



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi, dated, the 4th October, 2017

NOTIFICATION

No. SO(G-III)SELD/RSU/KPI/DEO/2017: Following Key Performance Indicators of District Education Officer (DEO) are hereby notified as under:

District Education Officer (DEO) enjoys an important position in the hierarchy of School Education & Literacy Department. The position demands high levels of management, planning and coordination skills. DEO is responsible for all public sector schools in the district. He/She reports directly to Director School Education (DSE) and is the reporting officer of Taluka Education Officers (TEOs). The assigned role of DEO pivots on how he/she plans and implements the overarching objectives of the School Education Department. The performance appraisal of DEO rests on how effectively he/she uses the skills and competencies to perform his/her role against the approved set of key performance indicators.

DOMAIN-I: ACCESS:

It is one of the prime areas of responsibility for the DEO to ensure universal access to quality education to all the children of 5-16 years of age in the respective district. 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 DEO against a number of relevant key performance indicators. In order to achieve the objective of universal access to quality education, the performance appraisal of DEO 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 DEO. The more enrolment the DEO is able to attract to public schools in his/ her district, 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 District level	Percentage change in enrolment	SEMIS
PI-1.2: Students enrolled in primary level at District level	Percentage change in enrollment	SEMIS
PI-1.3: Students enrolled in Secondary Schools at District level	Percentage change in enrollment	SEMIS
PI-1.4: Education Completion rate	Percentage change in issuance of School leaving certificates at the completion of grades 5, 8, 10	School Enrollment and Leaving Record

2. KPI-2: Reducing Dropout Rate

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

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

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

DEO performance may also be linked with improvement in school infrastructure in a respective district. DEO must identify schools that require infrastructure repairs and intimate Works and Services Department for immediate repairs. 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 in the district	Ratio of Schools without any missing facility to total number of school	M&E, SEMIS
PI-3.2: Identification and addressing of additional 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. DEO 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 in district	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 DEO office has a vital role in contributing towards implementation of minimum standards that can ensure provision of quality education for all the children. The quality of education is a multi-faceted phenomenon which requires addressing a number of related factors. These include learning outcomes, student-teacher ratio, student performance in examination and assessments, professional development of teachers, and co-curricular activities etc. The challenge of quality education necessitates a vibrant role of DEO. Therefore it will be essential to appraise the performance of DEO on the basis of set of multiple indicators which form the basis for ensuring provision 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 DEO office. He/she must take required steps to ensure quality of education through ensuring

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prescribed student – teacher ratio and fostering proactive learning environment in the public schools. DEO office with support from TEOs and Senior Principals / Principals & Senior Head Masters / Head Mistress (Head Teachers) shall work to optimize the quality of teaching and student learning. DEO will also conduct school visits and observe class rooms and teaching learning processes and environment.

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. DEO is responsible in developing professional skills of his/ her teaching staff. For this purpose, DEO must identify and recommend individuals for the relevant training programs. The function of DEO shall also involve timely recruitment of subject specialist teachers in order to raise the overall capacity of human resource in the district, subject to the delegated authority.

KPI-2: Professional Development of Teachers		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-2.1: Identification of Teachers for Relevant Training	Timely Identification and communication of teachers identified for relevant training	Correspondence Record
PI-2.2: Timely need assessment and recruitment of subject-specialist teachers	Recruitment needs assessment and dispatch of recruitment requests to directorate and secretariat.	Correspondence Record

3. KPI-3: Ensuring Teachers Presence

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 classrooms for teaching and learning activities. Therefore it is an important indicator for assessing the performance of DEO.

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 district	M&E, Correspondence Record

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

DEO must make sure that the curriculum must be effectively delivered to the teachers across the district. It remains important that each teacher understands it and is able to develop study plans in accordance with the curriculum. DEO's role goes one step further by making sure that the aggregate demand for textbooks may be worked out by the TEOs and counter-checked and verified by the office of the DEO. Furthermore, he/ she will also ensure that all

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the campus schools timely receive the textbooks as per demand. DEO is also responsible for ensuring that all the campus schools receive the copies of curriculum, teaching and learning materials.

KPI-4: Implementation of Curriculum, Teachers Guides and Textbook		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-4.1: Distribution of textbooks from warehouses to Schools	Number of Books distributed	Inventory Records
PI-4.2: Availability and Implementation of Up-to-date Curriculum throughout the district	Presence of at least 2 copies of latest curriculum in every school	Lists of Schools with Up-to-date Curriculum
	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 DEO will give equal importance to co-curricular activities and facilitate opportunities for the students by planning and coordinating activities like sports, scouting, field trips, etc. The number of co-curricular activities planned and executed shall also be a part of DEOs performance appraisal.

KPI-5: Co-Curricular Activities		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-5.1: Planning & Coordinating Co-Curricular Activities around the year in the district	Preparation, finalization and approval of yearly District Co-Curricular Activities Calendar	District Annual Co-Curricular Activities Calendar
	Budget proposed for Co-Curricular activities in the annual budget for the district.	Correspondence Record
	Utilization of SSB budget w.r.t. co-curricular activities.	Utilization

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 district 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. DEO plays the role of education leader at the district tier and has a vital role in terms of ensuring effective management of education services in the respective district. It is therefore important to appraise his performance against the education governance and management indicators.

1. KPI-1: Management, Monitoring and Supervision of Schools

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

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KPI-1: Management, Monitoring and Supervision of Schools		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-1.1: School Supervision/Monitoring	Percentage of schools visited during the academic year	M&E, Record of correspondence
PI-1.2: Operationalization of non-functional schools	Number of Schools reported to the District Administration for action	Correspondence on the issue/SEMIS

2. KPI-2: Financial Management

Preparation of District level budget estimates and utilization of the allocated budget is a key indicator of DEO's performance. Preparation of development and non-development budget together with level of utilization of the approved budget should be one of the key criteria to evaluate DEO's performance. He/ she must obtain the Budget Expenditure Statements and reconcile with the office of the District Accounts Officer on a regular basis. He/ she must ensure that the accounts are properly maintained (budget/appropriation register, bill register, cash book).

KPI-2: Preparation of Annual District Budget Estimates and Effective Utilization of Budget		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-2.1: Preparation of Budget Estimates	Timely submission of District Budget Estimates	Record
PI-2.2: Utilization of Budget	Ratio of amount utilized to amount allocated	Accounts record, Expenditure detail

3. KPI-3: Maintenance/ Effective Use of a Calendar and Annual Work Plan

DEO office should maintain and make effective use of the Academic Calendar and Annual Workplan. Here all the deadlines and important dates should be mentioned and these deadlines should be pursued rigorously. Effective use of Calendar is another key performance indicator that will be taken into consideration for appraisal purposes. In conjunction to this, he/ she must prepare annual work plan for the office of the DEO in relation to schools, their management, progress and development. Also, prepare guidelines for annual work planning, focusing on targets and results (including academics, school improvement and development) and provides the same to the schools.

KPI-3: Maintenance & Effective Use of Annual Activity Calendar and Work Plan		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-3.1: District Education Planning	Medium to long-term district education planning which contains clear targets for each year	District Education Plan
PI-3.2: Timely preparation of Annual Calendar and Work Plan	Preparation and sharing of Annual calendar of Activities in office Interactions with Education Managers and relevant departments to prepare the annual calendar and work plan	Availability Annual Calendar and Work Plan Correspondence

4. KPI-4: Procurement

A DEO must ensure that annual procurement plans are prepared for all schools in the district and provide requisite oversight to schools on preparation of these plans, in line with the requirements and availability of the budget. He/ she shall also ensure that the procurement records are being maintained and the factors of transparency, competition and fair play are

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ensued in the procurements. Finally, a DEO will make sure that the SPPRA guidelines on procurement are being fulfilled.

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**

DEO must ensure that the need for teaching and non-teaching staff is worked out taluka-wise for all schools in the district. Additionally, the DEO shall ensure that the calculations in terms of requirement of teaching and non-teaching staff (category and subject wise) will inform the budget proposal for education at district level.

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 DSE, SEMIS, HR and IT department	Correspondence record
PI-5.2: Induction and retirement of teachers	Updated data sent to HR and IT Department.	Correspondence record
PI-5.3: Administration, Management and Financial training of Head Teachers and Officers	Percentage of Administrative/Managerial staff trained	Directorate/PITE & STEDA Records
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/DEO/2017:

Karachi, dated: 4th 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 District Education Officers, All.
6. The PS to Minister, Education & Literacy Department.
7. The Special Secretary School Education & Literacy Department.
8. The Additional Secretary (GA/C), School Education & Literacy Department.
9. The P.S to Secretary, School Education Department, Government of Sindh.
10. Office Order File.
11. Official Website



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