recruit staff for the curriculum wing in accordance with recruitment rules. schedule one

PART- III. CURRICULUM, TEXTBOOK, LEARNING MATERIAL, AND ASSESSMENT POLICIES

- (1). Policy design and details relating to Curriculum, Textbook and Learning Material, and Assessment shall be guided by Rule 5 in consultation with implementing agencies.

Policies on
Curriculum.

- (2). Curriculum Wing of Education and Literacy Department shall ensure coherence with other socio-economic Policies and Acts of the Government effecting school education.

4. (3). Curriculum Wing of Education and Literacy Department shall establish and maintain networks and linkages with all federating units, national bodies, councils, and organizations for national cohesion and harmony.

- (4). The development, certification, and distribution of teaching and learning material shall be interpreted in light of the Sindh Policy on Textbooks and Learning Material and the Implementation Plan. schedule two

PART IV. EDUCATION STANDARDS

- (1). Education Standards shall define the required knowledge, skills, and values that students shall acquire during their education from early years to grade twelve so that they are able to seek certificate for joining post-secondary education institutions'

Education
Standards.

5. (2). The Education and Literacy Department shall develop quality standards for achieving the purposes of sub-Rule (1) of Rule 5.

- (3). The Education and Literacy Department shall notify the overall School Education Standards for the attainment of 21st Century learning skills as outlined but not limited to in schedule I.

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- (4). Curriculum Wing of Education and Literacy Department shall develop Standard Operating Procedures (SOPs) for the purposes of sub-clauses (d), (e), and (f) in consultation with key stakeholders.

PART V. RESEARCH AND DEVELOPMENT

- (1). Curriculum Wing of Education and Literacy Department shall support the Directorate of Curriculum, Assessment, and Research in establishing and maintaining networks and linkages with relevant organizations both in public and private sector for learning from each other's best practices.

Guidelines for
Research and
Development

6. (2). The Directorate of Curriculum, Assessment, and Research shall disseminate the findings of the research studies to all stakeholders in a timely manner for improving curriculum, teaching and learning and assessment.

PART VI. RE-STRUCTURING OF THE EXISTING BUREAU OF CURRICULUM & EXTENTION WING

- (1). The Government shall notify the existing Bureau of Curriculum and Extension Wing as Directorate of Curriculum, Assessment, and Research based on detailed proposal.

Re-structuring
of Bureau of
Curriculum and
Extension
Wing.

- (2). The Government shall develop an institutional plan for Strengthening of Directorate of Curriculum, Assessment, and Research.

7.

(3). The Directorate of Curriculum, Assessment, and Research shall develop quality assurance processes to:

- a) support and improve teaching and learning;
- b) support and improve assessment practices for improving learning;
- c) encourage/infuse research for improving curriculum, learning material, assessment and overall teaching and learning processes;

(4). The Provincial Education Assessment Centre (PEACE) of Directorate of Curriculum, Assessment, and Research shall be re-strengthened to:

- a) provide evidence of learning in context;
- b) classify the performance of school and districts fairly;
- c) indicate achievement compared to national and international performance.

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The Directorate of Curriculum, Assessment, and Research shall adhere to the following, when appropriate, in developing the enhanced school education curriculum. It shall be:

Curriculum
Development
and
Implementation

- a. learner-centered, inclusive and developmentally appropriate;
 - b. relevant, responsive and research-based;
 - c. gender and culturally -sensitive;
 - d. contextualized and global;
 - e. constructive, inquiry-based, reflective, collaborative
 - f. and integrative (pedagogical approaches);
- 8.
- g. The curriculum shall promote national and social cohesion, pluralistic values, democratic understanding, social justice, civic sense for making students responsible global citizens;
 - h. The curriculum shall adhere to the principles of tolerance, morality, diversity, interfaith harmony, and peaceful co-existence; and
 - i. The curriculum shall use a spiral progression approach to ensure mastery of knowledge and skills after each level.

PART VII.

IMPLEMENTATION OF TEACHER EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT

9. (1). Sindh Teacher Education and Development Authority shall certify, accredit, and ensure the quality of all Teacher Education and Development programmes according to the Sindh Teacher Education and Development Authority Act of 2012.

Implementation
of Teacher
Education and
Development
Programmes.

(2). The Provincial Institute for Teacher Education shall implement all the Teacher Education and Development Programmes (Pre-Service and In-Service) by:

- a) Preparing teacher education and other programmes based on government's policies and plans, needs assessment of the educators and performance of teachers by involving all stakeholders;
- b) Submitting programmes to STEDA for approval which has been established as part of Sindh Teacher Education and Development Authority Act of 2012;
- c) Designing programme on pilot basis; monitor and evaluate refine and scale up the programmes;
- d) Offering programmes that reach target groups at school or cluster level;
- e) Mobilizing resources for the programmes;
- f) Facilitating programmes for the development of relevant support material for programmes; and
- g) Supporting improvement of teachers' continuing professional education for enhancing their professional practices.

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(2). Provincial Institute for Teacher Education shall be responsible for academic supervision of all Teacher Education Institutions in Sindh by:

- a) Reviewing the existing teacher education and other programmes/courses and resource material;
- b) Rationalizing roles and responsibilities of Teacher Education Institution; Supporting; Teacher Education Institutions in preparing their work plans / calendars;
- c) Initiating the Leadership and Management Courses offered by recognized institutions for Teachers, Principals and Heads of Teacher Education Institutions so that effective management skills are developed;
- d) Follow up and supervise the delivery of programmes in the field; and
- e) Assess and evaluate the performance of the Teacher Education Institution faculty for their further capacity building in terms

of professional knowledge and skills.

(3). Provincial Institute for Teacher Education shall thrive as dynamic entity for achieving its vision as envisaged by the Education and Literacy Department, Government of Sindh.

(4). The existing Additional Director Teacher Education Institutes shall be re-designated as Director Teacher Education Institution. All Teacher Education Institutions shall report to Director Teacher Education Institutes for management purpose.

(5). Teacher Education Institutions shall work under the Administrative Control of Education and Literacy Department to ensure optimal and timely implementation of Government's policies and plans.

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PART- VIII.
MONITORING EVALUATION, REVIEW,
AND REPORTING

10. (1). The Directorate of Curriculum, Assessment, and Research shall monitor and conduct a review in collaboration with an active involvement of Directorate of School Education and submit a mandatory report to the Curriculum Wing on the status of implementation of the Act.
- (2) The report shall include among others, the following:
- a) Quality of education (from early years to grade twelve) Teaching and learning processes in the schools.
 - b) High and low performing Schools
 - c) Contributing factors for high and low performance of schools
 - d) Lessons learnt / good practices
- (3). Directorate of Curriculum, Assessment, and Research shall submit the report, specified in sub-rule (1) of rule 9. on annual basis.
- (4). Directorate of Curriculum, Assessment, and Research, in collaboration with Directorate of Monitoring and Evaluation, shall develop evaluation tools for the Directorate of School Education.
- (5). Directorate of Curriculum, Assessment, and Research shall develop resource material for training the Directorate of School Education in the utilization of these resources for the purposes of sub-rule 1.
- (6). The Curriculum Wing of Education and Literacy Department shall disseminate the findings to all relevant stakeholders in a timely manner for informed decision making.

**Evaluation,
Review, and
Reporting.**

- c) Handle all the administrative requisites of the Council;
 - d) Index and keep all records used and referenced by the Council;
 - e) Form subject based committee to review curriculum, textbooks and learning material; and
 - f) Perform all other functions as may be deemed necessary by the Council.
- (j). The decision of the Sindh Curriculum Council shall be mandatory.

PART- XI.

LEARNING ENVIRONMENT

13. (1). The Education and Literacy Department shall make sustainable efforts for the provision of a learning environment in schools (structures, physical facilities, tools, and support systems that organize the condition in which students learn best) that:

**Conducive
learning
environment.**

- a) creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skills:(?)
 - b) supports professional learning that enable educators to collaborate, share best practices, and integrate 21st century skills with classroom practice;
 - c) enables students to learn relevant, real world contexts (e.g., through project-based or other applied work);
 - d) allows equitable access to quality learning tools, technologies, and resources e) provide safe school environment for group, team, and individual learning;
 - f) supports expanded community and private sector's involvement in learning
- (2). School Health Education and School Safety shall be infused within the curricula and learning materials with focus on improving school environment.

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PART -XII.

EDUCATION GOVERNANCE

14. (1) The Curriculum Wing of Education and Literacy Department shall be as under:-

**Education
Governance.**

- a) Collective participation – involves collective participation of all key stakeholders (managers/ administrators, principals, parents, teachers, community) in schools management and performance;

increasing/maintaining school enrolment and meaningful involvement of community in school improvement.

PART- XIII

FINAL PROVISIONS

15. Pursuant to clauses 1, 5, and 9 of Section 3 and clause 1 of Section 4 of the Act, the initial funding for the operationalization of the Act shall be charged against the current appropriations of the Education and Literacy Department. Thereafter, such sums which shall be necessary for the continued implementation of school education programmes included in the Sindh Education Sector Plan. 17. **Implementing Details.** The Education and Literacy Department may issue such policies and guidelines as may be necessary to further implement these Rules.

Appropriations.

16. Amendments to these Rules shall be promulgated by the Government.

Amendment.

(DR. FAZLULLAH PECHUHO)
SECRETARY TO GOVT. OF SINDH

- b) Accountability - ensures that the use of public funds is appropriate and in the best interests of students;
- c) Transparency - enhances the efficiency, effectiveness and overall performance of administrative management, which are crucial to the continuous development of the school; and
- d) Integrity - boosts the confidence of parents and the public in the school.

(2). Human Resource Development Policy for Directorate of School Education (DSE) shall be developed by the Education and Literacy Department.

(3). District Education Officers and other education administrators shall be trained in Financial Management, Educational Planning, Management, Leadership and Social Mobilization skills.

(4). Education planners and decision makers shall be trained in the use and analysis of educational statistics to develop the practice of information-based decision making and planning.

(5). Curriculum Wing of Education and Literacy Department shall develop a mechanism for strong coordination among the different agencies to ensure harmony between different sub-sectors of education, training and learning.

(6). Decentralisation shall be pursued at each level of education governance to move decision making closer to the point of implementation and shall eventually move to the school level, which shall become the basic unit for planning, including school based budgeting.

(7). Decentralisation shall focus on delegation of educational functions and not merely that on delegation of administrative powers.

(8). The Government shall develop a framework/system for donor harmonization and improved coordination to avoid overlapping and duplication of efforts and resources.

(9). School Management Committees (SMCs) shall be strengthened through involvement of students, teachers, educationists, parents and society.

(10). Government shall move from financial audit to performance and output based audit system for SMCs.

(11). Head Teachers shall be trained in social mobilization for

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