The Sindh Education Sector Reform Project (SESRP), which Aims to Raise Educational Standards, Involves Primary Schools in Pakistan's Hyderabad Region

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Abstract

The paper's main goal is to analyse the Sindh school education sector reform project critically using it as a case study. Additionally, it looks for gaps in improving access to new leadership through education as a policy instrument for change management. Additionally, the paper offers suggestions on how to strengthen the suggested plan in the general good. The study concludes that the best investment in the developing world will be made in improving quality education with new leadership for all, so plans, policies, and programs must be cantered on providing incentives for educational access in order to promote sustainable economic growth and development.

Keywords: School education system; literacy challenges; opportunities; quality education; leadership management; Sindh education sector reform project (SESRP).

JEL Classification: M1, M10, M20

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1.   Introduction

Article 26 of the Universal Declaration of Human Rights declares that the right to an education is a fundamental one. The right to education is upheld by both Article 25-A of the Pakistani Constitution and the 1948 United Nations Declaration of Human Rights. (F. Gresham 2015). Assertion 25-A placed in the constitution in 2010 requires the Pakistani government "to all students aged five to sixteen, free and mandatory education years in a manner that the law may specify. (Miyazaki et al., 2018) The United Nations member states' adoption of the Sustainable Development Goals (SDGs) on September 25, 2015, take it a step further

by emphasizing the value of high-quality education. (Daly, E. 2020). There are enormous challenges for Pakistan in the field of education. (Hussain et al., 2021). Years of neglecting the education sector in the form of insufficient funding, poor governance, and capacity have resulted in low enrolment, an insufficient number of schools, inadequate facilities in schools, a high dropout rate, a shortage of and incompetent teachers, etc. 39 million children in Pakistan between the ages of 5 and 16 who are not in school provide a difficulty, and it is predicted that another 2 million children are born each year. Pakistan, a developing nation with the sixth-largest population in the world and 60% of its people being under 25, urgently needs a high-quality, fair education system that is broadly accessible.

Although the National Education Policy of 2009 proposed spending 7 percent of GDP on education, Pakistan presently spends only about 2.2 percent of its Gross Domestic Product (GDP) on education, compared to the minimum mandated target of 4 percent. Provincial governments have been devolving authority to a greater extent since the 18th amendment, although they have not made much progress in the area of education. The mismatch between Pakistan's educational policies, data, and budgetary allocations has been one of the key causes of the country's delayed improvement in the quality of education. Panjwani and Chaudhary (2022). A good and long-lasting educational development will not be possible as long as these three educational change pillars are not integrated Rinda and Shah (2019). The education sector was therefore chosen to carry out (SESRP) study.

According to four key aims, this study seeks to close this gap and offers the most sensible advice.

• To explore initiatives taken by newly appointed school leaders to improve education quality.
• To explore, the experiences of teachers regarding the quality of education.

2.   Literature Review

A mature and forward-thinking civilization needs education because it gives people and there's societies the opportunity for use their creative and productive potential. It always contributes to the great democracy, harmony, as well as for Tolerance, stability, and peace via promoting socioeconomic growth to lessen societal inequality and poverty. Slow progress is being made in achieving quality, obligatory education.

Pakistan has significant obstacles to overcome in order to achieve SDG-4. More than 22.6 million children between the ages of 5 and 16 are not in school, and the adult literacy rate is 57%. There is significant gender, social, and geographic differences in access and quality, and there are insufficient numbers, levels of training, and qualifications for instructors. Poor conditions prevail in schools, and universal access to early childhood education (ECE) is not guaranteed. Budgetary restrictions, poor governance, poverty, instability, and frequent

natural disasters are further barriers to education. At the previous, system of education lacked the fundamental framework by establishing goals therefore assessing initiatives to raise the quality of education due to the absenteeism of clearly defined and widely accepted minimum national criteria for quality education at the national level. In 14 districts of the province, as of December 2012, there were 1216 government schools.

The government are currently collaborating with the school leaders for make sure the all schools have the required resources with faculty. 223,075 students took the student successfully achievement test for the academic year 2013–2014, which was given in grades 5 and 8 in every school in Sindh. The outcomes are expected to be crucial in planning for teacher management. The International Development Association (IDA) has granted a USD 400 million credit to the World Bank, which it uses to support the Sindh Education Sector Reform Project financially and technically. with payments conditioned on the achievement of predetermined performance objectives. The project includes a $7 million technical support component that pays for the crucial capacity-building requirements. (UNICEF 2004).

2.1   The challenge

The School Education and Literacy Department of the Sindh government recognised the importance of school administrators in fostering academic growth and the production of top-notch human capital. In an effort to raise the province's minimum educational standards, the government of Sindh has started the (SESRP). for strengthen standards of education, for this goal achievement the Sindh Education & Literacy Department was appointed 957 Head Teachers (BPS-17) in public schools. As for as SESRP was new project that has only been partially implemented, but because it aims to change established procedures, it poses a challenge for Pakistan's education system.

2.2   Significance of Study

Through school leaders, this programme seeks to improve system governance and accountability (head Masters). To increase educational standards, the Sindh government has also put in place a MIS, and HRM system, and a budget management system. In 2020, Matcha et al. Still, there is a dearth of study on school leaders' participation in Pakistan's change management process, notably in Sindh province. 2017 (Bank of England) Numerous implementation problems could arise, as was already mentioned. For instance, the current study seeks to examine and learn more about the influence of change agents on the standard of education.

3.   Research Methodology

The outcome of the research is significantly influenced by the methodology chosen. A quantitative study is most appropriate for the type of research if statistical data is gathered and analysed for it using tools for mathematical modelling (such as SPSS) (Denzin et al., 2006). In this case, a qualitative research approach would help in gathering and analysing respondent information and illustrations of the empirical materials used. Included in qualitative research are case studies, personal experience, introspective, life narrative, interviews, observational, historical, interactive, and visual texts to convey common and difficult occurrences and meanings in people's lives (Aspers & Corte ,2019) This study primarily examines the current implementation of (SESRP) and how it affects education in Sindh because it does not call for quantitative data, such as estimations, precise outcomes, statistics, or any other quantifiable features. Hyderabad, the country's second-largest city, and all of its surrounding areas were covered.

4.   Data Gathering & data Analysis

Among the many strategies accessible to support the current research, One of the primary methods of gathering data for the study is through interview approaches. Since it offers deeper understanding of the study question, enables researchers to obtain responses, and helps the researcher to obtain additional information from the interviewees that may be useful in subsequent writing, a judgmental -structured interview method is also used.

The semi-structured interviews used for this study were conducted at a variety of Pakistani schools in the Hyderabad region, Headmasters and authorities at the level of school instructors were interviewed in September of 2021.The study did not contain any elements that were dependent on subjective interpretations. All responders were made aware of their right to privacy as well as their personal information, which included names and identification numbers. discussions and interview data were used to gather information that is a perfect reflection of the actual scenario. For doing data analysis, themes and sub-themes were created. English, Sindhi, and Urdu were the three languages used for the in-person interviews. The data came after the interviews. Data collect from the interviews were transcribed after several consecutive interviews (by way of dictation).

Table 1
The interviewed participants

School case	Tando Allahyar	Badin	Matyari	Tando Muhammad khan	Jamshoro	Hyderabad
Gender	M/F	M/F	M/F	M/F	M/F	M/F
Designation in the school	Middle level Mgt (HM) Or (ST) 1	Middle level Mgt (HM) Or (ST) 1	Middle level Mgt (HM) Or (ST) 2	Middle level Mgt (HM) Or (ST) 3	Middle level Mgt (HM) Or (ST) 1	Middle level Mgt (HM) Or (ST) 5
Experience# of years)	04 to 04 Considering that this research was based on a **SESRP** project				Responded# 13	

4.1 Results of data analysis using themes

The key steps implemented by SESRP leaders to promote quality of education including building teams, time punctuality, personal examples, academic reform learning by doing, extracurricular activities, and charity, according to empirical findings of the theme analysis.

4.2 SESRP's conception or implementation in practise
• How do HMs see the education sector's implementation of SESRP?
• What kind of resistance, if any, do you encounter while starting and implementing SESRP inside and outside of schools?

4.3 SESRP's level and methods of implementation
• Which SESRP implementation strategy is employed in the education sector?
• How involved are stakeholders in the sector of education?

4.4 Information gathering and decision-making
• Do you think joining Global Communication will help education gain a global reputation?
• Would you like to add something this conversation that might be pertinent Is there anything else?

4.5   Opportunities and challenges

•   Are there any barriers to SESRP operations on the basis of culture or economy?
•   Do you have any other SESRP recommendations?

Figure 1: shows the theme

4.6   Quality Education

Being in line with ensuring quality education is another goal of SESRP in the educational sector. The Sindh government has plans in the SESRP to improve educational infrastructure, hire more skilled instructors, and promote inclusive education. According to the SESRP director, "Because the quality of government schools was not increasing, the SESRP model was implemented. Large teacher absences and a shortage of instructors for specialised subjects" the independence of schools by SESRP provides an excellent opportunity to guarantee quality Allais (2009). Despite all the fact that Primary schools give the important impression of having a higher level of quality owing to accountability, the diverse approaches to school management have resulted in a significant variance in quality. Some Primary schools perform remarkably well, while others perform averagely. Alcón (2016). This distinction has become apparent because some groups operate schools with comparative advantages (Ronfeldt et al., 2015). Less inclusivity and larger disparities in quality are caused by inadequate rules, increased competition, and standardised assessments in SESRP projects. More segregation and less collaboration are further exacerbated by present educational practises and segregated quality assurance processes (Lubienski, 2003). Many parents believe that as education becomes more commercialised and infused with economic ideals, its moral and ethical component is vanishing day by day.

4.7   The Road to Quality Education

All the national education policies and provincial/area education sector strategies share the common goal of providing high-quality education (ESPs). Access, quality, and governance are the main priorities of all provincial and area ESPs, with differing emphasis on each of these.(Iqbal et al., 2015). The SDG-4 is generally closely matched with the ESPs of Punjab, Sindh, and Balochistan, including those that address access, quality, and governance. Gilgit Baltistan (GB), the Federally Administered Tribal Areas (FATA), and the Islamabad Capital Territory (ICT) ESPs display a considerable amount of alignment (UNESCO, 2017 According to the NEP (2009), By establishing criteria for educational inputs, procedures, and outputs as well as institutionalizing the process of 15 levels of monitoring and evaluation, the quality of education provided at government-owned institutions must be raised (Igbaekemen & Odivwri, 2015).

Quality Assurance in Education has received considerable consideration in the NEP (2009), which includes a specific chapter on quality and its components in the education sector. The six fundamental elements that make up the majority of the policy are highlighted. (Ahmad et al., 2014). These include the curriculum, textbooks, exams, professors, the setting in which students learn, and the applicability of education to real-world situations and the job market (Alcón, 2016)   The most important actions need to be taken in order to improve instructional materials and pedagogical strategies used by teachers. The greatest priority is to improve the quality of teaching in schools (Ahmed & Broor, 2014).

The quality components are the main focus of the Sindh Education Reform Project 2014–2018. The following are the SESRP's most prominent suggested programs.

- an education project for fresh head teachers and continuous professional development (CPD) for all teachers who concentrate on reading and learning outcomes in general.
- the creation of a fresh management team to enhance governance; and
- rethinking literacy and non-formal basic education to be scaled up by reducing reliance on conventional classroom settings and increasing use of other options.
- Establishing an effective Information and Communications Infrastructure (I&CI), designing and implementing a Human Resources Management System (HRMS), and improving the monitoring system through recruiting monitors.

4.8   Teaching and Learning

Any school's basic functions will always be teaching and learning, with the student as the priority. The school's goals and objectives must be developed by the principal, who must also choose effective teaching methods (Baden & Parkes,2013). It is required of schools to set their own internal goals and to create and carry out effective plans to achieve them

Saleem (2015).In this regard, all parties involved have distinct tasks to play in ensuring that the curriculum is implemented correctly and effectively as well as in boosting student achievement and academic performance (Choi et al., 2017). To ensure that students learn well and that the curriculum is implemented effectively, all teaching and learning activities must be appropriately designed (Xenikou, 2017).

5.   Conclusion

The research was carried out as a case study in Pakistan's Sindh-based education sector, in project (SESRP) with team meetings, the starting point and necessary revisions were examined, and the information was acquired by questioning case school employees about the components in the cities of Hyderabad, in Sindh. This study concentrated on the importance of change management, and educational quality as major components of (SESRP)and how each of these components should be considered to be successful. The results showed that headmasters had worked incredibly solid to deliver outstanding education in primary schools all over the Region of Hyderabad, in the face of a variety of problems, based on the empirical evidence that was obtained, I learned. Education would suffer, and headmasters' efforts will be lost, if this project is not adequately carried out. The recommendation is based on a literature evaluation in addition to the cascading effect.

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