



Karachi, dated, the 4th October, 2017

NOTIFICATION

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

Taluka Education Officer (TEO) has the jurisdiction of the entire taluka. There are about 143 talukas in Sindh with four TEOs in each taluka. TEO's primary responsibility is to manage all schools in the entire taluka. He/she is responsible for ensuring that every school is fully functional and has all the necessary human resource and equipment for effective delivery of education services. He /She reports directly to District Education Officer (DEO) and is the reporting officer of Head Teachers/Principals of schools in respective Taluka. TEO performs a twofold role, first, he/she facilitates DSE and DEO in planning and implementation of the overarching objectives of the School Education Department in respective Taluka. On the other hand he/she supervises, monitors and manages the schools in his/her jurisdiction for efficient delivery of quality education services. The performance appraisal of TEO 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 TEO to contribute towards improving universal access to quality education to all the children of 5-16 years of age in the respective Taluka. 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 TEO against a number of relevant key performance indicators. In order to achieve the objective of universal access to quality education, the performance appraisal of TEO 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 TEO. He/she plays a central role in ensuring better access to education services at the local level.

KPI-1: Increasing Access		
Performance Indicator (PI)	Performance Appraisal Criteria	Means of Appraisal
PI-1.1: Enrolment in ECE classes at Taluka level	Percentage change in enrolment	M&E, SEMIS
PI-1.2: Students enrolled in primary schools at Taluka level	Percentage change in enrollment	M&E, SEMIS
PI-1.3: Students enrolled in Secondary Schools at Taluka level	Percentage change in enrollment	M&E, SEMIS
PI-1.4: Education Completion rate	Percentage change in issuance of School leaving certificates at the completion of grades 5, 8, 10 as the case may be.	M&E, School Enrollment and Leaving Record

2. KPI-2: Reducing Dropout Rate

Through the on-going efforts for enrollment at various levels, the government of Sindh is trying to respond to the challenge of student dropouts. The role of TEO in this backdrop is significant as he/she is primarily responsible to address the various determinants of student dropouts. Additionally, he/she in close collaboration with head teachers, teachers and

Handwritten signature and date: 24/10/2017

communities can plan and implement measures which can substantially contribute towards reduction in dropout rate in the taluka. Therefore, reduction in dropout rate has been assigned as a key indicator for his/her performance.

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

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

Missing facilities and deficient infrastructure are major factors that hinder retention and transition of students in the schools. The TEO plays a key role in this respect as he/she is the key link in the chain of provision of missing facilities and infrastructural needs in schools across the taluka. Therefore improvement in the state of missing facilities and provision of infrastructural needs at the school level has been indicated as key indicator in the performance appraisal of TEO.

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	Coordination and communication with DEO office regarding the status of missing facilities in schools.	Correspondence record.
PI-3.2: Identification and communication of infrastructure needs in the schools	Coordination and communication with DEO office regarding the status of missing facilities in schools.	Correspondence 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. TEO'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 at school level	M&E

DOMAIN-II: QUALITY:

The ultimate goal of the entire education and literacy department is to enhance the quality of education. TEO must strategize and plan with HT/HM/Principal and teachers to ensure that quality education is being provided to the student. TEO must facilitate the process leading towards building the capacity of the teaching staff in order to improve the teaching learning process in the schools.

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 TEO 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

[Handwritten signature and date]
 04/12/2017

schools. TEO office with support from TEOs, Senior Principals / Principals & Senior Head Masters / Head Mistress (Head Teachers) shall work to optimize the quality of teaching and student learning. TEO 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	Facilitating adherence to prescribed student teacher ratio in all schools by timely communicating with the DEO office	M&E, Report
PI-1.2: Performance of students in Examinations and Assessments	Percentage change in number of successful students 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. TEO is responsible in developing professional skills of teaching staff within his/her taluka. For this purpose, TEO must identify and recommend individuals for the relevant training programs. The function of TEO shall also involve facilitating timely recruitment of subject specialist teachers in order to raise the overall capacity of human resource in the Taluka.

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 DEO office	Correspondence 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 TEO to ensure that the teachers are present in their respective schools for teaching and learning activities. Therefore it is an important indicator for assessing the performance of TEO.

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 Taluka	M&E, Correspondence Record

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

TEO must make sure that the curriculum must be effectively delivered to the teachers across the taluka. It remains important that each teacher understands it and is able to develop study plans in accordance with the curriculum. Furthermore, he/ she will also ensure that all the schools timely receive the textbooks as per demand. TEO is also responsible for ensuring that all schools timely 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	Number of Books distributed	Inventory Records

Handwritten signature and date: 21/12/2017

KPI-4: Implementation of Curriculum, Teachers Guides and Textbook		
Schools		
PI-4.2: Availability and Implementation of Up-to-date Curriculum throughout the taluka	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 TEO 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 TEOs 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 taluka	Preparation, finalization and approval of yearly Taluka Co-Curricular Activities Calendar	Taluka Annual Co-Curricular Activities Calendar
	Budget proposed for Co-Curricular activities in the annual budget for the taluka.	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 taluka 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. TEO plays the role of education leader at the taluka tier and has a vital role in terms of ensuring effective management of education services in the respective taluka. 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 taluka TEO is expected to visit the schools for monitoring the quality of education services being provided. This includes both surprise and planned visits.

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	Periodic Report to DEO
PI-1.2: Operationalization of non-functional schools	Number of Schools reported to the DEO Office	Correspondence on the issue/SEMIS

2. **KPI-2: Financial Management**

Preparation of Tehsil level budget estimates and utilization of the allocated budget is an important indicator of TEO's performance, particularly in case of TEOs exercising DDO powers. TEOs also have an important role in the utilization of School Specific Budgets

Handwritten signature and date: 2/12/2017

(SSB) and SMC funds. Additionally, he/ she must ensure that the accounts are properly maintained (budget/appropriation register, bill register, cash book).

KPI-2: Preparation of Annual 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 Budget Estimates	Record
PI-2.2: Utilization of Budget	Ratio of amount utilized to amount allocated (including funds allocation under SSB)	Accounts record, Expenditure detail

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

TEO office should maintain and make effective use of the Academic Calendar and Annual Work plan. 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 TEO 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, development and budget utilization) 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: Preparation of Annual Calendar and Work Plan for the education related activities in Taluka	Preparation and sharing of Annual calendar of Activities in office	Availability Annual Calendar and Work Plan
	Timely report submission to DEO on the scheduled activities	Periodic Reports

4. KPI-4: Procurement

A TEO must ensure that the needs of schools in respective Taluka are timely identified and are made part of the district annual procurement plan. He/ she shall also ensure that the procurement records are being maintained. In case of procurements at Taluka and School levels, TEO will also make sure that the procurement is in compliance with SPPRA guidelines.

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

TEO must ensure that the need for teaching and non-teaching staff is worked out taluka wise for all schools in the taluka. Additionally, the TEO will also facilitate the arrangement for the recruitment and capacity building of teaching and non-teaching 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 maintained and shared with DEO	Correspondence record

ABDUL AZIZ UQAILI
SECRETARY TO GOVT. OF SINDH

No. SO(G-III)SELD/RSU/KPI/TEO/2017:

Karachi, dated: 4th October, 2017

A copy is forwarded for information & necessary action to:

Handwritten signature and date: 20/10/2017

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 TEOs Primary (M/F) All.
7. The PS to Minister, Education & Literacy Department.
8. The Special Secretary School Education & Literacy Department.
9. The Additional Secretary (GA/C), School Education & Literacy Department.
10. The P.S to Secretary, School Education Department, Government of Sindh.
11. Office Order File.
12. Official Website



SINDH EDUCATION &
LITERACY DEPARTMENT




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