## NOTIFICATION

**No. SO(G-III)SELD/RSU/KPI/DSE/2017:** Following Key Performance Indicators of **Director School Education are hereby notified as under:**

Director School Education (DSE) provides strong leadership in all matters relating to education in the region. He/ she also acts as the main point of contact in relation to educational matters within the region and provide oversight of the operations and delivery of education in schools. DSE develops and maintains positive and effective relations with staff at regional, district and Taluka levels and uses leadership role to promote clear, consistent and measurable expectations that focus on successful outcomes needed to be obtained by managerial, academic and support staff. He/she ensure implementation of government policies, rules and regulations.

**Proposed Rating Scale and Assessment Rating in all three Domains and each set of KPIs under each domain for each functional area are as under:**

**Domain 1-Access: 30 Score**

**Domain 2-Quality: 30 Score**

**Domain 3-Governance & Management: 40 Score**

**Total Scores: 100**

**Rating Assessment Scale can be suggested as:**

1. Category  90 and above    (Outstanding)

2. Category between 80-89   (Excellent)

3. Category between 70-79   (Very Good)

4. Category between  60-69   (Good)

5. Category between 50-59    (Satisfactory)

6. Category between 40-49   (Unsatisfactory)

## DOMAIN-I: ACCESS:

It is one of the prime areas of responsibility for the DSE to ensure universal access to quality education to all the children of 5-16 years of age in the respective region. The challenge of access needs to be responded by addressing its various dimensions, such as reduction in dropout rates, provision of missing facilities, and providing safe and enabling environment in the schools for teaching and learning activities. This objective calls for aligning the role of DSE against a number of relevant key performance indicators. In order to achieve the objective of universal access to quality education, the performance appraisal of DSE hinges upon evaluation of their performance against the following set of key performance indicators (KPIs).

1. **KPI-1: Increasing Access**
   Improving access to quality education is a key role to be performed by the DSE. The more enrollment the DSE is able to attract to public schools in his/ her region, the more effective he/ she is considered

| KPI-1: Increasing Access | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-1.1**: Enrolment in ECE classes at regional level | Percentage change in enrolment | SEMIS |
| **PI-1.2**: Students enrolled in primary schools at regional level | Percentage change in enrollment | SEMIS |
| **PI-1.3**: Students enrolled in Secondary schools at regional level | Percentage change in enrollment | SEMIS |
| **PI-1.4**: Education Completion rate at regional level | Percentage change in issuance of School leaving certificates at the completion of grades 5/8/10 as the case may be. | School Enrollment and Leaving Record |
| **PI-1.5**: Gender parity in student enrollment at regional level | Ratio of girls to boys across the region | SEMIS |

## 2. KPI-2: Reducing Dropout Rate

Education Sector in Sindh faces a major challenge of dropout of student at various levels. DSE office has key role towards reducing the dropout rates. The key indicator for performance shall be the ability of the region to retain the students in the schools.

| KPI-2: Reducing Dropout Rate | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-2.1**: Dropout Rate (Grade-wise) in the region | Percentage change in dropout rate | SEMIS |
| **PI-2.2**: Transition rate Primary to Middle in the region | Percentage change in transition rate in comparison with previous year | SEMIS |
| **PI-2.3**: Transition rate Middle to Secondary in the region | Percentage change in transition rate in comparison with previous year | SEMIS |

## 3. KPI-3: Improve School Infrastructure & Provision of Missing Facilities

DSE's performance may also be linked with improvement in school infrastructure in a respective region. It will also include the availability of basic amenities like boundary walls, drinking water, electricity and toilets.

| KPI-3: Improve School Infrastructure & Provision of Missing Facilities | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-3.1**: Provision of complete facilities to the Schools | Ratio of Schools without any missing facility to total number of school | M&E, SEMIS |
| **PI-3.2**: Identification and addressing of infrastructure needs in the schools | Additional infrastructure provided to school | M&E/Record |

## 4. KPI-4: Creating Safe Schools

A major factor leading to the dropout is that public schools mostly do not provide enabling and safe learning environment to the student. DSE's performance appraisal should include his/ her ability to facilitate the provision of such an environment.

| KPI-4: Creating Safe Schools | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-4.1**: Provision of Safe and Enabling Environment | Compliance with notified minimum safety standards | SEMIS, M&E |

## DOMAIN-II: QUALITY:

The provision of quality education remains a serious challenge in the education sector in Sindh. The DSE office has a vital role in contributing towards implementation of minimum standards that can ensure provision of quality education for all the children at the regional level. The quality of education is a multi-faceted phenomenon which requires addressing a number of related factors. In this context, the role of DSE is required to holistically address the issue of quality education.

1. **KPI-1: Improved Quality of Education and Learning Outcomes**

   Working to ensure better quality of education services is one of the key responsibilities of DSE office. He/she must take required steps to ensure quality of education through ensuring prescribed student – teacher ratio and fostering proactive learning environment in the public schools. DSE office with support from DEOs and TEOs and Principals shall work to optimize the quality of teaching and student learning.

| KPI-1: Improved Quality of Education and Learning Outcomes | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-1.1**:Students-teacher ratio per class | Adherence to prescribed student teacher ratio per class in all schools | M&E, SEMIS |
| **PI-1.2**: Performance of students in Examinations and Assessments | Percentage change in successful candidates in exams conducted by Boards of Intermediate and Secondary Education | BISE Results |
| | Percentage change in successful students in SAT | SAT Result |

2. **KPI-2: Professional Development of Teachers**

   The quality education delivery is based upon the availability of a qualified and well-trained teaching force. DSE is responsible in ensuring development of professional skills of the teaching staff in the region. The DSE shall also facilitate and oversee timely recruitment of subject specialist teachers in order to raise the overall capacity of human resource in the region.

| KPI-2: Professional Development of Teachers | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-2.1**: Approval/Recommendation of Teachers for Relevant Trainings | Number of teachers received relevant training during the year | Record |

3. **KPI-3: Ensuring Teachers Attendance**

   The availability of teachers is fundamental to ensure delivery of quality education. It comes under the ambit of DEO to ensure that the teachers are present in their respective schools.

However, it is the core responsibility of DSE to ensure that DEOs are effectively ensuring teachers' attendance, and are submitting monthly reports in this regard.

| KPI-3: Ensuring Teachers' Attendance | | |
|---|---|---|
| Performance Indicator (PI) | Performance Appraisal Criteria | Means of Appraisal |
| PI-3.1: Teachers' Attendance | Average attendance of teachers in the schools across the region | M&E, Periodic Reports |

## 4. KPI-4: Implementation of Curriculum, Teachers Guides and Textbook

DSE must oversee that the provision of curriculum to the teachers across the region. He/ she will also ensure that all the schools across the region timely receive the textbooks as per respective demands. DSE will also ensure that all schools receive copies of curriculum, teaching and learning materials in timely manner.

| KPI-4: Implementation of Curriculum, Teachers Guides and Textbook | | |
|---|---|---|
| Performance Indicator (PI) | Performance Appraisal Criteria | Means of Appraisal |
| PI-4.1: Availability of textbooks and Up-to-date Curriculum throughout the region | Presence of at least 2 copies of latest curriculum in every school | District-wise status report. |
| | Percentage of schools using the new curriculum | M&E |

## 5. KPI-5: Co-Curricular Activities

Education is not only about academic learning but it's an inclusive term encompassing both mental and physical development of a child. A DSE will give equal importance to co-curricular activities and facilitate opportunities for the students by ensuring and facilitating activities like sports, scouting, field trips, etc. The number of co-curricular activities carried out in the region shall be a part of DSEs performance appraisal.

| KPI-5: Co-Curricular Activities | | |
|---|---|---|
| Performance Indicator (PI) | Performance Appraisal Criteria | Means of Appraisal |
| PI-5.1: Organization of Co-Curricular Activities around the year in the region | Preparation, finalization and approval of yearly regional Co-Curricular Activities Calendar | Regional Annual Co-Curricular Activities Calendar |

## DOMAIN-III: GOVERNANCE/MANAGEMENT

Efficient governance and management practices in education sector are crucial in ensuring universal access to quality education. Effective management can lead to mounting an efficient response to the challenges being faced by the education sector in Sindh. A functional management framework not only ensures addressing the challenges at the regional tier but also encompasses implementation of the overarching objective of provision of quality education at the school level. There are a number of determinants which entail a robust education management framework including, realistic planning, effective monitoring and supervision, and better management of the available human and financial resources etc. DSE plays the role of education leader at the regional tier and has a vital role in terms of ensuring effective management of education services in the respective region. It is therefore important to appraise his performance against the education governance and management indicators.

1. **KPI-1: Planning and Development**

Disseminate information and goals of Provincial Development Plans to all offices under him/ her and responsible for consolidation of District Development Plans. He/ she will also look into planning and implementation of new projects. Conduct feasibility of potential projects and prepare concept papers and report on the findings of feasibility studies. Furthermore, a DSE must also assist RSU with preparations, monitoring and coordination of foreign aided projects by providing human resource and expertise. He/ she must strive for continuous improvement in education standards by participating in policy formulation and communicating it down the pipeline. He/ she must also facilitate SEMIS in collection of accurate data and make the best and optimal use of the collected data / information to improve quality and accessibility of education.

| KPI-1: Planning and Development | | |
|---|---|---|
| **Performance Indicator (PI)** | **Appraisal Criteria** | **Means of Appraisal** |
| **PI-1.1**: Data Collection on Education Indicators | Timely collection and consolidation of data | Data Sheets collected and forwarded as per agreed upon timeline |
| **PI-1.2**: Timely preparation of Annual Calendar and Work Plan | Interactions with Education Managers and relevant departments to prepare the calendar and Work Plan. | Annual Calendar, Work Plan |
| **PI-1.3**: Liaison with Finance, Works and Services, PITE, BoC, Textbook Board & PEACE | Number of meetings with officials concerned | Minutes of Meeting, Correspondence record |

2. **KPI-2: Management, Monitoring and Supervision of Schools**

In order to manage the schools in a respective district DSE is expected to visit the schools for monitoring the quality of education services being provided. This includes both surprise and planned visits.

| KPI-2: Management, Monitoring and Supervision | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-2.1**: Supervision/Monitoring of district-wise education and related activities | Number of meetings and monitoring visits to education and related facilities | Periodic reports to Secretary Education, Minutes of meetings, |
| **PI-2.2**: Operationalization of non-functional schools | Number of schools reported in comparison with number of schools operationalized | Correspondence on the issue/SEMIS |
| **PI-2.3** Implementation of M&E feedback | Number of meetings with respective DEOs to follow up on monitoring feedback | Minutes of Meeting, M&E |

3. **KPI-3: Financial Management**

DSE office is responsible for preparation of consolidated regional budget for recurring and non-recurring expenditures on timely basis and in prescribed manner in accordance with Annual Budget Call. DSE office is also responsible to ensure that subsidiary accounting and other mandatory records are maintained, as prescribed in the relevant rules, in the offices / schools under his / her jurisdiction in the entire Region / Division and necessary arrangements and facilitation are provided for periodic / annual audit of the accounts / records (payments & receipts).

| KPI-3: Preparation of Annual Budget Estimates and Effective Utilization of Budget | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-3.1**: Preparation of Budget Estimates | Timely submission of Annual Budget Estimates | Record |
| **PI-3.2**: Utilization of Budget | Ratio of amount utilized to amount allocated | Accounts record, Expenditure detail |

4. **KPI-4: Procurement**

DSE must conduct procurement in relation to PFM including Annual Procurement Plans within the close of the financial year and link annual procurement plans with the allocated procurement budget on timely basis. He/ she will also ensure priority planning is done by each DDSE, in terms of needs assessment in every respect keeping in mind the availability of funds during the fiscal year. While making procurement DSE must make sure that all the necessary approvals have been received and that all the relevant clauses of the SPPRA Rules are being followed. Procurement Record to be retained as per rules in force, with condition of maintaining for minimum period of 5 years.

| KPI-4: Procurement | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-4.1**: Procurement of Required Goods and Services | Compliance with relevant procurement rules | Records |

5. **KPI-5: Human Resource Management**

DSE office is responsible for recruitment of teaching and non-teaching staff subject to re-instatement of appointment powers. They must also prepare and maintain personnel database of all employees. Moreover, they will resolve issues pertaining to posting, transfers, promotion and grant of leave and handling retirement cases subject to the delegated authority. DSE must arrange and manage in-service training of teaching and non-teaching staff. He/she must also conduct yearly performance evaluation by filling PER of subordinate staff and prepare seniority list. DSE office must make arrangements for the preparation of training material for all managers up to school levels and ensure that the standards are maintained. He/ she must participate in different training activities on behalf of School Education Department. DSE must also ensure effective system are in place for the selection, supervision, development and performance review of all staff and monitor and approve leave requests from staff.

| KPI-5: Human Resource Management | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-5.1**: Maintenance of Education Department Personnel Record | Data files sent to SEMIS, HR and IT wings. | Correspondence record |
| **PI-5.2**: Induction and retirement of teachers | Updated data sent to HR and IT Department. | Correspondence record |
| **PI-5.3**: Administrative, Management and Financial training of Head Teachers and Officers | Percentage of Administrative/Managerial staff trained | Records |

| KPI-5: Human Resource Management | | |
|---|---|---|
| **Performance Indicator (PI)** | **Performance Appraisal Criteria** | **Means of Appraisal** |
| **PI-5.4:** Recruitment of Teachers by Subject Specialization | Number of subject specialist teachers recruited in comparison with manpower requests from districts, and/or requests forwarded to Secretariat. | Notifications |

**ABDUL AZIZ UQAILI**
**SECRETARY TO GOVT. OF SINDH**

No. SO(G-III)SELD/RSU/KPI/DSE/2017:                    Karachi, dated: 4<sup>th</sup> October, 2017

A copy is forwarded for information & necessary action to:

1. The Chief Program Manager, Reform Support Unit, School Education & Literacy Department.
2. The Director School Education (Elem Sec & H. Sec/Primary) All.
3. The Director General, All.
4. The Directors/Project Director All.
5. The PS to Minister, Education & Literacy Department.
6. The Special Secretary School Education & Literacy Department.
7. The Additional Secretary (GA/C), School Education & Literacy Department.
8. The P.S to Secretary, School Education Department, Government of Sindh.
9. Office Order File.
10. Official Website

**(MOHAMMAD QASIM ABBASI)**
**SECTION OFFICER (G-III)**