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RESEARCH PAPER

Education for Sustainable Development: EMO Project Connecting the SDGs'

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PAPER INFO	ABSTRACT
*Corresponding Author: Humikhan102@gmail.com	The achievement of what achieving the SDGs mean, possible by the strong collaboration of leaders of different fields. The government recognized that the institutions are not achieving the quality education and meeting the targets of the Sustainable Development Goals (SDGs) and education for all (EFA). The government decided to develop partnership with the private sector. Improving the management and performance of public sector schools has been identified as one of the primary issues in Sindh. The EMOs are private groups providing management to the public schools. This study is to assess the effectiveness of EMO schools to meet the three sub domains of SDG-4, teacher, school community development and school monitoring. The data was collected from EMO schools of Sindh by convenience sampling technique. In the study qualitative techniques were incorporated for data analysis. In the outcomes of the study few teachers are experienced and qualified. They are poor in professionalism. They do not know about the modern skills and methods of teaching. These schools developed school councils for community representation. These communities possess power and legal existence but them poor to exercise these powers. The monitoring of schools is organized and ensures the availability of infrastructure and its usage.

Introduction

Education has a significant impact on how culture develops. Education has the potential to transform a country for the better. This definition is also reflected in various countries' United Nations programs, with education quality being a critical issue in region. As a result, the United Nations has developed a SDGs program to follow up with the previous MDGs program. The MDGs' long-term effects were concluded yesterday, but they failed to produce substantial results for Indonesia and many other nations.

As a result, the United Nations moved on to the next initiative, the Sustainable. Development Goals, intended to have a long-term impact until 2030. The education quality sector is one of the SDGs programs that will affect social change in the Indonesian country

(Rulandari, 2021). Small and large classes of people with a high level of education and innovation would have greater potential for prosperity. By contrast, classes of people who do not receive training or a high-quality education face various social problems. Education is necessary to effect social change because education will decide the social in the state, social progress, and social in modernization (Lim, Allen & Chang, 2016). The program was developed at a United Nations forum; the SDGs are comprised of 17 goals and 165 sustainable development objectives that were declassified by 193 UN members during the 70th general session (Wu, Guo, Huang & Xiang, 2018). One of the seventeen goals is to improve the standard of sustainable development education by 2030. The national development program, dubbed development in the Millennium, is being monitored by 189 countries, including Indonesia, and will reach its final assessment phase in 2015. The MDGs are then divided into eight programs, one for each predictor (Purba, 2019). Brinkerhoff (2003) observed that donor funded PPPs have influenced governments to acknowledge and support the efforts of private sector in service delivery. In many cases, funding has been tied to working with the private sector in partnerships in order to meet the Education for all (EFA) and Millennium Development Goals (MDGs) (Verger & Vanderkaaij 2012). The EMO (Education Management Organization) is not a new initiative; it has been implemented and researched under different or similar labels in the world with varying outcomes reported in the research carried out on the subject (Garcia, Barber & Molnar, 2009). Furthermore, the EMOs in the broader context of Public Private Partnership in education in the context of Sindh province, it is program for educational reform and change management. Ali (2012) has observed that these programs involved various partners (such as government, NGO, private organizations and communities) and have largely concentrated on speak to the access issue, mainly the girls of remote and underprivileged communities.

Literature Review

The context: major challenges of access on quality Education in Pakistan

The education statistics of Pakistan shows that with a population of more than 200 million people, 33 per cent people lives in poverty that leads the country serious challenges to ensure quality education in the country with 50 per cent literacy rate overall and 35 per cent of females (World Bank 2008). According to World Bank (2008) 6.8 million children of age of 5 to 15 age children are out of school. Hardly 70 per cent male and 53 per cent female students complete primary level. Further the report also mentions that in the country the Primary Gender Parity Index (GER) ratio rests at 0.78 (World Bank 2008).These results shows that Pakistan is unlikely to meet the MDGs and Education for All targets by 2015 (Bano 2007). Additionally another surveys conducted between 2003-2007 under the Learning and Educational Achievement in Punjab Schools (LEAPS) incorporated that the children performs observed significantly below curricular standards in major subjects like language, science and mathematics.

Public Private Partnerships

Public Private Partnership (PPP) is a broader concept. It is not easy to fit the whole idea into single definition, it can take many forms, and therefore opinion differs on the concept of Public Private Partnerships. But somehow, proponents and critics of Public Private Partnerships agrees on a loose concept of Public Private Partnerships that it is the partnership between the public institutions and private sector aimed at operating public infrastructure or delivery of public services(Education International, 2009). The contract between PPP and government minimize the risk sharing between them, that likely to surge efficiency in the delivery of services and, consequently, to induce the channeling of additional resources to the provision for education. (World Bank, 2009)

Public-Private Partnerships and Sindh Education Sector Plan

Although government is making continuous efforts to improve quality, free and compulsory education throughout the Sindh by provision of free textbooks, stipend in some cases uniforms and food, but so far the results are not observable. In order to improve the situations, government forming partnerships between stake holders- including public-private partnerships. This method is use to improve the quality and access of education to the marginalized sector of the province. Since 1990's, role of public-privates partnerships has been intensified in the province. Now, government is allowing private partners to join hands with the government in order to enhance quality education (Sindh Education Sector Plan, 2014-2018).

Role of Government and Non-profit Sector in Education sector in Pakistan

As per government policies, government plays some role to support non-profit organizations in Pakistan; Social Policy and Development Center (2002) discloses that only 6 percent of this sector has been getting 6 percent from the total budget. It also includes the foreign aid. Another mechanism used by the government is the development of provincial institutions of education and health as semi- autonomous

Foundation. These institutions provide grants and loans to the non-profit organizations that have the potential to open schools or hospitals. In some cases, the financial formula includes one third of the capital cost as grant, one third as a loan at relatively low interest rate and remaining one third is to be financed by the non-profit sector. Although the government posture towards non-profit sector has a lack of consistency and is considered inadequate but in some cases where non-profit organizations are playing their role in cost effectiveness, and giving better coverage by reaching to the far-flung and backward areas, they are getting the deserved recognition. Moreover, government has also realized the need of supplemental delivery by the non-profit sector. It has also seen that the role of the social development sector and poverty alleviation mechanism has been increased

during the decade of 1990 and therefore more space has been created for non-profit organizations (Social Policy Development Center, 2002)

United Nations' Agenda for 2030

The world leaders joined to gather in 2000 at the platform of United Nation in New Yark in 2000, adapted Millennium Development Goal (MDGs) latter the declaration was approved General Assembly. In the continuation of this success of MDGs targets and objectives, in 2015 the world leaders from 150 countries decided to sustain this progress further for 15 years from 2015 to 2030 emphasized to achieve 17 objectives and 169 goals with the name of Sustainable Development Goals (SDGs) to meet collectively and individually (Vasconcelos, Costa & Torra, 2016).

Community Participation and Readiness to Enhance Quality Education in Sindh

The formation of SMCs appears to have led to positive impact on improving the quality of education. Data from survey of District Managers in 114 districts shows that 67 per cent had SMC in schools in their areas whereas 31 per cent had Parent Teacher Associations. For the devolution of the of power one relationship that has not been fully explored in previous studies is the development of role of external facilitators, who are involved with the change process but are not members of the school community, as they interact with and influencing the developing roles of teachers and administrators in decision making process of school. Clift & Say (1986) broadly revealed sequencers such as the coalition of essential schools and the network of accelerated schools often utilize external facilitators to coach, provide resources and information or to create opportunities for all school participants to meet together to share experiences. Additionally, conceptions of school-university collaborations involve inter institutional arrangements that may be unfamiliar to organizations or individuals, thus leading more to conflict than to collaboration among the teachers, community and administration of schools (Clift & Say, 1986).Almost 40 per cent also reported that these school councils were leading to improvement in enhancing enrolment in schools, generating resources for schools from community, ensuring teacher attendance, and improving the physical facilities (Shami and Hussain 2005). An independent evaluation of CCBs in five districts of Punjab (Lahore, Hafizabad, Jhang, Faisalabad, Narowal) commissioned by the World Bank in 2006 further found that the informality and flexibility required to work with community groups is lacking in government (Khan 2006). Thus, the potential benefits of CCBs for promoting education targets have not been reaped due to institutional problems in functioning of the system.

Teacher's Professional development to Implement Reforms

Teacher pre and post trainings or degree programs of professional development enhance teacher's skills to own and implement the changes in the curriculum (OECD, 2019).

The 2014 curriculum reforms in Finland, the leadership authorized local municipalities and educational leadership to develop new curriculum according to the national curriculum development guidelines. The teacher of the country actively participated to develop and implement highly decentralized curriculum because of these teachers are highly professional, qualified autonomous. This mechanism of curriculum reforms also supported the culture of research to introduce new school development programs in the country (Halinen & Holappa, 2018). In India it is contrary, the new curriculum reforms introduced by the government with the name of New Curriculum Framework (NCF) 2005 was not aligned with existing teacher's preparedness (Betra 2005). Mainly, the principles of the schools guide the NCF, needed more engagement of the teachers. The curriculum reformers did not consider the professional qualification and capacity of teachers to follow these reforms. Further Betra (2005) argues that consequently, most of the leaders emphasized the government to reshape on the job and off the job teachers training programs to enhance the teacher's skills to implement these reforms successfully.

Education institutions train candidates on "how to become teachers' by preparing them with the necessary pedagogical and content knowledge and skills to facilitate teaching and learning". A study conducted by the OECD on initial teacher education reviewed teacher policies in seven countries, that concluded that these countries should invest pre and service educational programs to develop skills in teachers to command over the new approaches and methods that are introduced in the new curriculum hence, they will be able to adapt to the new curriculum (OECD, 2019).

Material and Methods

The strategy of study was survey method. The population of study was comprised of all EMO schools of nine districts of the province. The data was collected from the EMO schools of district Larkana, Dadu and Malir by applying convince sampling technique. The data was collected through survey questionnaire.

Results and Discussion

Teachers Development

a) **Teachers' Qualification:** Demonstrate professionalism in all aspects of your career to provide your pupils with the best education possible. For this professional qualification is a better source to develop professionalism in a particular field. In these schools of district Dadu, Larkana and Malir teacher's qualification is very underprivileged. Most of the teachers are lagging behind in the basic professional qualification like two years B.Ed. or M. Ed. Moreover in these schools a few teachers attended on the job or off the job trainings or workshops to develop their respective profession.

b) **Teaching Experience** is positively associated with student's achievements gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance. Very few teachers are experienced in these schools however, they are poor in professionalism. They do not know much about the modern skills and methods of teaching. More than this, they are perceived very poor in cooperation with their joiners.

c) **Teaching and Learning Environment**: Most of the teachers of all these schools are agreed to treat students with respect related to teaching and learning issues. However, quarter of the teachers of GHS Saidudero in district Larkana and GHS Bali Shah in district Dadu feel free to ask and inquire any issue concerning teaching method, understanding level and assessment in proper way. The teachers of these schools are fully authorized to exercise different teaching methodologies and assessment techniques. In this respect the teachers are independent to introduce or incorporate variety of methods and techniques without any restriction. Additionally, most of the teachers of Malir district are given equal opportunities to participate and grow as compare to teachers of other schools.

d) **Communication and Participation**

Teachers are strongly agreed about the communication model fallowed in the school. All the information, circulars, official news and letters are communicated with teachers within due limits. Additionally, the teachers are well aware about their task because of strong communication in their respective school.

More than this the teachers of these schools also participate according to their level of decisions. The teachers of district Larkana perceived highly satisfied related to the decision making process in school. However, few teachers of GHS Pir Jo Goth and GHS Phulpota show less satisfaction to participate in decision making in school business.

Teachers feel easy to ask and cooperate with each other regarding teaching and learning issues in the school. They freely interact and ask questions from senior teachers. Similarly, the seniors happily entertain to the teachers regarding their problems. The teachers of these schools feel easy to debate and discuss with school management regarding any issue when they need it.

The rules and regulations developed by these schools against diversity, mistreatment and aggravation are very simple and understandable. Hence, most of the teachers are well known about these rules. Moreover, culture of these schools strongly opposes the discrimination, hence the policies of such activities are owned by everyone and

they fallow them. The participation of teachers of Dadu district in decision making process witnessed pitiable as compare to the teachers of other schools.

Conflict Management

The management of EMO schools had developed conflict management council; it resolves the conflicts of teachers or students. There is a committee of senior teachers which judge the issues and gives solution. Most of the teachers of GHS Cattle Colony, Yousaf Goth and Duumba Goth of Malir district are more satisfied with conflict resolution process in their respective schools. However, teachers of Zakrio Mahesar and GHS Phulpota of district Larkana are unsatisfied with conflict resolution process in their respective schools.

The teachers of schools of Dadu district support the culture to deal positively with challenging issues, such as racism, health and wellbeing. The teachers are supported by the other staff, when they face problems like racism, health and wellbeing inside or outside of the school.

Classroom Management Skills

Teachers of EMO schools are professed highly satisfied about the teaching and learning active inside the classroom. The teachers conduct all the learning activities effectively and result oriented. Moreover, most of the teachers of GHS Saidudero and GHS Phulpota in Larkana manage classrooms effectively. Equally the teacher of schools of Malir district witnessed skillful to manage classroom. Besides this EMO management are supportive to incorporate new approaches of classroom management. More than this, most of the teachers fallow and own these approaches. The teachers of all of these schools are extra satisfied about the management supportive culture of teachers' development.

School Community Development

Parental satisfaction influences not only how much a student enjoys their time at school, but also how well they do. Their grades, class participation, relationships with teachers and students; attendance to a certain extent, reliant on how much they enjoyed their time at school and how engaged they were. As such, not only is Parents satisfaction vital for promoting life at the school, but it can also yield an important impact on a schools' standing in community. In this section the students of EMO schools were influenced by various additional factors like parental involvement in school affairs, teachers parents meetings and parents involvement in school administrative businesses are main indicators of satisfied or unsatisfied in the study. In these schools parents and community are fully participate in the activities of schools regarding their children. The teachers are strongly agreed to communicate with parents to get feedback about the student performance and his routine activities at school and at home.

Furthermore, the teachers of GHS Phulpota are weak in agreement with parents and community to participate in schools' business activities, curriculum development and policy planning as compare to the teachers of GHS Zakrio Mahesar and GHS Saidudero. The teachers of Yousu Goth and GHS Damba Goth welcome the community of the school to inform problems regarding their children's and suggest better solutions.

These schools developed school councils, in which the schools given proper representation to the community members. These communities possess power and legal existence with proper rules and regulations. Moreover, the teachers of Malir district are well aware about the community of the school where they teach. They know more about the nature of the community. Furthermore, the teachers know very well about the norms and values of the society hence they are well known about the background of the student.

Curriculum

Mostly the curriculum of schools of Sindh government is less flexible and teachers cannot add something from their side. The parents of students of EMO Schools of Karachi district are satisfied from the teachers to connect objectives of the lesson with current issues and activities of the society. They incorporate understandable examples during the lesson.

Parental Feedback

The study also integrates the information regarding the parental degree of satisfaction, cooperation and collaboration inside the school. The communities of schools of Malir district are more perceived more sensitive and cooperative to the school. However, the parents or communities of schools of Dadu district are less cooperative

School Monitoring

Monitoring is seeing, if you are doing what you said, you would do and done in a systematic approach to overseeing planning, learning, and teaching. The government of Sindh initiated EMO program to ensure better monitoring system of schools in the province. The monitoring is one of the major tools of school policy-making. Its purpose is to analysis performance, to examine in detail the current situation of education, to suggest alternatives for its improvement, to make informed decisions and to carry out the management ensuring the quality of education. In this study monitoring of school is organized and carried out at the project level to ensure the availability of infrastructure and its usage. Buildings, classrooms, laboratories, and equipment with education infrastructure are crucial elements of learning environments in schools and universities. There is strong evidence that high quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates.

Infrastructure and Cleanliness

A school is a place for education, and it's also a place where kids can socialize and develop skills that will help them later in life. When it comes to making sure school is a safe environment, the importance of cleanliness in school cannot be overlooked. If you are interested in learning how you can ensure that your school is clean, read on to learn more and discover a few tips for school cleanliness that you can put to good use.

The study finds out that that the no signboard of most of the schools is installed. However the places of entrances and surrounding of all the schools deducted accumulated with dust and trash needed more cleanness. Equally, the position of cleanliness inside the schools overall perceived inadequate, even the classrooms, library, computer lab, offices and staff room needed cleanliness and maintenance yet.

In these schools washrooms witnessed without electricity and in deprived condition. Buildings of all these schools surrounded by proper boundary walls and needed whitewash. All of these schools possess space of playground but found nonfunctional besides this, without equipment for pupils to play. Pupils of these schools play and perform all of the activities in playground themselves during the break or off time and no safety measures were installed by the school administration. In these schools drinking water found not suitable for drinking with poor hygiene condition, most of the students of schools of Larkana and Dadu district use hand pump for drinking water without proper filtration.

These schools locate marginalized areas in the discussed districts face the biggest problems of poor standards of community and having not standardized infrastructure. It perceived that students who attending these schools is needed more attention. These students come mainly from low income and rural families to attend schools with poor learning equipment. Same way these children faces same situation inside the schools.

Classrooms and Supplies

There are so many different things that go into being a good teacher, and it can be too easy to forget about concrete things like classroom supplies. Yet, if you want your classroom to run smoothly and become a safe and productive learning environment for all children, you have to make sure it is well supplied!

Having the right supplies in your classroom can enrich student learning and make classroom management easier. It can ensure that children are physically and emotionally safe, and it can make them feel more cared for during the time they spend in school. Of course different age groups will require different kinds of supplies, but this lesson gives you some ideas for the types of supplies every teacher should think about.

All of these schools witnessed inadequate in infrastructure, having discouraging situation of classrooms, poor teaching aids and supplies like, chalk boards, chairs, desks and

teachers dies. Equally, stationary, kits and other material detected scattered and dusted in classrooms of all these schools.

Teachers and administration should be aware about the importance of specific supplies in the classroom, even in school. In general, though, every classroom will need plenty of pens or pencils, paper, notebooks and a dry erase board, markers and erasers. Moreover, classrooms and students of these schools needed to have folders or binders for keeping work organized and need a file cabinet with folders for separate records and notes.

Library Resources & Utilization

The importance of school library cannot be over emphasized. A library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. Every school should have a library, it impact positively on the academic achievement of the students. Students can perform better during examination by reading various books. Additionally, it facilitates the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

In these observed schools of District Malir, Larkana and libraries did not incorporate as learning source for the students. However the libraries of these schools notice only sitting place without proper books and seating arrangements. Moreover, no availability of supplementary books for any level of students witnessed, only the students sit and read their or refer their own textbooks or resources.

The school library plays a great role in the life of students by serving as the store house of knowledge. The importance of a library in a school cannot be over emphasized. While the role of the school library in these schools remains constant, its design, digital platform, strategies and tools could change as technology changes. Meanwhile, these schools should to maintain that libraries with proper facilities and needed books to use as additional source of learning.

Computer Lab Rules

If there is a computer lab then students can invest their free time in learning programming, automation and to improve basic computer skills. That will help them later to define their career goals, entrepreneurship, and job opportunities. For skills development, students need to practice. And to do that effectively they need a computer lab. To practice what teachers have taught in the class, they need a computer lab.

In all of these observed school computers labs detected useless, with poor in infrastructure. In these schools computers specialist teachers are not available. Teachers of social science instructs computer to the students. Only computer classes were slated and

mentioned in master table of the school. Hence the students of these observed schools found unaware bout the computer literacy.

A computer laboratory is important in every private and government school to enhance the scientific and technological research and invention capacity of students. It do not mean computer lab to pass on the formalities and just to showcase that in papers. It should be in good and practical computer lab that makes students interesting and enthusiastic about technology and science. These Schools needed computer subject specialist to enhance technology based learning skills of students.

School Records are maintained as Per Policy

The school administration maintains how our child is doing in school and what the school is doing for him. Teacher and administration may know to keep a file of those records. However the record keeping according to the policies of the organization to maintain record, both formal and informal, that is important to keep for future reference.

In the schools of these districts, the maintenance of record found in deprived condition. Parallel, the record of assessment even board exams result was witnessed disseminated. Furthermore, record of curricular activities, academic calendar and teachers lesson planning witnessed inappropriate. However the school activities, policy documents and co-curricular activities guidelines; teachers and students attendance registers detected dispersed in all of the schools.

In these schools the record saved but not in proper pattern. It could not be helpful for teachers and administration to keep track of what you talked about and the decisions that were made. However the record should be well arranged and should be useful when you can point to specific information, you can better ensure your child's rights are being protected. Proper record keeping has been widely adapted in all of the leading schools. This is mature through the research suggestions that GHS Haji Khan, GHS Saidudero and GHS Zakrio Mahesar; GHS Dumba Goth needed to keep record according to policy document equally, classroom discipline monitoring and school discipline monitoring checklists.

Conclusion

The responsibility of the educational community is to define vision of sustainability with the collaboration of the leaders to translate the future to achieve the SDGs. The strong collaboration of leaders of different fields, local civil society, learners, educators and stakeholders can be possible, what achieving the SDGs mean. The governments of Pakistan have recognized that the state by itself is not eligible to achieve task of providing quality education and meeting the targets of the Sustainable Development Goals (SDGs) and education for all (EFA). This has needed partnership of the government with the private sector with the objective of evolving a suitable system in order to bring the disadvantaged

school-aged children into education system that called for public private partnership (PPP) in education. In this regard the EMOs are private groups providing management to the public schools. Improving the management and performance of public sector schools has been identified as one of the primary issues in Sindh. In order to improve school governance, the School Education Department (SELD), has undertaken an initiative to outsource the operation and management of selected government schools to private sector Education Management Organizations (EMOs) through Public Private Partnership (PPP) under the USAID-funded Sindh Basic Education Program (SBEP). The EMO schools are providing quality education to ensure the achievement of (SDG-4). The demonstration of professionalism in all aspects of teaching career is to provide pupils with the best education possible. The teachers of the EMO schools are poorly skilled in their profession. More than this, community development and school monitoring system needed more engagement to meet the quality education. In these schools monitoring of school is organized and carried out at the project level to ensure the availability of infrastructure and its usage. Buildings, classrooms, laboratories, and equipment with education infrastructure are crucial elements of learning environments in schools and universities. There is strong evidence that high quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates. After the 18th constitutional amendment the provinces became responsible to meet the SDGs targets. The effectiveness of EMO program is to achieve teachers' development, school monitoring and community awareness (SDGs- 4) in the province of Sindh.

Recommendations

The workshops should be organized to develop their professional skills.

1. Teachers and administration should be aware about the importance of specific supplies in the classroom, even in school.

2. Schools records should be saved in proper pattern.

3. There must be proper computer labs in schools.

4. The teachers must be experienced and qualified.

5. They should know much about the modern skills and methods of teaching.

6. They should use proper rules and regulations.

7. Buildings, classrooms, laboratories, and all infra-structure should be in proper and adequate condition.

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