

## Quarterly Performance Report

For the Quarter ended December 31, 2015



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# 1. Introduction

## 1.1 Sindh Basic Education Program - SBEP

On September 21, 2011, USAID signed an Activity Agreement with the Government of Sindh to implement SBEP to increase and sustain student enrollment in primary, middle and secondary schools levels. The program is being implemented in 7 districts of Northern Sindh and 5 towns of Karachi. This program is funded by USAID with a total cost of \$165 million, including \$10 million from the Government of Sindh.

### 1.1.1 Objective

The program aims to create school environments conducive to teaching and learning. The program funds the construction and rehabilitation of schools affected by 2010 floods and supports the Government of Sindh's policy of merging, consolidating, and upgrading schools through new construction. The Sindh Basic Education Program also seeks to improve early grade reading in primary schools, mobilize communities to increase girls' enrollment and improve the nutritional status of children, and offer technical assistance to build the capacity of the Sindh Department of Education.

### 1.1.2 Components

SBEP is working across 7 components concurrently:

Component	Activity	Implementing Partner
<b>Component 1:</b> Construction of schools affected by 2010 floods	Government to Government	Government of Sindh, Education and Literacy Department
<b>Component 2:</b> Support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction of schools	Government to Government	Government of Sindh, Education and Literacy Department
<b>Component 3:</b> Improvement in early grade reading in primary schools	Sindh Reading Program	Chemonics International
<b>Component 4:</b> Community mobilization, with a focus on increasing girls' enrollment and improving nutritional status of children	Sindh Community Mobilization Program	International Relief & Development
<b>Component 5: Technical assistance to the Department of Education</b>	<b>Sindh Capacity Development Project</b>	<b>Deloitte Yousuf Adil, Chartered Accountants</b>
<b>Component 6: Monitoring and Evaluation</b>	<b>Sindh Capacity Development Project</b>	<b>Deloitte Yousuf Adil, Chartered Accountants</b>
<b>Component 7:</b> Architect and Engineering (A&E) Services	A&E Services Contract Milestone Monitoring Contract	Halcrow NESPAK

## 1.2 Sindh Capacity Development Project- SCDP

### 1.2.1 Background:

Sindh Capacity Development Project as a contract was signed on August 6, 2015 between Deloitte Yousuf Adil and USAID. SCDP is a three-year activity that will support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS).

**SCDP was conceived and contracted in compliance with USAID ADS Chapter 220: “Use and Strengthening of Reliable Partner Government Systems for Implementation of Direct Assistance”**

- ***Strengthening* means building up the capacities of local actors—governments, civil society, & private sector-and the system as a whole**
- **Sustaining development outcomes depends on the sustainability of the local system**

**SCDP is underpinned by a core strategy highlighted in ADS 220, when USAID disburses funds directly to a partner government or relies upon partner government systems to implement direct assistance projects or project activities, Missions should:**

- Consider capacity building assistance to partner governments (training, technical assistance, etc.) if appropriate and as necessary to mitigate risks identified in the project design process and to help ensure sustainability of project results.
- Monitor, evaluate, and provide oversight of project implementation and effectiveness, including the implementation of partner government procurement systems, technical capacity used, as well as implementation of risk mitigation plans.
- **SCDP’s delivery mode is within the framework of government to government (G2G) programming to achieve “*increased and sustained student enrollment in primary, middle and secondary schools in targeted geographical locations in Sindh*”.**

### 1.2.2 Objective

SCDP aims to:

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner;
- Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan and further disseminate knowledge to guide the education sector’s M&E programs and practices in Sindh;
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular;
- Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

Strategically the SCDP is focused on four concurrent work streams:

- Capacity Building;
- Systems Strengthening
- Policy Reforms and
- Communicating Change

Capacity building will be undertaken at three levels:

- individual /workforce level
- institutional /organizational level, and
- systems /policy level

SCDP's full scope of work as highlighted explicitly in the contract, entails a strategic and operational interface with, "all SBEP components supplement and complement each other as well as the overall education reforms. For example, policy development and institutional strengthening of nonformal education (NFE) under the Contract will further enable the Sindh Reading Program (SRP) to achieve its targets for family literacy and out-of-school learners. Similarly, technical assistance to ELD on strengthening the Public-Private Partnership (PPP) Unit will create conducive environment for Education Management Organizations (EMOs) to take charge of public schools in general and USAID-supported government schools in particular. Thus, the components of this Contract not only contribute to the SBEP but are also aligned with GoS priorities for education outlined in SERP II and SESP. Furthermore, capacity building of PMIU on financial management and accountability, implementation of M&E Plan for SBEP, and third-party validation surveys will strengthen risk mitigation measures in accordance with the 'Risk Mitigation Framework – Sindh Basic Education Program' approved by USAID/Pakistan" (USAID SCDP -p.15 )

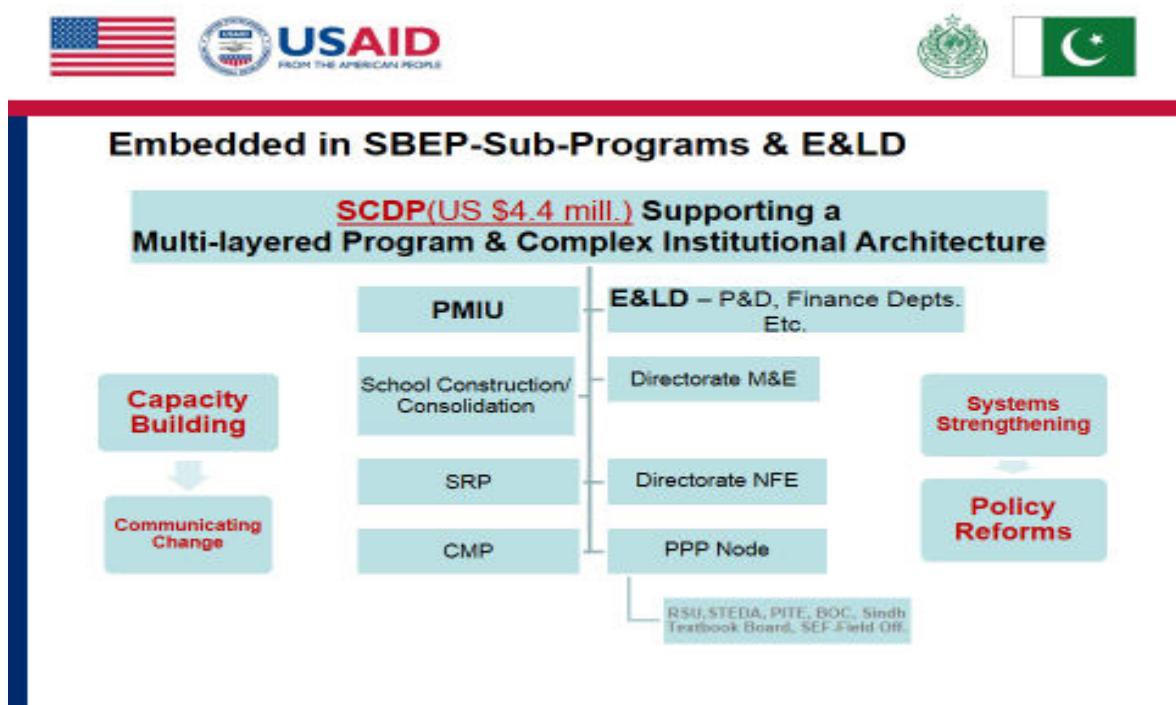
### 1.2.3 Partners

The project interface is with three strategic categories of partners:

- **SBEP and its Subprograms:**
  - **PMIU- project management implementation unit- as a key SCDP partner, as well as**
  - Community Mobilization Program (CMP)
  - Sindh Reading Project (SRP),
  - Halcrow;
- **Government of Sindh:**
  - Departments of Education and Literacy(E&LD); Finance and Planning & Development;
  - E&LD's Directorates (M&E and Literacy/NFBE)
  - Planning, Development & Finance Wing/ Directorate General of Planning, Development and Research (DG-PDR),
    - PPP Node;
    - Research and Development Unit
  - Other systems/reforms and policy engagement partners include
    - Reforms Support Unit(RSU), STEDA, PITE, BoC, Sindh Textbook Board (STBB) and Sindh Education Foundation (SEF)
- **USAID SBEP Teams as strategic facilitators and advisors**

SCDP spent the quarter (Oct-Dec. 2015) intensively engaged in groundwork and onboarding a multilayered and multi-partnered program architecture under implementation in 7 districts and 5 towns of Karachi as illustrated in Figure 1 below:

Figure I: SCDP- Supporting a Multi-layered & Complex Institutional Architecture



#### 1.2.4 Components of SCDP

SCDP has been divided into four components, and through its four main components, key deliverables will be actively engaged with partners of SBEP, E&LD and PMIU at provincial, district, school and community levels simultaneously:

<b>Component 1:</b> Improve efficiency and effectiveness of the PMIU to manage and implement SBEP in an effective and transparent manner	
<b>Task</b>	<b>Scope</b>
a) Strengthening Financial Management and Accountability of the PMIU	<ul style="list-style-type: none"> <li>Based on capacity need assessment exercise, a customized capacity building plan for the PMIU developed (Year 1)</li> <li>Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework (Year 1, 2 &amp; 3 of the Contract)</li> <li>Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency. (Year 1, 2 &amp; 3 of the Contract)</li> </ul>

	<ul style="list-style-type: none"> <li>Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework. (Year 1, 2 &amp; 3 of the Contract)</li> </ul>
b) Financial planning and reporting	<ul style="list-style-type: none"> <li>Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU. (Year 1, 2 &amp; 3 of the Contract)</li> <li>Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4 and PC-5. (Year 1, 2 &amp; 3 of the Contract)</li> <li>Annual financial evaluation conducted at the PMIU and recommendations submitted for further action. (Year 1, 2 &amp; 3 of the Contract)</li> <li>Annual financial reports, risk mitigation reports, accounts and tax reports with regard to the PMIU prepared and submitted to USAID, as per set guidelines and frequency. (Year 1, 2 &amp; 3 of the Contract)</li> </ul>
c) Pool of human and technical resources for sustaining organizational capacity	<ul style="list-style-type: none"> <li>Four customized manuals on HR, Procurements, Finance &amp; M&amp;E that comply with the rules and regulations of the GoS &amp; SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU (Year 1 of the Contract)</li> <li>Minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently. (Year 1 of the Contract)</li> <li>Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.(Year 2 of the Contract)</li> <li>Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed. (Year 1 of the Contract)</li> </ul>

**Component 2:** Strengthen the effectiveness and broaden the impact of SBEP through the implementation of the M&E Plan and dissemination of knowledge around M&E programs and practices in Sindh

Task	Deliverables
a) Implementation and monitoring of M&E Plan	<ul style="list-style-type: none"> <li>M&amp;E Plan of SBEP implemented and its implementation resulting in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively. (Year 1, 2 &amp; 3 of the Contract)</li> <li>Quarterly monitoring report and consolidated annual monitoring report prepared and submitted to PMIU and USAID, as per set guidelines. (Year 1, 2 &amp; 3 of the Contract)</li> <li>Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual</li> </ul>

	<p>progress reports as well as Pak-Info reporting for SBEP in timely manner. (Year 1, 2 &amp; 3 of the Contract)</p> <ul style="list-style-type: none"> <li>• Technical reports and third party validation reports prepared and submitted to USAID, as and when required. (Year 1, 2 &amp; 3 of the Contract)</li> <li>• Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting. (Year 1, 2 &amp; 3 of the Contract)</li> <li>• M&amp;E dissemination strategy developed and implemented. (Year 1, 2 &amp; 3 of the Contract)</li> </ul>
b) Strengthening M&E capacities of ELD, GoS	<ul style="list-style-type: none"> <li>• Support provided to the PMIU for the establishment, maintenance and functioning of an M&amp;E system; including M&amp;E databases. (Year 1, 2 &amp; 3 of the Contract)</li> <li>• Minimum of 20 relevant staff members of the M&amp;E Directorate and PMIU trained to enhance their knowledge &amp; skills of M&amp;E and best practices in education. (Year 1 of the Contract)</li> <li>• Support provided to M&amp;E Directorate to develop Strategic plan along with the implementation strategy (Year 2 of the Contract)</li> <li>• Support provided to PMIU in the update of the SBEP's web portal and M&amp;E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&amp;E Plan. (Year 1, 2 &amp; 3 of the Contract)</li> </ul>

**Component 3:** Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.

Task	Deliverables
a) Conduct research studies b) Dissemination of research evidence and policy advocacy c) Strengthen government capacities in research and advocacy	<ul style="list-style-type: none"> <li>• Two research studies on SBEP's innovative interventions and strategies conducted (Year 1, 2 &amp; 3 of the Contract)</li> <li>• Research dissemination strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders. (Year 2 &amp; 3 of the Contract)</li> <li>• Support provided to the ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted (Year 2 &amp; 3 of the Contract)</li> <li>• Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks (Year 2 &amp; 3 of the Contract)</li> </ul>



	<ul style="list-style-type: none"> <li>Support provided to the PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities. (Year 1 &amp; 2 of the Contract)</li> </ul>
<p><b>Component 4:</b> Strengthen capacities, systems and policies of the ELD to improve the education services in conjunction with the education reforms in Sindh</p>	
Task	Deliverables
<p>a) Enhance institutional capacity of ELD to promote PPP in Sindh</p>	<ul style="list-style-type: none"> <li>Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID (Year 1)</li> <li>Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects (Year 1, 2 &amp; 3)</li> <li>Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects (Year 1)</li> <li>Standardized PPP tool kits and education sector-specific guidelines developed and disseminated (Year 1 &amp; 2)</li> <li>Education specific PPP management information system developed and support provided to the ELD for its effective utilization (Year 1, 2 &amp; 3)</li> <li>Support provided to ELD to institutionalize PPP best practices in education. (Year 1, 2 &amp; 3)</li> </ul>
<p>b) Strengthen capacities of teachers, students and communities in ICT use under PPP</p>	<ul style="list-style-type: none"> <li>Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools (Year 1, 2 and 3)</li> <li>Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning (Year 1, 2 and 3)</li> <li>Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs. (Year 1, 2 and 3)</li> </ul>
<p>c) Developing ALP (Alternative Learning Pathways) policy with a focus on PPP</p>	<ul style="list-style-type: none"> <li>Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS (Year 1 &amp; 2)</li> <li>Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting (Year 2 &amp; 3)</li> </ul>

	<ul style="list-style-type: none"> <li>• Best practices and lessons learned documented and disseminated to inform policy makers for further action (Year 3)</li> </ul>
<p>d) Enhance the govt.'s capacity in education planning, administration and management at provincial and district levels</p>	<ul style="list-style-type: none"> <li>• Capacity need assessment conducted and shared with ELD and USAID (Year 1)</li> <li>• Tier-1: Min. of six high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms. (Year 1 and 2)</li> <li>• Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh. (Year 2)</li> <li>• Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently. (Year 1 &amp; 2)</li> </ul>

### 1.3 SCDP Team

A fully delegated highly qualified and experienced team has been hired\ contracted for the project. Key personnel along with their designations are given below:

S. No	Name	Position
1.	<b>Mrs. Baela Raza Jamil</b>	Chief of Party
2.	<b>Mr. Asad Ali Shah</b>	Project Management Committee
3.	<b>Dr. Khalida Ghous</b>	Project Management Committee
4.	<b>Mr. Nazar Mahar</b>	Advisor and Member Project Management Committee
5.	<b>Mr. Shahzad Ali</b>	Team Leader Quality Control
6.	<b>Mr. Zeeshan Shahid</b>	Team Leader-Back Office Support
7.	<b>Mr. Imran Raza</b>	Senior Manager-Back Office Support
8.	<b>Mr. Zafar Hussain Memon</b>	Advisor Internal Audit
9.	<b>Mr. Zubair Khan</b>	Advisor Financial Book keeping
10.	<b>Mr. Mashooque A. Bhatti</b>	Advisor Human Resource
11.	<b>Mr. Zain Ansari</b>	Advisor Information Technology
12.	<b>Mr. Shouqat Ali</b>	Manager Monitoring, Evaluation and Research
13.	<b>Mr. Asif Iqbal</b>	Manager Research- lead at SPDC
14.	<b>Mr. Taj Muhammad Qureshi</b>	Team Leader-Education Reform & Policies
15.	<b>Dr. Abdul Sami</b>	Consultant ALP
16.	<b>Mr. Abdul Hadi Khan</b>	Advisor PPP
17.	<b>Ms. Amama Shabir</b>	Senior Accountant
18.	<b>Mr. Faheem Baig</b>	Manager Human Resource
19.	<b>Mr. Zaeem Arshad</b>	Manager Procurement
20.	<b>Mr. Saifullah Samo</b>	Team Leader-Admin, Logistic and Security

### 1.4 Performance Report for the Quarter ended December 31, 2015

This Performance Report is for the quarter October to December 31, 2015. The report covers the accomplishments of SCDP and the progress made during the last quarter; include information on key activities, both ongoing and completed during the quarter. Also highlighting the miles stone achieved.

# 2. Program Activities

## 2.1 On Boarding PMIU, E&LD and SBEP Implementing Partners

### 2.1.1 Orientation for the PMIU Team

A comprehensive workshop was organized on October 06, 2015 at Royal Rodale Club for all PMIU staff including PD-PMIU to become familiar with SCDP scope of work and project work plans. Objectives of the workshop were to:

- Provide orientation of SCDP to PMIU.
- Extend team building across PMIU and SCDP.
- Undertake collaborative work-planning of SCDP for 2015-16.
- Acknowledge and appreciate the accomplishments of PMIU leadership and its team

**(Annexure-1-Agenda of the workshop)**



Mr. Tameezuddin Khero PD –PMIU with Dr. Randy Hatfield USAID



Group Photo- PMIU-SCDP-USAID Representatives

This was the first time that the PMIU teams had experienced such an intense high energy open and interactive format of engagement soliciting “Key ASKS, Concerns, Advice and Queries” for each of the 4 components of SCDP”. In the words of one active PMIU representative:

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*This is a very transparent way of sharing SCDP’s work; in fact the most transparent method of sharing deliverables and work plans in SBEP- I found it most refreshing and effective (PMIU M&EB team member)*

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### 2.1.2 Engagement with SBEP Implementing Partners

A workshop was organized on December 02, 2015 at Royal Rodale Club for SBEP partners, CMP, SRP, PMIU, USAID, Halcrow. The objectives of the workshop were to:

- Provide orientation of SCDP components to SBEP Implementation Partners
- Seek clarity on overlapping segments across SRP/SCDP and CMP/SCDP
- Undertake collaborative work-planning of SCDP/SBEP for 2015-16.
- Team building for SBEP, its common goals, outcomes, outputs and key performance indicators

**(Annexure-2-Agenda of the workshop)**



### 2.1.3 Orientation & Engagement to E&LD

Meetings were held with following GoS departments to brief SCDP scope of work and deliverables:

- Secretary E&LD
- Additional Secretary PD&F and his team at the Directorate General PD&R
  - Special Secretary Schools
- Director PPP Node –and the PPP Unit team
- Directorate NFBE & Literacy
- Directorate M&E
  - CPM – Reforms Support Unit (RSU)
  - M.D SEF
  - Divisional, District E&LD Field Teams (Sukkur and Khairpur)

#### 2.1.4 Field Visit by SCDP Team Leaders, PMIU and USAID representatives

Three day field visit was undertaken from October 06 to October 09, 2015 to two districts Sukkur and Khairpur by COP, team leaders of the project along with a representative from PMIU (M&E) . The objectives of the visit were:

- To assess the roll out of the SBEP components aligned to the sub-projects Construction/Consolidation/SRP/CMP/M&E) for SCDP's engagement.
- To explore community engagement potential in Governance, Quality monitoring
- To understand the readiness of the community on NFE/ALP programs envisaged under SBEP and to scan the landscape for any existing efforts in this regards
- To explore early research options across the SBEP components
- To hold meetings with Field Education Officers on their approach to partnerships and patterns of support mandated by the line department

##### (Annexure-3- Preparation Notes of field visit)



Discussions with the SMCs and committees (CMP)



Visit newly constructed school in Arain

The objectives of the field engagement exceeded the expectations as it enabled SCDP to physically witness the roll out of the project on varied sites (hub/ neighborhood/SRP schools) and share the scope of SCDP work. The visit provided detailed orientation to the E&LD divisional, and district teams, communities and also meet with the GoS District Commissioner (DC) as the senior most governance representative at the district level (Khairpur). It provided an opportunity to interact with children/students, teachers, head teachers and SMCs to understand their expectations and aspirations from SBEP.

Team building process with implementation partners of SBEP was thus undertaken systematically which will be leveraged through the life of the project across all components.

#### 2.1.5 Finalization of the SBEP M&E Plan - a collective endeavor!

The Quarter witnessed the finalization of SBEP M&E Plan as a key milestone with all SBEP teams. This milestone is documented as amply illustrative of the onboarding/orientation process of SCDP. The M&E Plan is a collaborative effort facilitated by SCDP. The SBEP M&E Plan had

remained unimplemented thus far and was reviewed, refined for indicators, language and PIRS for full implementation in 2016.

A two day orientation to the SBEP M&E Plan was conducted by a two member MSI team (November 23-24, 2015) see Component 2 below

The quarter (October 1 to December 31, 2015) is thus titled as the journey “***from inception to implementation***”, ensuring that the former was largely concluded and paved the way for implementation to begin in its full spirit and scope across multiple levels of SBEP.

## 2.2 Governance within SCDP and Systems/Procedures Compliance:

The quarter also witnessed:

- Establishing a Project Management Committee (PMC) as a governance/implementation platform within SCDP; members are drawn from Deloitte leadership/senior management; COP/DCOP, experts including a retired but active civil servant (Mr. Asad Ali Shah, Shazad Ali; Mr. Nazar Mahar; Dr. Khalida Ghaus, Baela Raza Jamil COP supported by Zeeshan Shahid DCOP SCDP); and
- Active engagement with alignment for Project Compliance on all operational procedures of Deloitte/SCDP with USAID systems; this milestone will be completed by February 2016. -

## 2.3 Component 1 Team Leader –Zeeshan Shahid

**Component Objective:** Improve efficiency and effectiveness of the PMIU to manage and implement SBEP in an effective and transparent manner

### 2.3.1 Task-a- Strengthening Financial Management and Accountability of the PMIU

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"><li>• Based on capacity need assessment exercise, a customized capacity building plan for the PMIU developed.</li><li>• Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.</li><li>• Assisted the PMIU in the establishment and implementation of internal financial controls to ensure transparency.</li><li>• Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.</li></ul>	N/A

#### Key Activities Performed:

##### i. System Understanding and AS-IS documentation

Initial system understanding of Finance, Internal Audit and Human Resource Management has been started and documented. These documents has also been shared with PMIU respective department staff for the review and finalization. After finalization of As-Is documentation, a comprehensive Gap Analyses will be conducted to compare current practices with best practices and with legally and compliance requirements.

##### ii. Capacity Need Assessment

Capacity Need Assessment for Human Resource function has been started and currently HR team of SCDP reviewing the documentation of HR function of PMIU. Based on these studies and formal individual capacity assessment of PMIU employees a comprehensive Capacity Building Plan will be developed and after approval form PMIU and USAID will be implemented.



### 2.3.3 Task-c- Pool of human and technical resources for sustaining organizational capacity

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>Assistance provided to the PMIU for the revision and four customized manuals on HR, Procurements, Finance &amp; M&amp;E that comply with the rules and regulations of the GoS &amp; SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.</li> <li>Minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.</li> <li>Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.</li> <li>Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.</li> </ul>	<p><b>Obj- 4-c</b> Number of administrators and officials trained with USG support</p>

#### Key Activities Performed:

##### i. Manual Development

Manual development of Human Resource and Monitoring & Evaluation functions has been started. Initial system documentation has been made and currently SCDP teams are reviewing the current practices and documents followed and prepared by respective PMIU staff.

##### ii. Training to PMIU Staff.

Based on initial requirements of PMIU staff, one day training to five members of PMIU has been provided through Institute of Tenders Management.

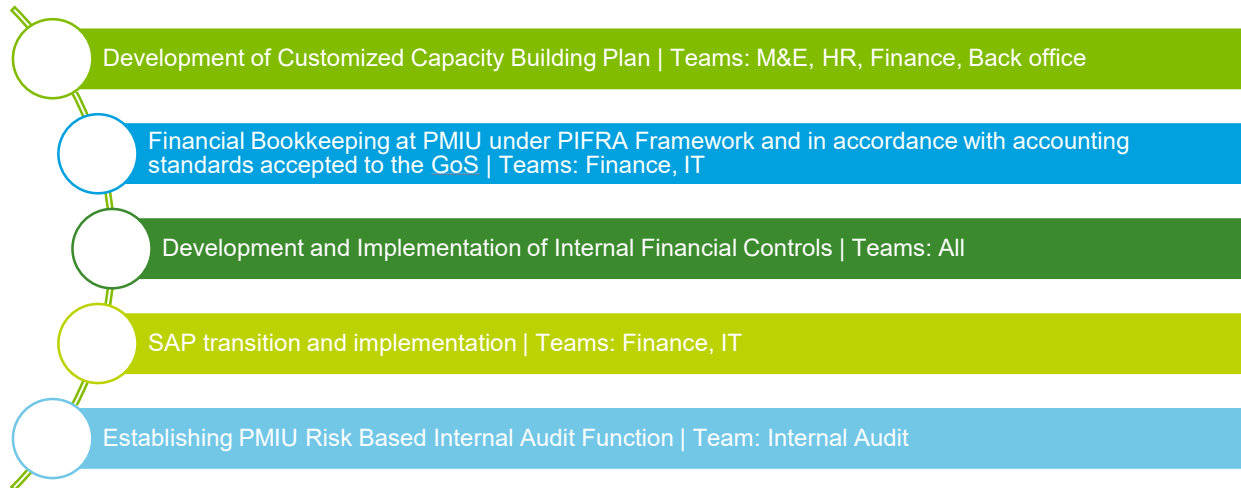
### 2.3.4 Engagement with PMIU through Component-1

Component-1 is a comprehensive engagement with PMIU comprising of 3 strands of concurrent capacity building work. These are:

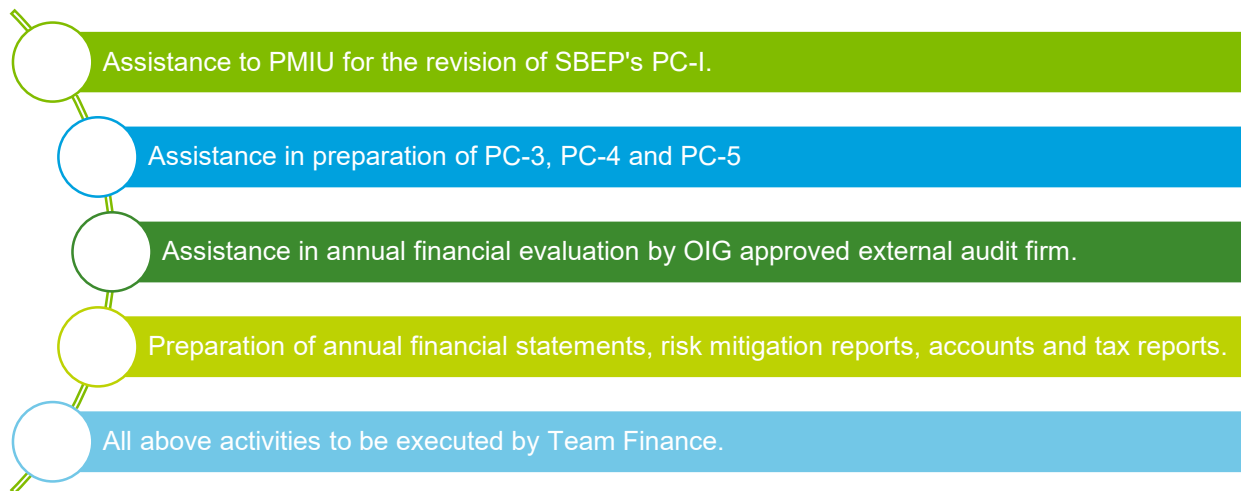
- I. Strengthening Financial Management and Accountability of the PMIU
- II. Financial Planning and Reporting
- III. Pool of Human and Technical resources for sustaining organizational capacity

The details of the activities under each segment is listed below

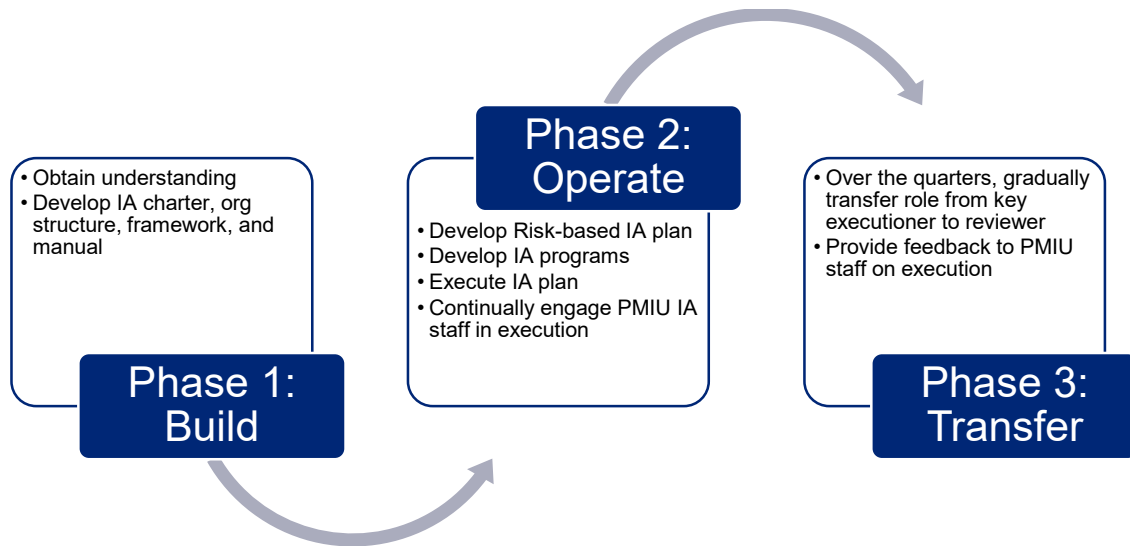
## I. Strengthening Financial Management and Accountability of the PMIU



## II. Financial Planning and Reporting



The methodology for engagement for the audit sub-component is that of Built Operate and Transfer (BOT) not in a conventional sense but through a collaborative institutional approach with PMIU. This is illustrated by the following flow chart.



### III. Pool of Human and Technical resources for sustaining organizational capacity



The work for component I is clearly enunciated through the following flow steps:

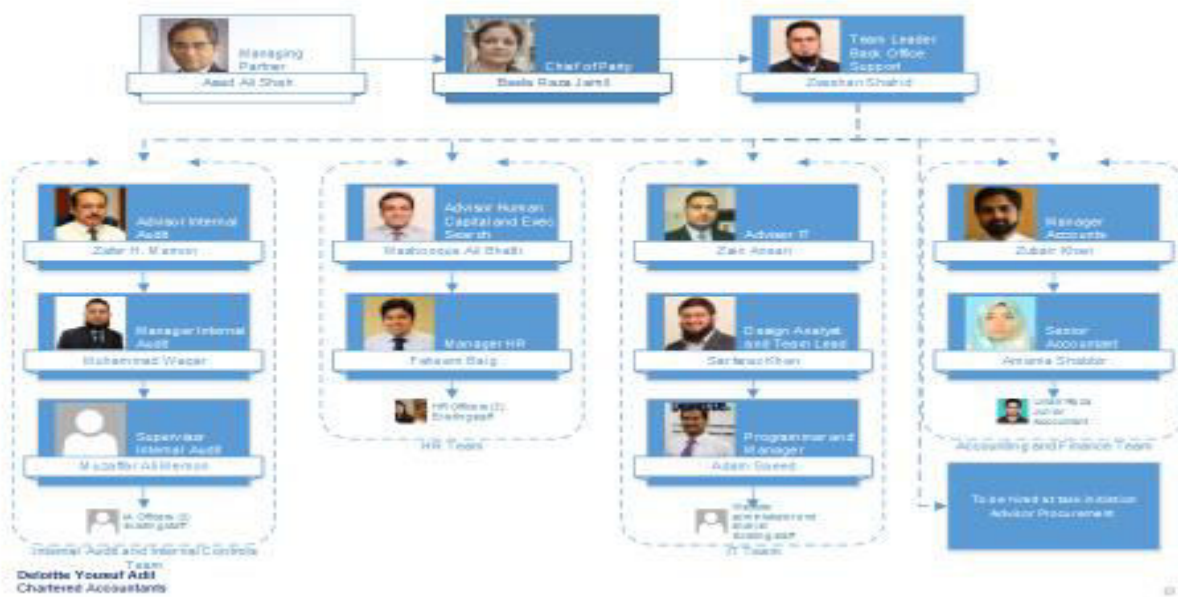
- Understand As-Is Systems
- Evaluation of As-Is Systems
- Outputs: will be the :
  - Capacity Building plan; Manuals
  - Risk-based Internal Audit Build Phase; Trainings of PMIU and GoS officials
  - Staff rationalization analysis, Updated JDs, temporary staff support, as needed

- **Risk based Internal Audit function**
- **Financial bookkeeping**
- **Assistance for** : revision / preparation of PC-1 and sub-PC-1 under guidance of PMIU; PC-3, PC-4 and PC-5
- **Annual financial evaluation through** OIG approved CPA firm conducted at the PMIU and recommendations submitted for further action (SOW for financial evaluation will be approved by USAID)
- **Annual Reports:** financial reports, risk mitigation reports, accounts and tax reports to USAID

**Component I Team:**

A comprehensive team for this component is in place but for one, viz. advisor procurement

**Component 1 Team**



**2.3.5 Activities for the Next Quarter**

This component will be in full engagement across all its sub-components at PMIU from the middle of February 2016

## 2.4 Component 2- Team Leader –Imran Raza

**Component Objective:** Strengthen the effectiveness and broaden the impact of SBEP through the implementation of the M&E Plan and dissemination of knowledge around M&E programs and practices in Sindh.

### 2.4.1 Task-a- Implementation of Monitoring and Evaluation (M&E) Plan

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>M&amp;E Plan implemented</li> <li>Quarterly monitoring report and consolidated annual monitoring report</li> <li>Support to PMIU for Quarterly and Annual progress reports and Pak-Info reporting</li> <li><u>Technical reports and third party validation reports for USAID, as and when required.</u></li> <li>Min. 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.</li> <li>M&amp;E dissemination strategy developed and implemented.</li> </ul>	<p><b>Obj-4-a-</b> Rating of PMIU capacity to implement the SBEP M&amp;E Plan.</p> <p><b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting</p>

#### Key Activities Performed:

##### i. M&E Workshop to finalized SBEP M&E Plan

With support of MSI SBEP M&E plan has been reviewed and finalized. For this purpose a one day M&E Workshop had been organized on November 24, 2015 for all SBEP partners to take their input and suggestions. The purpose of the workshop was to discuss the challenges that implementers faced in implementing the M&E plan and to develop a roadmap for ensuring its effective implementation. One day prior to the workshop, MSI and SCDP worked to provide an orientation to SCDP team, review the SBEP M&E plan, propose changes and finalize the workshop agenda. **(Annexure –4- Agenda of the workshop)**

##### ii. SBEP M&E Focal Group Formation

For proper implementation of SBEP M&E plan and effective monitoring of the project an M&E Focal Group of all SBEP implementing partners M&E team has been formatted. First meeting of the group was held in SCDP office to review SBEP M&E plan and discuss TOR of the group.

**(Annexure-5-Action points of M&E Focal Group Meeting)**

### iii. Alignment of M&E Activities

Meetings were held with Director General (D.G) Deputy Director-Directorate M&E to discuss SBEP M&E Plan, SCDP's scope of work with the Directorate M&E, the Sindh School Monitoring System (SSMS) and its roll out. The DG and Deputy Director described current functioning of Directorate and shared the plans/presentation/implementation steps for third party monitoring teams in the districts for undertaking technology enabled governance of the E&LD service delivery at the school level. SCDP shared the scope of strengthening and coordination with Dir. M&E and all partners. It was suggested that a combined session between different SBEP partners and Directorate M&E functions would be organized to understand key activities, objectives, roles and responsibilities across SBEP and SSMS.

### iv. Monitoring Field Visit

A monitoring visit was made with PMIU M&E Team to evaluate involvement of SMCs and communities in M&E activities. Meetings were held with SMC and community members to understand their readiness for involvement in monitoring activities-readiness for e-governance-real time tracking of key indicators as envisaged in SSMS. Assessed the idea of involvement of community members in e-monitoring and obtained their feedback

## 2.4.2 Task-b-Strengthening M&E Capacities of ELD, GoS

Deliverables	SBEP M&E Indicator
<ul style="list-style-type: none"><li>Support to PMIU for establishment, maintenance and functioning of an M&amp;E system; including M&amp;E databases.</li><li>Support to PMIU in update of the SBEP's web portal</li><li>Min. of 20 relevant staff members of M&amp;E Directorate and PMIU trained.</li><li>Support to M&amp;E Directorate to develop Strategic plan along with the implementation strategy</li><li>Support to M&amp;E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&amp;E Plan.</li></ul>	N/A

### Key Activities Performed:

#### v. Quarterly and Annual Monitoring Reports

Assistance to PMIU to develop quarterly and annual M&E reports. For the purpose number of sessions were held with PMIU M&E team and an initial structure was drafted and shared with all implementation partners. In the next quarter the first quarterly report for SBEP will be produced by PMIU with SCDP support.

#### vi. Capacity Building of Directorate M&E

For capacity building of Directorate M&E a request has been formally made by the Deputy Director M&E from SCDP. This entails

- Early visit to Punjab to look at M&E systems in both challenged and well-functioning districts – a team of 5-6 key personnel including newly recruited Chief Monitoring officers (CMOs) and a Deputy Director
- Support for the launch of the M&E –SSMS in Sindh – assistance in the event preparation
- Support of 2 Monitoring Officers /interns as envisaged under SCDP, after they have been provided orientation to the tasks of M&E. These may be placed in the Directorate
- SCDP to facilitate training workshops for newly hired M&E officers of Directorate.
- Engagement with Directorate M&E for tier 2 and tier 3 study visits to the region with replicable practices and provinces

A formal communication has been made to the Punjab School Education Department (SED)'s PMIU for the study visit of 5 days to witness both the process, roll out in the field and stocktaking mechanisms as well as the software developed for this purpose.

A TNA form will be filled for each of the 6 officers planning to visit Punjab to track the capacity building endeavor for the Directorate M&E

#### **vii. SEMIS role in Monitoring and Evaluation**

SCDP team held a meeting with Database Manager SEMIS at RSU. The team was briefed on RSU's engagement across SEMIS & SSMS in M&E. The team obtained detail understanding of SEMIS system of Government of Sindh from Reform Support Unit (RSU) and discussed its requirements with different partners. A discussion was held on possibilities for review /addition of new fields in the school census form for 2016, particularly for the newly constructed schools being built under SBEP. Database Manager requested SCDP to review new performa and suggest fields. The same performa was sent by email to all SBEP implementation partners for information and time response to the offer of adding new fields to the SEMIS forms. /

## 2.5 Component 3 Team Leader –Asif Iqbal

**Component Objective:** Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.

### 2.5.1 Task-a-Conduct research studies

Deliverables	SBEP M&E Indicators
Two research studies on SBEP's innovative interventions and strategies conducted.	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated

#### Key Activities Performed

##### iii. Field Visit for Exploring Early Research Options

Three day field visit was made on October 06 to October 09, 2015 to two districts Sukkur and Khairpur by COP and team leaders of the project. Details are provided in section 2.1.4.above

##### iv. Establishment of Research Consultative Group

SBEP Research Consultative Group (RCG) has been established with representation from all SBEP partners, USAID, PMIU and ELD. Terms of Reference of RCG include: identifying potential themes for research that are linked with innovative interventions and strategies employed under SBEP and can be potentially replicated or scaled up in education sector in Sindh; determining the scope of research studies including identification of research sites; and facilitating retrieving the data on partners' inventions relevant to the research activities.

First meeting of RCG was held on December 2, 2015 to discuss potential research themes, ToRs and composition of the group. The proposed themes were based on the various interventions of SBEP partners including the role of community mobilization, assessment of learning outcomes and public-private partnership.

The proposed ToRs included identifying potential themes for research that are linked with innovative interventions and strategies employed under SBEP and can be potentially replicated or scaled up in education sector in Sindh; determining the scope of research studies including identification of research sites; and facilitating retrieving the data on partners' inventions relevant to the research activities. It was suggested in the meeting that the ToRs be revised in a way to allow selecting topics that are linked with broader issues of education.

The proposed composition of the group includes representatives from E&LD, SRP, CMP, PMIU, USAID and SCDP. It was proposed in the meeting that representatives from Sindh



Education Foundation (SEF) and relevant NGOs be included in the Research Consultative Group. Report of the meeting is attached as **Annexure-6**.



## 2.5.2 Task-c-Strengthen government capacities in research and advocacy

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>• Support provided to the ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.</li> <li>• Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.</li> <li>• Support provided to the PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.</li> </ul>	N/A

### Key Activities Performed

#### i. Establishment of Communication Working Group

SBEP Communication Working Group has been established. Major objective of the group include formulating and implementing an integrated communication strategy of SBEP. One meeting of the group was held in the reporting period and another comprehensive one is planned for early January 2016 with the newly hired consultant for developing the communication strategy for SBEP with all stakeholders.

A mapping matrix on financial and personnel was shared with all IPs to provide information on resources that exist for communication within each SBEP project The

results of the same would be incorporated in the SBEP communication strategy and implementation plan. .

**ii. Research Support to ELD**

A meeting was held with Additional Secretary Planning Development & Finance/Reforms (PD&F/R) who is also the line manager of the Directorate General of PD&R in E&LD on December 16, 2015 to discuss SCDP's assistance for building research capacity at ELD and set up an active R&D Unit. The SCDP team was encouraged by a very positive response to activate the R&D unit as envisaged in SESP as well (SESP p.79-81). . Minutes of the meeting are attached as **Annexure-7**.

**iii. Support Provided to PMIU**

Several meetings were held with PMIU communication staff and support was provided for design and layout of monthly progress reports and quarterly SBEP Quarterly Newsletter. The CO at PMIU will work actively with the consultant on the SBEP communications' plan.

## 2.6 Component 4- Team Leader – Taj Muhammad Qureshi/Consultant ALPs Abdul Sami Khan and COP

**Component Objective:** Strengthen capacities, systems and policies of the ELD to improve the education services in conjunction with the education reforms in Sindh.

### 2.6.1 Task-a-Enhance institutional capacity of ELD to promote PPP in Sindh

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>Capacity gap analysis with regard to PPP of ELD</li> <li>Assistance to GoS to support PPP Unit/Node at ELD to improve its capacity to promote, develop and implement PPP projects</li> <li>Min. of 10 staff members involved in PPP trained</li> <li>Standardized PPP tool kits and education sector-specific guidelines</li> <li>Education specific PPP MIS</li> <li>Support to ELD to institutionalize PPP best practices in education.</li> </ul>	<p><b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD to effectively carry out its mandate</p>

#### Key Activities Performed

##### i. Orientation & Inputs for Strengthening of the PPP Node at E&LD

An orientation on the key deliverables by SCDP was provided to the Director PPP node. SCDP along with the CMP team on PPPs worked jointly on preparation of the PC-1s in October 2015 as proposed by the Additional Secretary P,D & Finance and Deputy Director, Directorate General Planning Development and Reforms (PD&R). Soon after it was decided to set aside PC-1s in favor of a summary to the Chief Minister (CM), Sindh for operationalizing a full ledged PPP Node that could enable the E&LD to operationalize many partnerships for both infrastructure and services as per the Amendment to the PPP Act 2015. The file was formally moved on 24<sup>th</sup> December 2015 to be approved by the CM. Cleared by the Secretary E&LD, PPP Unit and Secretary Finance, it is now awaiting for the final approval. This is being actively tracked by the SCDP team as well as Director PPP. The anticipated approval is critical as a pre-requisite to initiating the capacity building and systems strengthening of the PPP Node that is currently manned by a sole Director PPP manning the office.

##### ii. Two Initiatives Space and Website for PPP Node:

Two initiatives were initiated for the PPP Node this quarter:

- I. To expand outreach of the PPP Node through a website presence- initially thorough the main E&LD website that is being revamped to be followed by an independent one that can create better visibility but also be an information sharing and knowledge platform.

II. To set up a PPP Node in a separate room at the DG PD&R in Old Tughlak House with consent of the Add. Secretary PD&F. This request is in process and will facilitate the capacity building work to be undertaken by the Advisor PPP at SCDP. The officer has been shortlisted and finalized for all deliverables as planned; He will be joining SCDP team for the PPP Node in February 2016.

iii. **Technical notes have been prepared shared with USAID for regularizing the PPP Node** and its strengthening within E&LD. The passing of the Sindh Public Private Partnership (Amendment) Act, 2014 in January 2015 has now included services boldly as well as infrastructure across all social sector departments; this has made the case stronger for SCDP tasks and deliverables

“(z-i) “Service” means any of the professional activities concerning imparting of public benefits in publicly owned institution or facility or the objective ancillary thereof;”;<http://www.pas.gov.pk/uploads/acts/Sindh%20Act%20No.VII%20of%202015.pdf>

A full time PPP Adviser at SCDP has been shortlisted for joining in February 2016.

## 2.6.2 Task-b-Strengthen capacities of teachers, students and communities in ICT use under PPP

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>Minimum of 800 government teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools</li> <li>Minimum of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning</li> <li>Minimum of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs</li> <li><b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs</li> <li><b>Sub-Obj-2.2-c</b> Number of out of school children having completed training in ICTs</li> </ul>

### Key Activities Performed

The sub-component 4-b aims at strengthening capacities of teachers, students and communities in ICTs use under PPP in Sindh. For this initiative USAID, PMIU and CMP are mobilizing support from private sector organizations to further strengthen the project schools with computer and science labs and their effective utilization.

**INTEL Pakistan Corporation and ICTs Training in SBEP:** Responding to USAID’s request, the renowned IT multi-national “*Intel- Pakistan Corporation*” under its education initiative agreed through a formal MOU with the Government of Sindh E&LD to train teachers, students and community members on the use of ICTs in their every-day teaching, learning and life. This is to be undertaken in the SBEP targeted seven districts and five towns of Karachi.

The target groups and the numbers to be reached are:

- 800 teachers

- 4,000 Students (grades 1-2 +)
- 4,000 Out of School Youth and Adults (age 13+)

Accordingly, Intel Training Modules were mobilized from Intel/USAID on 25.11. 2015 for review and COR SCDP was requested to fix a meeting with Intel, SCDP, CMP, SRP and PMIU at the earliest possible for complete clarity, and technical understanding of the ambition behind this task, its operational nuts and bolts in the field for a big roll out to 8800 participants of different categories in the effective use of ICT in teaching/ Learning process.

**The 6 modules shared were reviewed (Annexure-8): It is clear that whilst there are good materials for trainers, teachers and in-school students (grades 4-7) the materials for out of school youth and adults will have to be repackaged / selected for appropriateness for level of prior learning skills, needs and desired competencies for the target groups. Fortunately INTEL team is very skilled in adaptations and module development.**

Once the requested meeting is held in early January 2016 and clarity obtained on role of different stakeholders with systemic linkages with E&LD the implementation process will be in full swing.

### 2.6.3 Task-c-Developing ALP (Alternative Learning Pathways) policy with a focus on PPP

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>• Assisted ELD to development ALP policy focusing on private sector engagement developed as per rules of business of the GoS (Year 1 &amp; 2 of the Contract)</li> <li>• Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting (Year 2 &amp; 3 of the Contract)</li> <li>• Best practices and lessons learned documented and disseminated to inform policy makers for further action (Year 3 of the Contract)</li> </ul>	<p><b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning</p>

#### Key Activities Performed

##### i. Support to Directorate Literacy and NFBE E&LD

SCDP has been extending its active support to Directorate of Literacy & NFBE since inception of the project; however, the role has been accelerated soon after the joining of Team Leader, Component-4 on 2nd November 2015. The 2nd meeting of ELD's Task Force (TF) on NFE Policy development was held on 5th November 2015 funded and facilitated by JICA, one of the three key donors supporting the Directorate on NFE, with UNICEF and USAID being the other two. A five member team of SCDP comprising COP, DCOP, Team- Leader Edu Reforms & Policies and Advisor- ALP actively participation in all sub-committees during the TF Meeting.

Support was extended to the Directorate Literacy & NFBE for the meeting including write ups and standees for the newly endorsed global sustainable development goals 2030 and SDG 4 in particular. Adviser- ALP and Team Leader Education, Policy and Reforms were actively engaged in Task Force committees and follow up meetings. .

The tool for Mapping NFE/Literacy programs and ALP/NFE Providers in Sindh was finalized. Copies of the tool, a technical Concept Note on ALP/ NFE and a one pager on various Alternative Modes of Learning were distributed amongst participating organizations during the 2nd Meeting of Task Force on NFE Policy.

Thereafter, in all follow-up meetings of TF's 5 sub-committees, SCDP ensured it lively participation and contribution held on and follow up sessions, held on 6 November 2015; 19 & 20 Nov. 2015; 6 Dec.2015; and 16-17 Dec 2015. Particularly, for Developing ALP/NFE Policy for Sindh and Strengthening of Directorate of Literacy & NFBE, the SCDP team has always been on the fore-front. SBEP is altogether an active player in the Directorate's upgradation as envisaged in SESP 2014-2015.

SRP is actively taking forward, along with JICA, UNICEF and the Directorate the work on curriculum for NFE and Literacy, SCDP is focusing on the core deliverable on ALP Policy and institutional strengthening.

#### **ii. Sindh Education Foundation (SEF) - a key stakeholder:**

Two Meetings were held with MD- Sindh Education Foundation (SEF) and her core team members for understanding the scope of service delivery in NFE and literacy programs. Field visits were undertaken to SEF's two NFE/Literacy programs; Women Literacy Centre on 16.11.2015, running under Women Empowerment Program at Kohi Goth and Child labour School, Sher Shah functioning under its Child Labor Education Program (CLEP) on 17.11.2015, to pre-test the NFE Mapping Tool.

#### **iii. Clarity on Lead Role for ALP Policy in E&LD:**

SCDP initiated with Secretary E&LD a dialogue to clarify the lead role for ALP Policy as a core deliverable in component 4 of the agreed contract under SBEP. On December 7, 2015 a meeting was held with Secretary ELD on 7 Dec. 2015 resulting in formation of a Donors Consortium to support the Directorate of Literacy and NFE and to avoid duplication of role by different partners. Follow-up Meetings were held with UNICEF/JICA as core partners of the Directorate where a healthy consensus was developed among donors with SBEP-SCDP taking the lead/coordination role on ALP Policy with an inclusive approach. A revised Concept Note on each donor/ partner's role sent to NFE directorate copying to all donors (annex 4.d). This deliverable will be on a fast track as agreed with all stakeholders to meet targets in SESP 2014-2018 and also mobilize financing timely financing for implementation of the policy, once approved in fiscal year 2016-17.

#### **iv. Human Resources:**

TORs for hiring a "Consultant for NFE/ ALP Policy Development" articulated and HR Section at Deloitte/SCDP actively processed the same; interviews of shortlisted applicants were pursued actively to expedite the process of ALP/ NFE Policy development. A well reputed strategic consultant has been finalized to join the team in January 2016.

#### **v. Field Visit:**

Planning for field visits to SBEP's three districts of North Sindh: Larkana, Qamber Shahdad Kot and Dadu to be undertaken in first week of January 2016 was completed and relevant organizations like Directorate of Lit. & NFBE, CMP, SRP and NCHD were taken on board to assist and join SCDP team during visit. Partners from the Directorate and PMIU would be accompanying for need assessment, program design and capacity building protocols under SCDP

#### 2.6.4 Task-d-Enhance the government’s capacity in education planning, administration and management at provincial and district levels

Deliverables	SBEP M&E Indicators
<ul style="list-style-type: none"> <li>• Capacity need assessment conducted and shared with ELD and USAID</li> <li>• <u>Tier-1</u>: Minimum of six high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.</li> <li>• <u>Tier-2</u>: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.</li> <li>• <u>Tier-3</u>: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.</li> </ul>	<p><b>Obj- 4-c</b> Number of administrators and officials trained with USG support</p>

#### Key Activities Performed

- i. In early October 2015, spadework was Initiated on Capacity Development / Training plan of Tier 1-USA (min.6); Tier II-Regional (10) & Tier III- In-country (25).
- ii. COP met all Senior Policy-makers at E&LD /concerned departments for awareness raising for training facilities and finalization of List of participants of Tier-1 Senior Policy level officers. After working on multiple options at different US based universities, courses at Harvard University were finalized
- iii. Executive program details/costs/personnel finalized of Tier-I officials were shared with USAID, for finalization; the list and next steps were shared in a special meeting of COP-, COR-SCDP with Secretary ELD on Dec. 15, 2015.
- iv. TNA at provincial and district level is planned to be conducted by February, 2016 for potential Tier II and III officials for study visits to the region and provinces respectively. This interactive TNA will facilitate a capacity development plan matched by appropriate potential learning options aligned to SBEP needs in two separate workshops to be held at Karachi and Sukkur.

#### 2.6.5 Contribution to the implementation of SESP 2014-18-reforms and policy

- i. COP's active participation in SESP Steering Committee meetings, started in September 2015 and has continued in the current reporting quarter, engaging actively with reforms, policy level discussion and implementation by E&LD
- ii. COP. provided useful and substantial technical inputs in meetings of Steering Committee and sub-committees on ECCE and SMCs for M&E /standards and rules.

- iii. As member of the Task force on ECCE, COP has provided inputs and flagged several times that the policy document for Sindh ensures that grades 1 and 2 that overlap with SRP-SBEP are included in the age group 0-8; this will help mainstream SRP-SBEP quality learning reforms and products/assessments tools in E&LD systems
- iv. SCDP continued to update various E&LD counterparts on SDGs and SDG 4 being well versed in this emergent globally endorsed goals up to 2030 in all important workshops and meetings.
- v. COP and Team Lead- Education Reforms & Policies participated and made contribution in the following activities:
  - a. Launching Ceremony of Sindh Education Profile SEMIS 2014-15 arranged by RSU at Crown Plaza on 12 Nov. 2015.
  - b. Provincial Consultative meeting on Pakistan Education Atlas 2015 held on 7th December 2015 in the Committee room of RSU.
  - c. COP a main speaker at the “Provincial Dialogue on the Implementation of Article 25-A”, organized by Strengthening Participatory Organization (SPO) along with Pakistan Fisher Folk Forum (PFF) and Pakistan Institute of Labour Education & Research (PILER) held on December 31, 2015 at Hotel Movenpick , Karachi.



# 3. Key Activities to be performed in Next Quarter

## 3.1 Under Component I: Improve efficiency and effectiveness of the PMIU to manage and implement SBEP in an effective and transparent manner.

- I. Based on capacity need assessment exercise, a customized capacity building plan for the PMIU will be developed.
- II. Assist PMIU finance team in Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.
- III. Assisted PMIU in the establishment and implementation of internal financial controls to ensure transparency.
- IV. IT team of SCDP will help PMIU to use SAP for project management and accounting under PIFRA framework.
- V. SCDP team will develop four customized manuals of HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA.
- VI. Staff rationalization analysis will be conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.

## 3.2 Under Component II: Strengthen the effectiveness and broaden the impact of SBEP through the implementation of the M&E Plan and dissemination of knowledge around M&E programs and practices in Sindh.

- I. Development of M&E Manual for PMIU.
- II. Assist PMIU in developing quarterly monitoring report and consolidated annual monitoring report
- III. Support provided to PMIU for Quarterly and Annual progress reports and Pak-Info reporting
- IV. Organized learning field visit for Directorate-M&E staff to Punjab.
- V. Capacity need assessment exercise for PMIU-M&E team.
- VI. Update M&E database of PMIU and customized application for effective decision making and reporting.
- VII. Support to PMIU in update of the SBEP's web portal
- VIII. Support to M&E Directorate to develop Strategic plan along with the implementation strategy
- IX. Support to M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.

**3.3 Under Component III: Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.**

- I. Finalization of the Research Themes by the RCG
- II. Field visit to determine the core elements and methodology of the research
- III. Finalization of the Communications Strategy for SBEP through a consultative process
- IV. Testing of some early products (Monthly Bulletin, Quarterly Newsletter and website by PMIU)

**3.4 Under Component IV: Strengthen capacities, systems and policies of the ELD to improve the education services in conjunction with the education reforms in Sindh.**

**I. PPP Node**

- Baseline report on the PPP Node -making the case for its strengthening
- Follow up with the CM Summary for strengthening of the PPP node and if approved develop a work plan for its operationalization and financing.
- Set up the PPP node office/consultation space at the Old Tugklak House Secretariat
- Draft toolkit for approval through a focused group of key stakeholders at E&LD, Finance Department-PPP Unit, SEF, SBEP and USAID.
- A wider group will be constituted for peer review of the PPP toolkit and MIS systems amongst experts and donors.
- A concept paper will be produced on MIS for PPPs in E&LD that will be shared with the proposed peer review team, Directorate M&E -E&LD, SEF and RSU for wider face to face discussion to finalize the first prototype MIS for PPPs by quarter 3 that may be tested prior to finalization.
- Early case studies will be sought from within SBEP and SCDP for evidence based innovations.
- The standalone but linked website for the PPP node will be pursued.

**II. ICTs-INTEL**

- A series of comprehensive meetings will be held with INTEL and all stakeholders at E&LD and SBEP Implementing partners to understand and strategize for the roll out of the program.
- A meeting with Rotary International will also be held to understand the supply sequence and time line of IT labs and equipment to the 120 schools.

- A series of field visits will be made to engage with communities, children, teachers and master trainers to ensure a smooth roll out of the program within given constraints.
- The systems and logistics will be formally agreed.

### **III. ALP- Policy Directorate of Lit. & NFBE**

- The consultant ALP Policy will be fully on board engaging with the Task Force sub-committees actively and the Directorate.
- ALP Policy road map will be finalized with all stakeholders/consortium donors
- The Baseline/situation analysis chapter will be finalized and shared with the NFE Task Force Group
- Tier I , Tier II and Tier III Study Visits
- Tier I processing will be completed through the formal US Government Train Net process facilitated by USAID teams and online systems; TNA forms for the US Visit to Harvard of 9 senior officials to
- Tier II and III Formal TNA will be finalized in Sukkur and Karachi through a team

### **IV. SESP Steering Committee**

- SESP Steering Committee will be shared progress /achievements of SBEP that can be incorporated in the implementation /targets matrix of the SESP 2014-2018
- SDG 4 key documents to be shared at the SESP Steering Committee by COP SCDP to integrate SDG 4, targets and indicators formally within SESP

# 4. Annexure

**Annexure-1- Agenda for Orientation to PMIU**

**Annexure-2- Agenda Orientation Engagement to SBEP Components**

**Annexure-3- Preparation Notes on Field Visit to SBEP Sites in North Sindh**

**Annexure-4- Agenda-SBEP-M&E Workshops**

**Annexure-5- Action points-M&E Focal Group Meeting**

**Annexure-6- Research Consultative Group -Meeting Report**

**Annexure-7- Minutes of meeting with ELD**

**Annexure-8- Overview of Intel Material on ICT Training of Teachers**

# AGENDA

## Orientation Meeting of PMIU Team with Sindh Capacity Development Program (SCDP) *Understanding and Interfacing with Key Components*

**October 6, 2015**

<b>Meeting called by</b>	SCDP/ USAID
<b>Type of meeting:</b>	Inception phase Orientation to SCDP to Sindh Basic Education Program (SBEP) Partners
<b>Facilitators:</b>	Baela Raza Jamil (SCDP-COP) and all Team Leaders
<b>Venue:</b>	Royal Rodale Club (Venue details provided at end)
<b>Welcome Remarks:</b>	Dr. Randy Hatfield, Sr. Policy Adviser and Manager SBEP, USAID/Pakistan Mr. Tameezuddin Khero, Secretary to Government of Sindh/ Program Director, USAID SBEP

<b>10:00 – 10:05</b>	<b>Tilawat with meaning</b>
<b>10:05 – 10:15</b>	<b>Welcome remarks</b> Dr. Randy   USAID/Pakistan Mr. Tameezuddin   PD PMIU
<b>10:15 – 10:25</b>	<b>Objectives of the orientation and background to SCDP</b> Ms. Baela Raza Jamil   COP
<b>10:25 – 11:00</b>	<b>Orientation to the Components of SCDP, key deliverables and Q&amp;A</b> Mr. Zeeshan Shahid, ACA   Deputy COP, Team Leader Back Office Support
<b>11:00 – 11:15</b>	<b>Tea break</b>
<b>11:15 – 11:25</b>	<b>Methodology of the workshops and formation of Working Groups</b> Small breakout groups
<b>11:25 – 12:55</b>	<b>Working Groups engage across four SCDP components and activities on 2015-16 Annual Work Plan</b>
<b>12:55 – 1:15</b>	<b>Team leaders' presentations on key ASKS for 2015-16 (5 minutes each)</b>
<b>1:15 – 1:30</b>	<b>Remarks by Dr. Fazlullah Pechuho, Secretary, Education &amp; Literacy Department</b> <b>Certificate distribution ceremony for milestones achieved – PMIU team</b> Dr. Fazlullah Pechuho   Secretary E&LD Dr. Randy Hatfield   USAID/Pakistan
<b>1:30</b>	<b>Lunch and namaz</b>

## Venue details

Address:

TC-V, 34th Street, Khayaban-e-Sehar, Phase-V, Ext.,  
Defence Housing Authority, Karachi - 75500

Phones:

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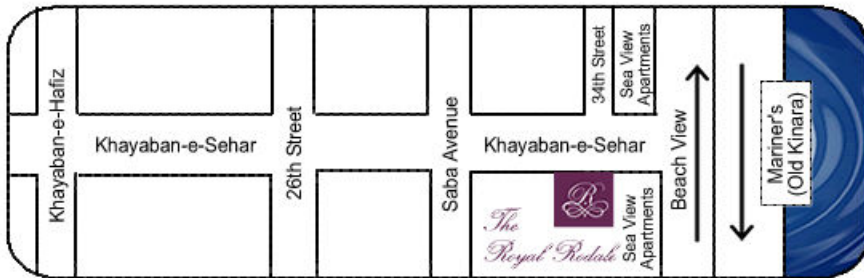
Web:

[www.royalrodale.com](http://www.royalrodale.com)

Google Maps:

<http://bit.ly/1Lvknw4>

Location map:



## Orientation & Engagement with SCDP Components for SBEP Implementation Partners – Optimizing SBEP

**December 2, 2015, Royal Rodale Club Karachi - (map enclosed)**

9:30- 10:00 a.m.	<b>Registration</b>
10:00 – 10:05 a.m.	<b>Tilawat with meaning</b>
10:05 – 10:15 a.m.	<b>Welcome remarks</b> Mr. Nazar Mahar –Senior Adviser SCDP Dr. Randy Hatfield   Senior Adviser SBEP USAID-Pakistan
10:15 – 10:35 a.m.	<b>Objectives &amp; Methodology of the Orientation/Engagement with SCDP</b> Ms. Baela Raza Jamil   COP Participants' Introduction
10:35 – 11:05 a.m.	<b>Orientation to the Components of SCDP, key deliverables and Q&amp;A</b> Mr. Zeeshan Shahid, ACA   Deputy COP, Team Leader Back Office Support
11:05 – 11:20 a.m.	<b>Tea break</b>
11:20 – 11:30 a.m.	<b>Working Groups formed with stalls/tables tagged Components 1 - 4 with elements common to SRP and CMP</b> Four breakout groups
11:30 a.m. – 12:50 p.m.	<b>Working Groups from all SBEP Teams work with 4 Component Team Leaders on Tasks for LOP and specifically on 2015-16 Annual Plan</b>
12:50 – 1:25 p.m.	<b>Sharing each group's presentation about key tasks/AKS from SCDP for 2015-16 (6-8 minutes each)</b>
<b>1:25 – 1:30 p.m.</b>	<b>Concluding Remarks by Dr. Randy Hatfield   USAID -Pakistan</b>
1:30-2:30 p.m.	<b>Lunch and Namaz</b>

### Objectives of the Orientation Workshop are to:

- Provide orientation of SCDP components to SBEP Implementation Partners
- Seek clarity on overlapping segments across SRP/SCDP and CMP/SCDP
- Undertake collaborative work-planning of SCDP/SBEP for 2015-16.
- Team building for SBEP, its common goals, outcomes, outputs and key performance indicators

## Sindh Basic Education Program








### Sindh Basic Education Program

#### Goal

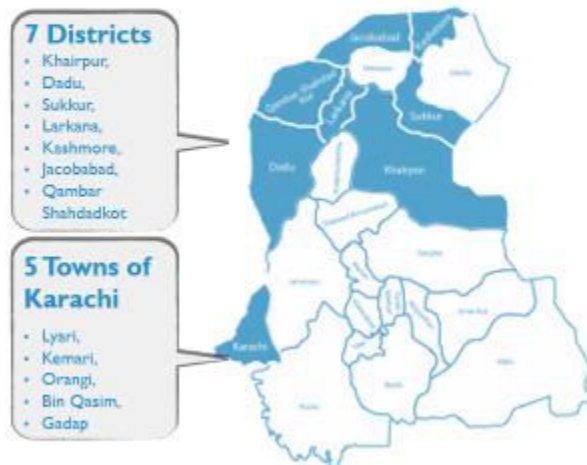
Increase and sustain student enrollment in primary, middle and secondary schools in targeted geographic locations in Sindh by developing a school environment conducive to teaching and learning

#### Program Areas

-  **School Consolidation & Flood Affected Reconstruction**  
Building approximately 120 new schools (1,400 classrooms) in flood-affected and other areas
-  **Sindh Reading Program**  
Improving reading and numeracy skills of 750,000 children over five years
-  **Sindh Community Mobilization Program**  
Engaging up to 400 communities in the construction, operation, and maintenance of schools and establishing public/private partnerships for school management
-  **Sindh Capacity Development Project**  
Building the managerial, procurement and monitoring and evaluation capacity of Department of Education and Literacy, Govt. of Sindh
-  **Architecture & Engineering Services**  
Designing and supervising safe and energy efficient schools



### Geographic Coverage



11/26/2015

Sindh Community Mobilization Program (CMP)

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## Sindh Community Mobilization Project



### Sindh Community Mobilization Program

Component 1	• Increase Communities' Involvement in the GOS Reform of Merging, Consolidating and Upgrading Schools
Component 2	• Improve Community and District Government Coordination for Increased Girls' Enrollment
Component 3	• Improve Child Nutrition in Selected Communities and Government Schools through Research that Informs Innovation and Good Practices
Pilot Component	• Launch of Education Management Organizations (EMOs); Sustaining community mobilization and school-based management through public-private partnerships

**Cross cutting themes**

- Gender:** Mainstreaming of program activities
- Water and Sanitation (WATSAN):** Improved facilities, knowledge and practice
- Disaster Risk Reduction:** Improved awareness, knowledge, preparation and practice

## Sindh Reading Program



### SRP Interventions

- Improving teacher competencies of effective reading instructions
- Improving early grade reading assessment practice
- Improving students access to supplementary reading material and spaces
- Enhancing participation of parents and caregivers for out of school children



#### Component 1: School-based Support Reading

1. Ensure all school stakeholders are equipped to help children read
2. Develop and offer an integrated package of support for reading

#### Component 2: Assessment and Reading Standards

1. Refine overall project approach through EGRA
2. Improve levels of reading through clearly articulated set of performance standards for children
3. Utilize formative assessment as a diagnostic tool to improve reading



## Component 3 : Reading Material and Reading Spaces

1. Improve student access to supplementary reading material
2. Promote access to effective reading spaces and relevant reading material

## Component 4: Reading Out of School

1. Increase public awareness of the importance of literacy
2. Enhance access to non-formal programs for Out of School Children
3. Develop non-formal literacy / numeracy competencies, learning framework and material
4. Build capacity for NFE teachers

## Sindh Capacity Development Project



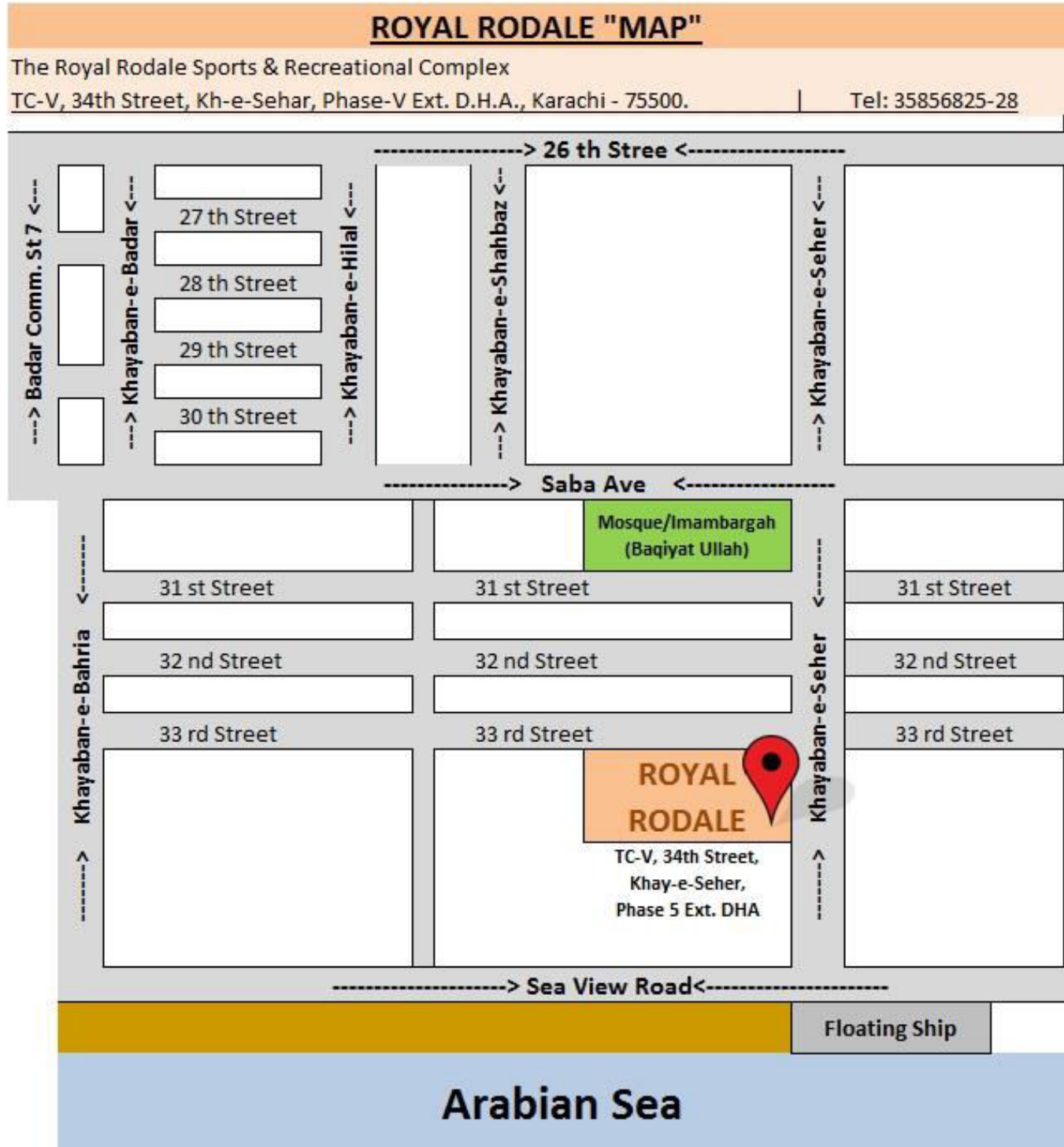
### Components –Objectives

#### SCDP Building Capacity at Individual/workforce, Institutional & Systems Policy Level

1. Improve efficiency and effectiveness of PMIU for SBEP
2. Monitoring & Evaluation Strengthened M&E Plan-Reports-SSMS-Training
3. Research Studies on Innovations Advocacy, Communications & Visibility
4. Capacity building of E&LD: PPPs; ALP; to improve education services aligned to Education Reforms in Sindh

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## Royal Rodale – Location Map



## Field Visit SCDP to SBEP Project Sites in North Sindh

### 1.1 Participants

#	Participants from SCDP for the Field Visit
<b>SCDP</b>	
1	COP Ms. Baela Raza Jamil (BRJ)
2	Component 1 Team Leader Mr. Zeeshan Shahid (ZS)
3	Component 2 Team Leader Mr. Imran Raza (IR)
4	Component 3 Team Leader Mr. Asif Iqbal (AI)
5	Component 4 Team Leader Mr. T.M Qureshi (TM)
6	Component 4 Manager ALPs Dr. Noor UI Haq (NH)
<b>CMP</b>	
1	Community Mobilization Advisor, Mr. Abdul Hameed Bullo (AHB)
<b>SRP</b>	
1	Early Learning and Literacy Advisor, Mr. Aftab Nizamani (AN)
<b>USAID/Pakistan</b>	
1	Mr. Lila Ram, Project Management Specialist (Education) (LR)
<b>SBEP (PMIU)</b>	
1	Mr. Sadruddin Jatoy, M&E

### 1.2 Objectives and Key Activities (proposed)

#	Objective of the Field Visit	Key Activities
1	To assess the roll out of the SBEP components aligned to the sub-projects (Construction/Consolidation/SRP/CMP/M&E) for SCDP's engagement.	To visit the sites that are optimized in Package 1 and 2 in the Sukkur and Khairpur districts for SCDP components (1, 2,3 and 4) <ul style="list-style-type: none"> <li>- School Selection for visit at Hub and area/catchment schools (1-3) to be done by the program teams PMIU Construction/CMP/SRP</li> </ul>
1.1	To explore community engagement potential in Governance, Quality monitoring	At each of the 2-3 sites to have a meeting with Hub School SMCs/Parents on their role in quality monitoring and support.
1.2	To understand the readiness of the community on NFE/ALP programs envisaged under SBEP and to scan the landscape for any existing efforts in this regards	At each site to explore with parents the demand for ALP programs and any existing initiative by other agencies/bodies/government function
1.3	To explore early research options across the SBEP components	At package 1 and 2 sites understand the varying levels of implementation conducive to different research questions, design and methods
2.	To hold meetings with Field Education Officers on their approach to partnerships and patterns of support mandated by the line department	In each district meet with DEOs /SDEOs to explore their working definition and role for facilitating partnerships, be it effective SMCs or upcoming EMO

Field Roll Out
<b>Pre Field activity:</b> Selected school profiles and program roll out of PMIU-construction/SRP/CMP
<b>Arrival in Sukkur - Debriefing on the Program- do's and don't's - expectations on outcomes</b>
<b>In each district the team to visit the selected hub school where most of the engagement would take place with the headteacher/teachers/SMCs</b>
<b>The team would visit the satellite schools linked to the hub school – one or two</b>
<b>The team would visit the DEO office for a conversation on partnerships with the departmental field officers</b>

Detailed Plan			
October 6, 2015			
7:30 pm – 9:30 pm	All Partners to meet for Debriefing/Purpose of the Visit /Tools and Group Formation. Informal Dinner and Networking with SBEP partners Venue: Inter Pak Inn Hotel		
October 7 and 8, 2015			
8:00 am – 12:30 pm	<b>Group</b>	<b>Date</b>	<b>School</b>
	Group 1: BRJ / AI / TM & IR	October 7, 2015	GGLSS Arain – New Sukkur
		October 8, 2015 <sup>1</sup>	GBHS Koro Goth - Khairpur
	Group 2: ZS / NH	October 7, 2015	Govt. Girls Primary School Arain Govt. Boys Primary School Old Shahpure
		October 8, 2015	GGs Waryo Phulpoto Govt. Elementary School Shah Bhangio
	Visit the school- Head teacher intros - facilities/learning activities 30 minutes Meeting with SMCs and community members (older siblings/youth/active elders) no more than 15 members for FGD about their perceptions and engagement in governance, learning and their own learning needs.		
2:00 – 3:30	Meeting of the whole group with District Teams of SRP and CMP. Venue: CMP Office Conference Rooms in Sukkur (Oct 7), IRC Training Hall in Khairpur (Oct 8)		
3:45 – 4:45	Meeting of select group with DCO (BRJ/LR/ZS and Partners) on partnerships and governance in the district (EMO/PPPs)		
5:30 – 6:30	Debriefing / Reflections Venue: CMP Office Conference Rooms in Sukkur (Oct 7), IRC Training Hall in Khairpur (Oct 8)		
October 9, 2015			
10:30 – 1:00	Larger USAID/SCDP/CMP/SRP team combined debrief and wrap up. Venue: CMP Office Conference Rooms in Sukkur		

<sup>1</sup> Start on October 8 may be delayed by 30 minutes due to travelling from Sukkur to Khairpur

# Sindh Basic Education Program

## M&E Workshop

Facilitated by MSI and SCDP

### Agenda

SCDP Engagement on the SBEP M&E Plan

Day Long Interactive Workshop – November 24, 2015

Facilitated by Deloitte SCDP Team and MSI-PERFORM

Venue: Royal Rodale

9:00 – 9:25 a.m.	Registration of Participants
9:30-9:45 a.m.	Welcome and Introductions— <b>Deloitte and PD-PMIU</b> Introduction of the Participants and MSI Team
9:45-10:00 a.m.	Review of Agenda and Workshop Objectives— <b>Deloitte and MSI Team</b>
9:45-11:45 a.m.	Orientation to USAID’s Performance Monitoring Requirements- <b>MSI Team</b> Interactive with Q&A
11:45-12:00 p.m.	<i>Tea Break</i>
12:00-01:30 p.m.	Review of SBEP Log frame: Streamlining the Indicators of the SBEP M&E Plan— <b>Deloitte and MSI Team</b>
1:30 -2:15 p.m.	<i>Lunch/prayer</i>
2:15-3:15 p.m.	Continue Review of SBEP Log frame
3:15-5:00 p.m.	Discussion/way forward on data/indicators update required by Washington on USAID’s Goal #1Reading and Goal#3Access – <b>USAID/Deloitte/MSI team</b>
5:00-5:15 p.m.	Agreed Way Forward and Vote of Thanks - <b>COP SCDP and USAID Rep.</b>



## SBEP-M&E Focal Group Meeting

January 07, 2016

Meeting Room SCDP

### Action Points:

1. Quarterly Reports should be shared with PMIU and SCDP excluding financial information by last working day of month after quarter end (same date as shared with USAID).
2. PMIU relevant information will be prepared in accordance with the same deadlines.
3. Deloitte and PMIU to meet on Monday January 11, 2016 to finalize data collection and narrative preparation protocol for PMIU relevant section of the report.
4. Before finalizing the first SBEP QPR, a face to face meeting of the M&E focal group with COR's presence should be convened to finalize the draft prepared.
5. CMP\ SRP will discuss internally the information in QPR/APR that can be share with Deloitte and PMIU.
6. Reports should be in MS Word format.
7. Executive summary:
  - a. CMP to highlight progress for each of the two SBEP components relevant to CMP
  - b. Progress narrative to highlight progress within the quarter and also overall progress.
  - c. Key challenges to be summarized in Executive Summary with connection to the program components.
8. SRP/CMP to discuss the above consideration of executive summary for their concurrence.
9. Indicator Based Summary Table to include a column to highlight frequency (indicators that will be only measured on an annual basis should be highlighted separately).
10. First draft SBEP quarterly report will be completed within two weeks of receipts of individual components reports with input from all partners. Based on the practical experience of the first report this timeline may be reconsidered.
11. SBEP monthly bulletin should be reconsidered to be more in line with the envisioned SBEP Quarterly Report subject to the requirements of USAID and GoS.
12. M&E focal group to convene in accordance with the following schedule:
  - a. Monthly conference call on second last Friday of each month
  - b. Quarterly face to face meeting on second last Friday of the last month of the Quarter with preferably attendance by CORs

# SBEP Research Consultative Group Report of the First Meeting



**December 02, 2015**  
**Location: Royal Rodale Club, Karachi**

**Deloitte Yousuf Adil**  
Chartered Accountants  
A member of Deloitte Touche Tohmatsu Limited

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## 2. Background

Component 3 of Sindh Capacity Development Project (SCDP) deals with facilitating the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.

A major task of this component is to coordinate two independent, third-party research studies during the life of the project. SCDP is to carry out this task with its subcontractor SPDC through a consultative process that would involve active participation of all SBEP implementing partners (IPs). In this regard, it was proposed to form a SBEP Research Consultative Group (RCG).

The terms of reference (TORs) of RCG include: a) identifying potential themes for research that are linked with innovative interventions and strategies employed under SBEP and can be potentially replicated or scaled up in education sector in Sindh; b) determining the scope of research studies including identification of research sites and c) facilitating retrieving the data on partners' inventions relevant to the research activities. Proposed composition of RCG, working methods and operational procedures, broader research objectives and potential areas of research inquiry are described in the Technical Note that was presented in the first meeting of RCG held on December 02, 2015 at Royale Rodale Club, Karachi (see Annexure-I).

# 3. Meeting Details and Agenda

Date: December 02, 2015

Venue: Royale Rodale Club, Karachi

Time: 14:30 – 16:00

Participants
Mr. Rehan Iqbal Baloch – Additional Secretary Planning Development & Research (PDR) E&LD
Dr. Randy Hatfield – Senior Policy Advisor and Manager SBEP, USAID
Mr. Lila Ram – Project Management Specialist, USAID
Mr. Faisal Ahmed Uqaili – Chief Program Manager RSU, ELD
Mr. Tauseef Lateef – Director PPP, ELD
Mr. Sheeraz Ali – MIS Consultant, RSU
Mr. M. Zohaib – Database Manager, RSU
Ms. Sadaf Anees – Program Manager, LRCM, PMIU
Mr. Hafeezullah Ghambhir – Manager, LRCM, PMIU
Mr. Shahzad Mehmood – Chief of Party, CMP
Mr. Rafiq Mangi – Deputy COP, CMP
Mr. Naveed Ahmed Shaikh – Advisor, CMP
Dr. Christopher Ashford – Chief of Party, SRP
Mr. Aftab Nizamani – SRP
Mr. Nazar Mahar – Advisor, SCDP
Ms. Baela Raza Jamil – Chief of Party, SCDP
Dr. Noor-ul-Haque –ALP Advisor, SCDP
Mr. T. M Qureshi – Team Leader Education Reforms & Policy SCDP
Mr. Zeeshan Shahid – Deputy COP/Team Leader Back Office SCDP
Mr. Muhammad Asif Iqbal – Team Leader Research and Communications SCDP

#	Agenda
1	Discussion on Potential Themes of Research
2	Terms of Reference of RCG
3	Composition of the RCG

# 4. Meeting Notes

The meeting started with a welcome note by SCDP COP highlighting the objectives of forming Research Consultative Group, while opening remarks were rendered by Dr. Randy Hatfield and Mr. Nazar Mahar.

## 4.1. Potential themes of research

- Dr. Randy Hatfield emphasized the need for research on various interventions being made by SBEP. He said that various studies have looked at the competencies of children but it would be important for us to understand what has worked in the context of Sindh province. The research on cause-and-effect would help us improving our interventions and achieving desired results.
- Stressing the need for solution-oriented research, Mr. Nazar Mahar said that merely assessing the learning outcomes would not be sufficient since we have a good deal of research conducted every year on various issues such as poor educational outcomes, gender gaps, urban rural inequalities, etc. He asserted that the research needs to focus on solutions of the problems being confronted by different actors in education service delivery rather than focusing diagnosis only.
- A presentation was made by the Team Leader Research–SCDP on the following potential themes related to interventions of SBEP partners:
  - Assessment of Learning Outcomes: SRP's initiative involves training of teachers, persistent support of Teaching and Learning Associates (TLAs), parents' engagement and Early Grade Reading Assessments.
  - The Role of Community Mobilization: CMP's intervention on expanding the role of SMCs through establishing sub-committees in specific areas such as social mobilization, M&E, DRR, etc.
  - The model of Education Management Organizations (EMOs)
- The following observations were made by the participants:
  - The research should also look into the system issues. It is important to investigate the systematic barriers to the sustainability of effective and successful interventions.
  - In the intervention schools, frequency of interactions between SMCs and relevant government officials has increased substantially. It would be interesting to investigate the role of these interactions in improving school performance and also how these interactions can be integrated into the system.
  - The EGRA results showed a significant proportion of 'zero readers' among the students in government schools. It would be interesting to study what explains this state of affairs and what is needed to address this problem.
  - While the interventions of SRP (on reading comprehensions) and CMP (on SMCs) are good candidates for proposed research, it is equally important to study the EMOs initiative. Since the initiative is yet to be implemented, the research may focus on the process of change management.
  - A detailed discussion among the participants was held on the scope of research topics. The participants were informed that as per the project document, the proposed research is to be conducted on innovative interventions and strategies employed under SBEP. However, there was a view that the research should not be restricted to the SBEP interventions but should have a broader focus encompassing various issues generally confronted by the education sector. After detailed deliberations by the participants, it was suggested that those interventions be selected that have direct and greater linkages with broader issues confronted by education sector in Sindh (such as the issues of access, governance and quality).
- In his closing remarks, Mr. Rehan Baloch emphasized the need for establishing/strengthening Research and Development unit of the Education and Literacy Department as envisaged in SESP (pp. 79-81) for creating an evidence-based culture to inform reform, policy and development of the sector. However, as a long-term strategy, he put forward an idea of an independent Education Policy Commission consisting of educationists and researchers to support the department by providing policy prescriptions on core and the emerging policy issues as and when required.

## 4.2. Terms of reference of Research Consultative Group (RCG)

The discussion on the scope of research (i.e. SBEP specific vs broader focus) was resonated on the ToRs as well. It was suggested that the ToRs be rephrased in a way to allow selecting topics that are linked with broader issues of education.

### 4.3. Composition of RCG

It was suggested that representatives from Sindh Education Foundation (SEF) and relevant NGOs be included in the Research Consultative Group. While there was consensus on including SEF, it was suggested that representative from NGO sector be selected with a caution that it might limit the opportunity for NGOs to bid for conducting the proposed research.

### 4.4. Action items

Description	Assigned to
Revised draft of Terms of Reference will be circulated among the members for seeking their agreement.	Mr. Muhammad Asif Iqbal (in consultation with SCDP-COP)
SEF will be invited to join the Research Consultative Group.	SCDP-COP
Names for NGO representation will be shortlisted and circulated.	Mr. Muhammad Asif Iqbal (in consultation with SCDP-COP)

# Annexure-I: Technical Note

## Consultative Working Group on Research for SBEP (SCDP Deliverable Component 3)

Component 3 of Sindh Capacity Development Project (SCDP) deals with facilitating the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.

A major task of this component is to coordinate two independent, third-party research studies during the life of the project. SCDP is to carry out this task with its subcontractor SPDC through a consultative process that would involve active participation of all SBEP implementing partners (IPs). In this regard, it is proposed to form a **SBEP Research Consultative Group (SBEP-RCG)**.

### 1. Terms of Reference

The proposed Terms of Reference of the SBEP-RCG are as follows:

- To identify potential themes for research that are linked with innovative interventions and strategies employed under SBEP and can be potentially replicated or scaled up in education sector in Sindh.
- To determine the scope of research studies including identification of research sites.
- To facilitate retrieving the data on partners' inventions relevant to the research activities.

### 2. Composition of the Working Group

The working will consist of the following IPs of SBEP and Key Stakeholders:

1. Representative/s, Education and Literacy Department, Government of Sindh/RSU
2. Representative/s, Sindh Reading Program (SRP)
3. Representative/s, Community Mobilization Program (CMP)
4. Representative/s, Project Management and Implementation Unit (PMIU)- to represent construction and consolidation components of SBEP
5. USAID representative/s-
6. SCDP, Chief of Party (COP)
7. SCDP Team Leader – Research

### 3. Working Method and Operational Procedure

1. SCDP will serve as a Secretariat of the working group.
2. The SBEP RCG will meet in 3 phases:
  - a) Phase I – 2 meetings (at least) to finalize the two major research themes – phase I is expected to last up to February 2016 with the finalization of the themes and TORs for the consultant/ firm.
  - b) Phase II: meetings to cover the research phase milestones as agreed jointly after the award of the research studies
  - c) Phase III: dissemination of the findings – format of knowledge products, frequency, target groups and SBEP conference showcasing the interventions and sharing the outcomes. .
3. Phase I will be triggered through the first meeting proposed to be held during the 1<sup>st</sup> week of December 2015. The Purpose of the meeting will be to agree on terms of reference and composition of the group and to hold initial/preliminary discussion on the potential themes of research.
4. Partners will be requested to provide their work plans along with overall status of implementation of interventions and any planned research activities. This will be followed by SCDP team meetings with focal persons of SRP, CMP and PMIU to discuss in detail the nature and timeline of interventions and if there are any research activities within their existing project life cycle.
5. In view of the deliberations of the first meeting, SCDP /SPDC will prepare a technical note detailing the scope and proposed methodological options for the identified themes of research.



6. The working group in its second meeting (proposed January 2016) will finalize the two research themes/topics along with coverage and scope of the research including identification of research sites.
7. SCDP/SPDC will prepare Terms of Reference for Call for Proposals in accordance with the decisions taken in the group meeting.
8. The draft of Call for Proposals will be shared with members of the working group for their feedback before finalization and publication in the media.

#### 4. Broader Research Objectives

Overall objectives of the proposed research are as follows:

- To increase the availability of evidence-based knowledge on SBEP interventions on sustaining enrolments and learning in government schools.
- To assess the potential for replication and scaling up of some promising approaches/innovations adopted of SBEP interventions.
- To document the lesson learned in terms of successes and challenges and the strategies adopted for addressing the challenges.
- To formulate a set of guidelines and recommendations to help policy-makers, planners and practitioners for replicating the SBEP interventions and reforms across the sector.

#### 5. Potential Areas of Research Inquiry

SCDP team conducted a field visit of SBEP project sites (October 6-9, 2015) to explore early research options. Visits to schools and discussions with community members provided useful insights and enhanced our understanding about the design and implementation of various interventions being carried out by project partners – CMP and SRP. Following are some broader areas of research.

##### 5.1. Assessment of Learning Outcomes

Sindh Reading Program (SRP) aims at improving teacher competencies for effective early grade reading and enhancing learning capabilities of students, which should eventually lead improved learning outcomes. The initiative involves training of teachers, persistent support of Teaching and Learning Associates (TLAs), parents' engagement and Early Grade Reading Assessments.

Particularly, intervention of SRP about mentoring the government teachers through TLAs and introduction of technology-based reading assessment is expected to enhance teachers' capacity and consequently reading competencies of students. Early grade reading competency plays an important role in retention of children in school as well as enhancing their overall learning outcomes. Therefore, this model is important and interesting to investigate. The study will be designed to cover both intervention schools and non-intervention school with similar characteristics.

The research (conducted on two points in time) may focus both at program and individual (student) level. At the program level, it may address the following:

- Effectiveness of interventions in terms of improving learning outcomes (studying the characteristics of effective interventions for reading comprehension such as accuracy, consistency, intensity, etc.)
- The role of various actors such as head teachers, teachers, parents (SMCs), government, etc.
- Supply side factors such as teaching quality, access to reading material, physical infrastructure, etc.

At the student level, it may address the following major question:

- What explains the variation among the students learning outcomes (high achieving and low achieving)? For instances, many studies have found that children's background characteristics are correlated with school attendance and learning outcomes. Similarly, pupil performance may also be correlated with age – children who start school on time are more likely to complete. The role of background knowledge is also important in reading comprehension. Studies have found that students who lack prior knowledge about the content they are reading will struggle to make sense of it.

##### 5.2. The Role of Community Mobilization

Community Mobilization Program is working on mobilizing the target communities for increasing enrolment with particular focus on girls' enrolment. One interesting intervention of CMP is enhancing the role of community members in school management by expansion in the School Management Committee (SMC). In the schools visited by SCDP team, CMP has constituted five sub-committees of SMC, which focus of specific areas such as social mobilization, M&E, DRR, etc. Each sub-committee consists of one member from SMC and four members from General Body. This is an important intervention that deserves in-depth research inquiry. The research may focus on the role of extended SMCs in increasing the number of new entrants in schools and reducing drop outs.

In particular, the role of female members of SMC needs to be investigated in depth. The research may address the following questions ensuring a gender focus:

- What has been the role of SMCs in strengthening relationships between the schools and local communities?
- What has been the role of SMCs maximizing physical and human resources through strong linkages with parents, teachers, students, individuals and institutions?
- How has the intervention addressed the challenges that are usually faced by SMCs (such as poor socio-economic status of parents, low retention of teachers and unfavorable outside school environments)?
- How has enhanced participation of parents/mothers (through expansion of SMCs) contributed to achieving the desired results?

### 5.3. Public-Private Partnership

Another important intervention, which has not started yet, is management of schools through public-private partnership (PPP). Education Management Organizations (EMOs) will take charge of USAID schools (newly constructed) under a legal contractual arrangement with the Government of Sindh. There are various existing models of PPP being implemented in Sindh and in other provinces as well. The study may assess the efficiency and effectiveness of various models of alternative delivery mechanisms with particular focus on SBEP intervention. Particularly, it will be important to study that how the design of PPP has addressed fundamental challenges of access, quality and equity.

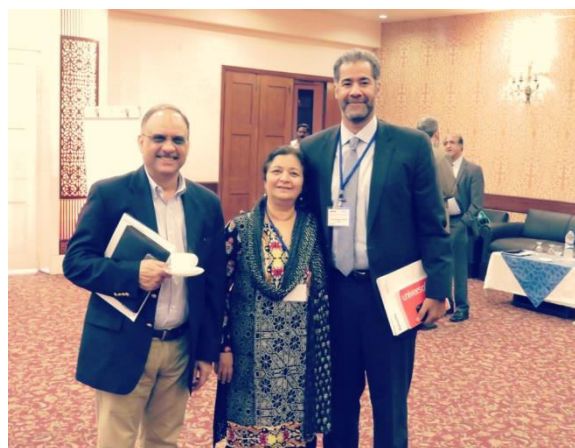
### 6. Inter-linkages of Interventions

It is also important to note that various activities of all the partners have close linkages and will feed into and leverage achievement of project objective/s across the SBEP components. For example, successful interventions for improving reading competencies may also contribute to increasing enrolment and reducing dropouts. These linkages will have to be taken into account at the design stage of research.

We look forward to the formulation and substantive meetings of the SBEP Research Consultative Group across phases 1-3.



Faisal Uqailli-RSU & Nazar Mahar- SCDP



Chief of Party – CMP- SCDP and SRP SBEP

## Sindh Capacity Development Project (SCDP) Draft Minutes of the Meeting

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Date: December 16, 2015

Venue: Office of the Additional Secretary, E&LD Old KDA Building Sindh Secretariat Karachi

Time: 15:00 – 15:30

### Participants

Mr. Rehan Iqbal Baloch – Additional Secretary, Education and Literacy Department (ELD)

Ms. Baela Raza Jamil – Chief of Party, SCDP

Mr. Muhammad Asif Iqbal – Team Leader Research, SCDP

### Agenda

Discussion on SCDP's assistance for building research capacity at ELD

### Meeting Notes

1. The SCDP team gave briefing to Mr. Rehan Iqbal Baloch regarding project activities related to research and capacity building.
2. Mr. Baloch was informed that Social Policy and Development Centre (SPDC) is a partner of Deloitte-Pakistan for implementation of Component 3 of the Sindh Capacity Development Project (SCDP). The component deals with facilitating the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.
3. One major activity of this component is to strengthen research capacity of E&D. For this purpose, depending on the need and advice of E&LD, assistance will be provided to revive the research unit in E&LD at the identified government entity to institutionalize and strengthen research within the government system as envisioned in the Sindh Education Sector Plan.
4. **Outcomes: The following Actions Points were agreed upon:**
  - a) The Additional Secretary (ELD) consented to notify a Deputy Director Research along with identifying some staff member who have interest and the potential of conducting policy research. Prior to notification, the selection of the proposed staff will be done at E&LD with presence of SCDP Team Leader for this component. (Dec. 18 or 21, 2015)
  - b) Once selected jointly, the Team Leader Research will meet with the identified staff to assess their capacity and share the baseline skills set with the Additional Secretary.
  - c) SPDC will deploy 2/3 research staff to work with the designated E&LD officials to provide support for research and capacity building. The research support staff will work with ELD through out the course of the project.
  - d) Under Component 3, two research studies on SBEP interventions are to be commissioned. The 2 studies will be outsourced by SPDC but will ensure complete engagement of the Research Unit/Cell at E&LD throughout the process for complete ownership and capacity building vis a vis the research process and dissemination to influence policy and reforms.

**Overview of Intel Material on ICT Training of Teachers, Students and Out of School Children (OOSC)**

S. No.	Title of Teaching Learning Material (TLM)	Goals/Objective	Target Group/ Beneficiary	Modules/ Themes/ Contents	Pre-Requisites	Duration	Comments
1	<b>Intel Teach Program- (Getting Started Course) Version 2.0</b>	Free professional learning courses help K–12 teachers of all subjects, find new ways to engage students with digital learning and prepare them with critical skills.	Master Trainers	It consists of 12 Modules vis. 1: Developing 21st Century Skills; 2: Learning Computer Basis and the Internet; 3: Fostering Critical Thinking & Collaboration; 4: Discovering Word Processing; 5: Applying Word Processing; 6: Discovering Multi-media; 7: Applying Multi-media; 8: Discovering Spreadsheets; 9: Applying Spreadsheets; 10: Developing 21st Century Approaches; 11: Planning & Doing Your Action Plan; 12: Reviewing and Sharing Your Action Plan	Teachers; preferably Math, IT or Science teachers	Not Known	Prima facie, The TOT or Master Trainer program is pretty good; but needs to be focused on the selected key modules/ areas which are very necessary for imparting ICT training to firstly In-School Students; & secondly Out of School Students (OOSC) which are SCDP deliverables.
2	<b>Intel Teach Program- Essential Course (Master Teacher Edition) Version 10.1</b>	It aims to help teachers use the power of computer technology to spark student imagination and ultimately move them to greater learning. Participating teachers develop a project-based unit of instruction based upon material they are teaching, aligned to standards with multiple forms of	K-12 Teachers	It consists of 8 Modules vis. 1: Teaching with Projects; 2: Planning My Unit; 3: Making Connection; 4: Creating Samples of Learning; 5: Assessing Student Projects; 6: Planning for Student Success; 7: Facilitating with Technology; 8: Showcasing Unit Portfolios Each Module describe its <b>Objectives</b> as well as its <b>Tools</b>	Teachers; preferably Math, IT or Science teachers	Not Known	As Above

**Overview of Intel Material on ICT Training of Teachers, Students and Out of School Children (OOSC)**

S. No.	Title of Teaching Learning Material (TLM)	Goals/Objective	Target Group/ Beneficiary	Modules/ Themes/ Contents	Pre-Requisites	Duration	Comments
		student assessment. The goal is for each teacher to gain a foundation of skills to fully integrate technology into existing classroom curricula and promote student-centered learning.					
3	<b>Intel Teach Program-Essential Course (Participant Teacher Edition) Version 10.1</b>	Same as at s. No. 2/ Above.	K-12 Teachers	Exactly Same as at s. No. 2/ Above.			This is almost the same as at S.No.2/ above for Master Teacher Edition; but this is for participant teachers.
4	Intel Easy Steps- A Digital Literacy Program, <b>Basic Course (Version 2.0)</b>	To impart Computer Literacy	Students	It consists of only 5 Modules vis. 1: Introducing Computers and Operating Systems; 2: Introducing Internet and Email; 3: Introducing Word Processing; 4: Introducing Spreadsheets; & 5. Introducing Multimedia	In school Admitted Children, who are literate – can read and write something in English		This is an appropriate course for getting Computer Literacy of daily life needs of students

**Overview of Intel Material on ICT Training of Teachers, Students and Out of School Children (OOSC)**

<b>S. No.</b>	<b>Title of Teaching Learning Material (TLM)</b>	<b>Goals/Objective</b>	<b>Target Group/ Beneficiary</b>	<b>Modules/ Themes/ Contents</b>	<b>Pre-Requisites</b>	<b>Duration</b>	<b>Comments</b>
<b>5</b>	Intel Easy Steps- A Digital Literacy Program, <b>Facilitation Guide</b> (Version 2.0)	To impart Computer Literacy	Students	Same segments/ Modules as Above			It has step by step hints for the teacher added in the margin of each page
<b>6</b>	Intel Easy Steps- A Digital Literacy Program, <b>Activity Book</b> (Version 1.0)	To impart Computer Literacy of <b>Advance Level.</b>	Students and Computer Literacy Learners at Large	It contains lessons on creating 26 items/products by using computers. Very comprehensive.	In school Admitted Children, who are literate – can read and write something in English		It depends upon time available to teach ICT that how much Computer literacy we can impart to the group of 4000 students. But this may be too much for 4000 OOSC; for whom basic course may be sufficient.

# Sindh Capacity Development Project (SCDP) Quarterly Progress Report

For the quarter January01- March 31, 2016



# Acronyms

ADS	Automated Directives System	IRD	International Relief & Development
ALP	Alternative Learning Pathways	LOP	Life of Project
AMEP	Activity Monitoring and Evaluation Plan	M&E	Monitoring and Evaluation
AOR	Agreement Officer's Representative	MEP	Monitoring and Evaluation Plan
ASER	Annual Status of Education Report	MEP	Monitoring and Evaluation Program
BOC	Bureau of Curriculum (now called DCAR)	MSI	Management Systems International, Inc.
COR	Contracting Officer's Representative	MSF	Mission Strategic Framework
DCAR	Directorate of Curriculum & Research	PC-1	Planning Commission Form 1
DO	Development Hypothesis	PITB	Punjab Information Technology Board
DMO	District Monitoring Officer	PITE	Provincial Institute of Teacher Education
EGRA	Early Grade Reading Assessment	PMIU	Program Monitoring and Implementation Unit
EGMA	Early Grade Math Assessment	PMU	Performance Management Unit
ELD	Education and Literacy Department	R&D	Research and Development
EMIS	Education Management Information System	SEMIS	Sindh Education Management Information System
G2G	Government to Government	SBEP	Sindh Basic Education Program
GIS	Geographic Information System	SCDP	Sindh Capacity Development Project
GoS	Government of Sindh	SCMP	Sindh Community Mobilization Program
ICT	Information and Communication Technology	SMC	School Management Committee
IP	Implementing Partner	SRP	Sindh Reading Program
IR	Intermediate Result	STEDA	Sindh Teachers Education Development Authority
		TA	Technical Assistance
		USAID	United States Agency for International Development
		USG	United States Government



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# Section 1: Introduction

This Quarterly progress report covers the period January to March 2016 corresponding to the third quarter since the inception of SCDP in August 2015. The report describes indicator-wise progress for activities across all four components of the project. It covers initiatives against major deliverables of SCDP during the reporting quarter and planned activities for next quarter (April-June 2016). SCDP is a sub-project of the Sindh Basic Education Program (SBEP)

## 1.1 Sindh Basic Education Program - SBEP

On September 21, 2011, USAID signed an Activity Agreement with the Government of Sindh to implement SBEP to increase and sustain student enrollment in primary, middle and secondary schools levels. The program is being implemented in 7 districts of Northern Sindh and 5 towns of Karachi. This program is funded by USAID with a total cost of \$165 million, including \$10 million from the Government of Sindh.

### 1.2.1 Objective

The program aims to create school environments conducive to sustained, enrollment, teaching and learning of all students and especially girls. The program funds the construction and rehabilitation of schools affected by 2010 floods and supports the Government of Sindh's policy of merging, consolidating, and upgrading schools through new construction. The Sindh Basic Education Program (SBEP) also seeks to improve early grade reading (grades 1 and 2) in primary schools, mobilize communities to increase girls' enrollment and improve the nutritional status of children, and offer technical assistance to build the capacity of the Sindh Department of Education.

### 1.2.2 SBEP Components

SBEP is working across 7 components concurrently:

Component	Engagement Program	Implementing Partner
<b>Component 1:</b> Construction of schools affected by 2010 floods	Government to Government	Government of Sindh, Education and Literacy Department
<b>Component 2:</b> Support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction of schools	Government to Government	Government of Sindh, Education and Literacy Department
<b>Component 3:</b> Improvement in early grade reading in primary schools	Sindh Reading Program	Chemonics International
<b>Component 4:</b> Community mobilization, with a focus on increasing girls' enrollment and improving nutritional status of children	Sindh Community Mobilization Program	International Relief & Development

Component	Engagement Program	Implementing Partner
Component 5: Technical assistance to the Department of Education	Sindh Capacity Development Project	Deloitte Yousuf Adil, Chartered Accountants
Component 6: Monitoring and Evaluation	Sindh Capacity Development Project	Deloitte Yousuf Adil, Chartered Accountants
Component 7: Architect and Engineering (A&E) Services	A&E Services Contract Milestone Monitoring Contract	Halcrow NESPAK

### 1.3 SCDP

SCDP corresponds to components 5 and 6 of SBEP. It is a three-year USAID-funded project which has been awarded to Deloitte Yousuf and commenced in August 2015. SCDP will support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through assistance in systems building and institutional strengthening of the Government of Sindh (GoS).

#### 1.3.1 Objective

SCDP aims to:

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner;
- Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan and further disseminate knowledge to guide the education sector's M&E programs and practices in Sindh;
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular;
- Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

Strategically the SCDP is focused on four concurrent work streams:

- Capacity Building;
- Systems Strengthening
- Policy Reforms and
- Communicating Change

From its inception to implementation SCDP has developed an iterative three pronged approach for the achievement of its objectives:



Since August 2015, SCDP has intensively invested in building partnerships for capacity building across all SBEP partners, both implementing partners (CMP/SRP) as well as PMIU and the Education & Literacy, Finance and Planning & Development (P&D) departments, who are SCDP's public sector counterparts. The latter are critical to sustainability of the SBEP components. These comprise the, PMIU, Directorates of Literacy & NFBE; DG M&E, PPP Node, R&D Unit; the latter two are housed under the Directorate of Planning Development & Reforms (PD&R).

The SCDP deliverables across the four components are highly dependent upon a range of partners as may be seen at Annex 1.

## Section 2: Summary of Achievements during reporting quarter

This quarterly report gives the progress details of all the four components of SCDP for the quarter (January 1 to March 31, 2016). SCDP teams put maximum efforts to complete all the planned targets set for the quarter and ramp up preparation activities with partners and in the field to ensure high level of implementation in capacity building for the coming quarters. The reporting quarter illustrates a major roll out of implementation for SCDP after investing four months in partnership and systems building. The report highlights the progress against each component, followed by the update on indicators and obstacles challenges faced by SCDP teams during the reporting quarter.

**Component-1:** SCDP team prepared implementation plan for ‘Job Evaluation’ & ‘Staff Rationalization’ of PMIU staff. The ‘Position Description’ Questionnaires (PDQs) were designed for the PMIU staff, to understand the workflow and rationale for the positions already present at PMIU. Based on the above, SCDP team has prepared an Implementation Plan with the Program Director (PD), Program Manager (PM) and Manager HR at PMIU for Job Evaluation & Staff Rationalization. Comprehensive work on Component 1 is yet to begin pending the PFMRAF engagement of PWC at PMIU.

**Component-2:** SCDP team developed the first ever SBEP Quarterly Progress Report with PMIU and submitted to USAID for review. The report reflects the progress of all components of Sindh Basic Education Program (SBEP) along with baseline information. In order to support PMIU, SCDP provided technical support to the M&E team to develop monthly bulletins for January, February and March 2016. Monthly Bulletin of March 2016 has been widely appreciated by the counterparts which depicts the SBEP M&E indicators wise progress and success stories.

During the reporting quarter a detailed need assessment of PMIU and Directorate General M&E staff was also conducted before the study visit to the province of Punjab and its PMIU coordinating third party e-monitoring activities there. Followed by the successful visit a comprehensive Trip report was prepared and a d-briefing session was conducted with the Director General M&E ELD-GoS.

**Component-3:** SCDP has been successful in establishing the first ever research and development (R&D) unit at the Directorate of Planning, Development & Reforms (P D &R) E&LD. A separate room has been refurbished and allocated by ELD at the secretariat with two officers deployed; capacity building in research is being undertaken of the designated personnel by SCDP’s research and communications’ partner, the Sustainable Policy Development Centre (SPDC).

SCDP’s research team conducted a mapping exercise with collaboration of SBEP implementing partners to establish the overlap between the interventions of both implementing partners (CMP and SRP). The analysis reveals a ‘thin’ overlap between the CMP and SRP schools; out of 421 CMP and 1460 SRP schools, there are 122 schools where both partners are currently working jointly (including 23 construction schools). This has implications for impact research of SBEP.

A revised concept note was approved identifying two major research studies prepared and shared with SBEP Research Consultative Group (RCG) and the Secretary E&LD.

Following the meeting of SBEP Communication Working Group (January 26, 2016), the consultant Mr. Shakil Ghori and his associate started work on developing SBEP's Communication Strategy. Meetings were held with focal persons of CMP, SRP, PMIU, E&LD, RSU and USAID and inputs incorporated.

**Component:-4:** SCDP has been successful to see major progress in this elaborate multi-faceted component during the reporting quarter. The PPP Node strengthening work is in full swing supported by a full time PPP Adviser who joined SCDP in February 2016. E&LD has provided space for the PPP node in the same office where E&LD has established the Research and Development unit. Followed by the office establishment, an extensive "capacity gap analysis" of PPP Node was conducted and a comprehensive report has been prepared consultatively; this was shared with USAID. .

SCDP has taken all the counterparts on board including relevant E&LD directorates, SBEP partners CMP and SRP for the training in ICTs by INTEL for the next quarter (800 teachers, 4000 in-school grades 6-9 students and 4000 out of school adolescents). In this regard a successful meeting was also chaired by Secretary Education ELD and key institutional stakeholders on Feb 12, 2016 at E&LD's Committee Room for ownership and clarity on roles and responsibilities by various partners to promote ICTs initiative-for 8800 beneficiaries (teachers/in school & out of school children, youth and adults)

Under this component SCDP has also achieved a first important milestone of a pre-policy document "Final draft situation analysis of NFE/ALP"; this is a major document providing a framework for all conversations with stakeholders on ALP Policy.

SCDP has completed the TNA of tier -1 senior officials visiting the USA in summer 2016 for executive training at the Harvard Kennedy School.

SCDP team was actively engaged in the SDG 4 preparatory processes for integrating SDG 4 , targets and means of implementation with SESP 2014-2018 led by RSU -E&LD.

The challenges and obstacles faced during the reporting quarter are mentioned in chapter -4 and in the end one annex is also attached

# Section-3: Progress against the Performance indicators during the Quarter

The 9 indicators for SCDP in the SBEP M&E plan are presented in the same order; the component wise identification is also made explicit for easy tracking.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Sub-Obj-2.2-a Number of teachers having completed training in ICTs	-	800	0*	0%
Sub-Obj-2.2-b Number of in school students having completed training in ICTs	-	4,000	0*	0%
Sub-Obj-2.2-c Number of out of school children having completed training in ICTs	-	4,000	0*	0%

Note: All three above are under Component 4 (SCDP)

## Counterparts: Multiple under E&LD - and SBEP

E&LD Counterparts: Schools Directorate Division and Districts; STEDA, DCAR (Directorate of Curriculum & Research) and PITE.

SBEP Counterparts: PMIU- CMP (and EMOs) - SRP

The progress and implementation against the above indicators /targets is planned for the next quarter as per the formal workplan. However SCDP team for these targets under component 4 has been undertaking necessary ground work during the reporting quarter for ownership and systems development. Following actions, meetings and visits have been made to start the roll out on training in ICTs.

1. Intel Training Modules were technically reviewed by the SCDP teams internally;
2. Meeting held with all pertinent E&LD stakeholders chaired by Secretary-ELD to share role of ELD and its bodies/ partners on 22<sup>nd</sup> Jan 2016; and its minutes were issued.
3. Arranged meeting of STEDA & BoC with Intel to discuss contents of training at 3 levels and its delivery strategy.
4. NOC of STEDA obtained for all modules to be used at 3 level training.
5. Meetings held with CMP, SRP and PMIU for identifying target schools & teachers for level-1 (MTs) & level-2 trainings, to train students/out of school community members at level-3 incl. 1000 adolescent girls under the let girls learn (LGL initiative).
6. Initiated planning of venue and allied logistics for piloting all 3 level trainings in 2 districts of Sukkur & Khairpur Mirs prior to the summer break in May 2016.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Sub-Obj-3.1-d Number of SMC' members trained in monitoring and reporting	-	240	0*	0%

Note: The above indicator is under Component 2 (SCDP)

#### Counterparts: Multiple under E&LD - and SBEP

Progress under this indicator in component 2, will be begin its active journey from next quarter. However SCDP has taken the following actions as the preparation for the SMC trainings.

- Field based monitoring visit was made with PMIU M&E Team to explore community (SMC) engagement potential in e-Governance in January 2016 in 3 districts. It was clearly established the willingness of the community to engage in this process and readiness in terms of their familiarity with smart phones and 'WhatsApp' applications. Pakistan has a very high rate of mobile phone usage and wide internet/network/bandwidth coverage.
- Technology based monitoring is already being undertaken by E&LD through third party teams for school based monitoring systems (SMSS) using smart phones under the DG M&E. Moreover citizen's complaints through ILMI another e-governance mechanism on systems and school monitoring through SMS is already in place that is followed up by weekly actions.
- The SMC e-governance initiative will be taken jointly with counterparts in E&LD and PMIU. .

The next quarter will initiate the field level conversations with SMCs and design process with DG M&E and PMIU together with SBEP's implementing partners.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Obj-4-a Rating of PMIU capacity to implement the SBEP M&E Plan.	-	TBD	-	-

Note: The above indicator pertains to Component 2 (SCDP)

#### Counterparts: PMIU under SBEP

SCDP M&E team has put in sufficient quality time working closely with PMIU of SBEP and other SBEP partners including CMP and SRP. In all the activities of SCDP, representatives of PMIU have been on board and the ultimate purpose was to improve the efficiency and effectiveness of SBEP by a fully functional and capability driven PMIU.

- Throughout the finalization process of SBEP M&E Plan, key PMIU M&E personnel have been engaged to ensure their complete understanding of the logic of the M&E Plan with its core indicators that have been assigned to each implementing partner- with clear meaning (PIRS),targets, frequency and gender disaggregated reporting. .
- An M&E focal person from SBEP partners has been designated to the SBEP M&E Group formed by SCDP who has participated fully in three meetings during the reporting period. SCDP, SRP,



CMP and PMIU M&E teams are the members of this group. The group discusses various issues of common interest related to SBEP, strategies for effective M&E and timely communication. .

- SCDP has provided technical support to PMIU to develop monthly bulletins aligned to SBEP M&E indicators. Monthly bulletin of March 2016 has been widely appreciated by SBEP counterparts and USAID.
- Draft of first SBEP Quarterly Progress Report of SBEP has been finalized with the update from all the partners.
- SCDP team has started tracking the indicators of SESP-2014-2018 and have made comparison to see the overall contribution of SBEP indicators in the SESP indicators.
- A detailed M&E capacity assessment of PMIU has also been conducted and the report is under review.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Obj-4-b Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	-	1	0*	0%

Note: The above indicator is under Component 4 (SCDP)

### Counterparts for Capacity Building, Policy and Implementation Framework:

**E&LD:** Directorate of Literacy and Non-Formal Basic Education (NFBE) under E&LD and all its attached departments- multiple stakeholders (academia, CSOs and private sector)

**SBEP:** PMIU- SRP- CMP-

The above MSF indicator is too early to assess during the reporting quarter. However SCDP has made remarkable progress in all processes leading up to the making and finalization of the Alternative Learning Pathways (ALP) Policy expected in the quarter July-September 2016. .

Following meetings and actions have been taken to contribute in the above indicator

- The policy process is complex and in this quarter a three-days field visit was undertaken to SBEP's districts of Larkana, Qamber Shahdad Kot and Dadu from January 3-6, 2016: firstly to observe status of Literacy/ NFE activities and to meet key stakeholders involved in them and secondly, to pre-test SCDP's ALP mapping tool for Literacy & NFE Organizations, in the visiting districts;
- Hiring of Consultant-ALP Policy made and he joined the team on January 14, 2016.
- Initiated intensive engagement with Directorate of Literacy & NFE and other stake-holders; & attended 3 meetings of NFE Task Force sub-committees on ALP/NFE Policy and Strengthening of Directorate of L&NFE,
- Local visits made with representatives of the Directorate of Literacy and NFBE E&LD to UNICEF supported NFE/ Literacy Centers in Gadap and Bin-Qasim towns of Karachi to gain a better understanding of the service delivery mechanisms ;
- Another field visit was made to SBEP's districts of Khairpur and Jacobabad on March 21-22, 2016, to observe status of Literacy/ NFE activities and to meet key stakeholders, parents & active NGOs in these areas for voices and inputs on the forthcoming ALP Policy.
- Pre-Policy Situation Analysis Report draft report completed and shared with USAID and NFE-TF Sub-committee for comments/ feedback. The same will be finalized in the next quarter.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Obj- 4-c Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	-	135	11	8%

Note: The above indicator lies under components 1, 2, 3 and 4 (SCDP)

#### Counterparts under:

**E&LD Government of Sindh: All E&LD affiliates associated with SBEP- Directorates of : Lit and NFBE; D.G M&E, PD&R; PPP Node; RSU, DCAR: STEDA , PITE - Divisional/District School Administration**

#### **SBEP: PMIU**

The above indicator with a target of 135 administrators and officials trained by SCDP pertains to personnel/counterparts across all 4 components

The above MSF indicator has been partially achieved with a progress of 8% with 11 persons trained during the reporting quarter.

Following is the progress against the above 8% target achieved.

- Under Component 1 : ( 05)
- Under Component 2: Study visit of PMIU PESRP, Government of Punjab was conducted. 5 team members both from Directorate of M&E E&LD and PMIU visited Punjab. The team visited schools, districts based DMO Offices and provincial departments including PMIU and Punjab IT Board implementing the school e-monitoring and reporting system in Punjab as best practices prior to launching SMSS.
- Under Component 4 : Spadework completed on capacity development/ training options of Tier 1- Senior Policy level officers at Harvard Kennedy School, USA and list of participants of Tier-1 officers finalized;
- Process of registration in selected programs completed on TraiNet.
- TNA of Tier-1 officers conducted;
  - Invoices for executive programs fee obtained and processed for payment

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Sub-Obj-4.1-b Rating of the PPP Node of the ELD to effectively carry out its mandate	-	TBD	-	-

Note: The above indicator pertains to Component 4 (SCDP) - its rating -achievement parameters have to be decided that can be concretely measured with evidence over time. This will be reported in the next report with concurrence of relevant counterparts E&LD.

**Counterparts under E&LD:** Secretary E&LD, Additional Secretary PD&R and Director PPP Node

Public Private Partnership (PPP) node has been established and has been temporarily housed at the newly notified research and development unit of E&LD GoS. SCDP has appointed a full time Advisor PPP who joined in February 2016 to build the capacity of PPP node in a timely manner with intensive inputs on baselines for capacity, budgeting, planning and execution. SCDP is confident to increase the efficiency and output of the PPP Node. During the reporting quarter following remarkable work has been done.

- Efforts made for expediting approval of summary for CM on institutionalizing PPP Node (approved on March 25, 2016);
- Capacity Gap Analysis (CGA) of PPP Node conducted and shared with all counterparts.
- JDs and Ads for 11 new staffing for PPP Node finalized as per approved summary and submitted to AS-PD&R.

Indicator	Baseline	LoP Target	Progress till March 2016	Progress in%
Sub-Obj-4.2-a Number of research papers disseminated	-	2	0*	0%

Note: The above indicator pertains to work under Component 3 (SCDP)

**Counterparts under E&LD:** PD&R, Director Planning Development & Reforms/research; & RSU

**Counterparts under SBEP: PMIU, CMP and SRP**

The targets for the above indicator are essentially 2 studies planned. During the reporting quarter a great deal of spade work on TORs was accomplished with buy in from all counterparts. However SCDP teams through the sub-contractor for Component 3 Social Policy Development Centre (SPDC) has put in substantive efforts towards progress of the above indicator.

Following is the progress during the reporting quarter to contribute

- The list of intervention schools obtained from CMP and SRP; a mapping exercise was conducted to establish overlap between the interventions of both implementing partners. The analysis reveal a 'thin' overlap between the CMP and SRP schools; out of 421 CMP and 1460 SRP schools, there are 122 schools where both partners are currently working (including 23 construction schools).

- E&LD notified, refurbished and set up the R&D Unit on February 12, 2016 with designated 2 personnel.
- As per discussion in the first meeting of SBEP Research Consultative Group (RCG) (December 2, 2015), three potential studies have been identified and a draft concept note was prepared and shared with USAID. The potential themes included:
  - Public Private Partnership for Better Service Delivery
  - Mobilizing Communities for Increasing Girls' Enrollment
  - Improving Early Grade Reading
- Comments on the concept note from USAID have been received for finalization and circulation to SBEP RCG implanting partners. Finalization of the research titles will be held in early April 2016.

# Section-4: Major Achievements during the Quarter

## Component-01:

Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

Under component -1 SCDP has the following progress:

- **HR Analysis:**

SCDP team prepared implementation plan for **'Job Evaluation' & 'Staff Rationalization' of PMIU staff**. Also designed Position Description Questionnaire (PDQs) for PMIU staff, to understand the workflow and rationale for the positions already present at PMIU. Based on the above SCDP team has prepared Implementation Plan with Program Director (PD), Program Manager (PM) and Manager HR at PMIU for Job Evaluation & Staff Rationalization.

Activity Completion status for PDQs (PMIU Staff):

- Total PDQs to be received = 19
- Fully Completed = 4
- Partially completed = 9 [returned for completion with notes]
- Not received = 5

## Component-02:

Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan

Under component-2 SCDP has the following progress to report:

- **SBEP- M&E Focal Group Meetings:**

SCDP hosted three meetings of SBEP M&E Focal Group meetings at SCDP office and participated by CMP, SRP and PMIU M&E teams for proper and efficient implementation of SBEP M&E plan. This has led to a common core approach to reporting on M&E Plan adhering to the architecture of the Plan with clarity of understanding, approach and reporting. There is good chemistry across the group as a collaborative, reflective and analytical entity for SBEP. .

- **Exposure visit of DG M&E and PMIU Team to Punjab:**

Study visit was conducted to learn e-monitoring of schools and its system established by PMIU, PESRP, Government of Punjab. The team consists of officials both from Directorate of M&E E&LD and PMIU. The team visited schools, districts and provincial departments implementing the school e-monitoring and reporting system in Punjab as best practices prior to launching SMSS.

Followed by the successful visit, a de-briefing session was organized at the Director General M&E Office and participated by DG M&E and its 4 Chief Monitoring Officers.

- **Code of Conduct for Monitoring Assistants:**

After the successful exposure/study visit of 5 counterparts at Directorate General M&E E&LD and SBEP PMIU to the School Education Department Government of Punjab, PMIU and the PITB Punjab, the DG M&E, E&LD Govt. of Sindh has developed and notified on March 9th 2016 a Code of Conduct for the monitoring team/ Monitoring Assistants (Mas) hired at the district level. This has been adapted from the Punjab study visit documents.

**Component-03:**

**Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

Under component-03 following progress has been achieved.

- **Provision of research capacity building support to E&LD:**

After several meeting with ELD, on February 12, the Secretary E&LD issued a notification for activation of Research and Development (R&D) Unit under the Directorate General, Planning, Development and Research. Two officers of E&LD have been designated for the R&D unit. SPDC has deployed two research associates for the R&D unit – Mr. Manzoor Ahmed Memon and Ms. Tabinda Areeb. ELD has provided a dedicated room for R&D at Old KDA Building in Secretariat.

- **Support provided to the PMIU to enhance advocacy and communication capabilities:**

Following the meeting of SBEP Communication Working Group (January 26, 2016), Mr. Shakil Ghori (consultant) and his associate started work on developing SBEP Communication Strategy. Meetings were held with focal persons of CMP, SRP, PMIU, E&LD and USAID. The team has completed the field visit of Sukkur and Khairpur districts to ensure a feel for the districts' implementation of interventions across SBEP. The draft communications strategy has been developed and circulated to USAID team (COR, Senior Adviser, [Development Outreach & Communications Specialist Communications](#))

- **SBEP Quarterly News Letter:**

Held meetings with Communication Manager PMIU and discussed the nature of assistance required from SCDP regarding SBEP Quarterly newsletter.

- **Communication Working Group Meeting:**

Meeting of Communication Working Group was held on January 26, 2016. Methodology and processes for developing SBEP's Communication Strategy and Implementation Plan was discussed in the meeting. Hiring of consultant was completed and successfully finalized develop SBEP Communication Strategy.

**Component-04:****Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

Under component-4 following are the major achievements/progress for the reporting quarter.

- **Field visit to SBEP Target Districts:**

A successful three days districts' visit by team leaders of Monitoring Evaluation & Research and Education Reforms & Policies components along with representatives from PMIU and Directorate of NFE was made from January 06 to January 09, 2016 to Larkana, Dadu and Qambar Shahdad Kot.

The objectives of the visits were:

- To observe status of Literacy/ NFE activities and key stakeholders involved in them and Pre-Testing SCDP Mapping tool of Literacy & NFE Organizations in the visiting Districts
- To discuss options to select Teachers, in-School students and Out of school children for ICT Training in cooperation with Intel-Edu Pakistan.
- To understand the readiness of the community on NFE/ALP programs envisaged under SBEP and to scan the landscape for any existing efforts in this regard.
- To explore community (SMC) engagement potential in Governance, Quality technology based monitoring.
- To hold meetings with Field Education Officers on their approach to partnerships and patterns of support mandated by the line department to SMCs and NGOs etc.

This was a very critical visit for the teams/counterparts to observe field realities prior to design work. The COP joined the visit in Dadu district and found a perfectly good school abandoned by the teacher/s who did not bother to come to the school and wrote a short note for the E&LD to take action as a good piece on "policy activism". (Annexure)

- Pre-Policy document "Final draft Situation Analysis" (SitAn) report of NFE/ALP providers in Sindh finalized and shared with USAID & members of policy sub-committee of NFE Task force for feedback.
- Capacity Gap Analysis (CGA) Report of PPP Node (first deliverable under sub-component 4.a) drafted and submitted for comments. This has mapped the PPP Node's chronology and challenges. The report been well received by the counterparts and will be further circulated to SBEP counterparts by E&LD PPP Node team. .
- ALP Policy Consultant along with Team Lead- ER&P performed field visits to SBEP's 5 districts and 4 towns of Karachi for consultation with NFE providers/ other stakeholders and held meetings with SEF, STEDA, BoC, STBB Jamshoro, NCHD and a number of Directorate General of Basic Education Community Schools (BECS) and National Education Foundation (NEF) at Islamabad.
- Input provided to ELD's web-designer and Director-PPP-Node on designing and structuring of PPP-Node web-page on ELD's website, for better visibility and expanded outreach of the Node.
- Arranged dedicated space for Director PPP Node and PPP Advisor; to jointly work for institutional Strengthening of PPP Node.
- Initiated process for hiring at PPP Node (ToRs and Ad drafted and currently under review;
- A delegation of senior officers of AJK Education Department visited SCDP office on 31<sup>st</sup> March, 2016 and attended a briefing on SCDP with particular emphasis on enhancing institutional capacity of E&LD to promote PPP in Sindh.



- **Establishment of PPP Node Office:**

With full cooperation of the E&LD - Planning, Development & Reforms (PD&R) wing and SCDP's technical inputs an office has been made available in PD&R and made fully functional by E&LD on February 22, 2016 for the Research and Development (R&D) Unit; it is also a temporary facility for the Director PPP Node (E&LD) and the newly recruited Advisor PPP (SCDP) hired in February 2016; both are engaged in strengthening of the Node. SCDP's engagement with capacity building of E&LD has recorded concrete progress during the quarter.

- **Approval of Budget Summary for PPP Node:**

The Chief Minister Sindh approved the summary and budget for PPP Node of E&LD for FY 2105-16 on February 24, 2016. Joint efforts are to be applauded of E&LD, SCDP and CMP under SBEP for institutionalization and strengthening of the PPP Node with core personnel and budgets. This is a major milestone met, inter alia, for sustainability of the EMOs concession agreements signed on Feb 27th 2016 by Government of Sindh. The approved summary for PPP Node has provision for a team of 11 personnel (mixed approach government & market), a total budget of PKR 31,692,000 has been approved (PKR 20,760,000 salary component, and PKR 10,932,000 non-salary component).

# Section-5: Obstacles/ Challenges Faced

1. Delays in HR rationalization analysis due to contact person availability at PMIU and the engagements of the alternative person identified.
2. SCDP is awaiting access to PMIU with agreed set of tasks and deliverables as identified for the next quarter which will then need a revision of workplan, timelines and activities.
3. At present, the PPP Node of ELD consists of one Director, who while working with best capacities and results may need substantial assistance, to engage with existing and new EMOs and with strong networking with many stakeholders in, and outside Government.
4. Networking across multiple partners especially as it relates to budgetary provisions, directorates at E&LD, teachers, with senior district administration, and with communities and parents. Pertinent to mention here are foreseeable PPP Node functions like PPP projects' designing, contracts' administration, contracting, ensuring legal and contractual compliance, financial management, projects' visibility, and performance monitoring functions, which will require significant additional human, technical, financial, capital, and ICT resources.
5. In sub-component 4.b, training of 8,800 teachers, Students and OOSC/ Adults, in the use of ICTs, the biggest challenge appears the non- availability of Computer Labs for imparting trainings to these target groups. After getting NOC from STEDA for using INTEL Manuals in these trainings, target School and teachers have been identified in pilot districts of Sukkur and Khairpur with the assistance of CMP, SRP & PMIU. Pilot phase level-1 training of Master Trainers (M.Ts) is being arranged in suitably equipped Computer Labs on rental basis.
6. For Levels 2 & 3 trainings of Participant Teachers and Students, SCDP is confronted with non-availability of functional Computer Labs in target construction schools. As per CMP data, some of the identified Hub & Neighboring schools have a computer lab that may be an opportunity however, the number of PCs and their functionality has yet to be ensured; whilst in Sukkur there are 13 high schools with computer labs, but in Khairpur district, reportedly only one hub school GBHSS Setharja, Thari Mir Wah. This situation may require a strategic shift across target/neighboring schools. Intel and SCDP teams are ready for the pilot in two districts and big roll-out in all remaining districts. The SCDP teams have to engage actively with the lineup of Construction schools which will be completed and handed over to EMOs whose computer labs have to be functionalized by Rotary International after the summer vacations in August /September 2016.SCDP will also engage with Rotary International with CMP to explore option of Mobile Computer Labs equipped with 20 Laptops that can be moved from school to school/community to community as an interim measure to meet the targets of ICT trainings to 8800 teachers, students and out of school adolescents/youth .

# Section-6: Indicator wise Activity Plan for next Quarter

S. No.	Indicator	Activities Planned for next Quarter
Sindh Capacity Development Project- (SCDP)		
1.	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	<ul style="list-style-type: none"> <li>Meetings and e-mail interaction will continue with INTEL and other stakeholders at E&amp;LD and SBEP Implementing partners to finalize and concretize piloting of ICT trainings in 2 districts of Sukkur and Khairpur Mir's, before summer vacations.</li> <li>The ICT Trainings will be piloted in both districts of Sukkur and Khairpur Mir's in May-June 2016,</li> <li>A meeting with Rotary International will be held to understand the supply sequence and time line of IT labs and equipment to the 1<sup>st</sup> 50-60 schools.</li> <li>In view of very slow completion and handing over of schools to EMO, Rotary club and other organizations will be mobilized to arrange mobile Lab equipped with 25-30 laptops to be used in schools without Computer Labs</li> <li>Field visits will be made to engage with communities, children, teachers and master trainers to ensure a smooth roll out of the program within given constraints.</li> </ul>
2.	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	
3.	<b>Sub-Obj-2.2-c</b> Number of out of school children having completed training in ICTs	
4.	<b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting	<ul style="list-style-type: none"> <li>Assessing sessions are plan with PMIU, SRP, CMP and Directorate M&amp;E for designing plan to involve SMC in e-monitoring.</li> <li>Selection of monitoring tablets and software for SMC members for e-monitoring.</li> </ul>
5.	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	<ul style="list-style-type: none"> <li>Finalization of Quarterly Progress Report of SBEP after receiving comments from USAID.</li> <li>Quarterly M&amp;E visits to SBEP districts along with PMIU M&amp;E team and prepared first SBEP Quarterly Monitoring Report.</li> <li>Review of PMIU M&amp;E data base with view of assessment, identify gaps, provide</li> </ul>

S. No.	Indicator	Activities Planned for next Quarter
		<p>suggestion and provide support to update and improve data base.</p> <ul style="list-style-type: none"> <li>Capacity Building Plan of PMIU M&amp;E staff.</li> </ul>
6.	<p><b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)</p>	<ul style="list-style-type: none"> <li>One day workshop on draft Situation Analysis</li> <li>Presentation to the NFE Task Force;</li> <li>As per input/ feedback received, SitAn chapter will be finalized &amp; shared with NFE Task Force Group;</li> <li>ALP/NFE Policy road map will be finalized with all stakeholders/Donors consortium for ALP Policy;</li> <li>Consultations with key stakeholders: <ul style="list-style-type: none"> <li>Relevant government officials</li> <li>Development partners</li> <li>Service delivery practitioners from the non-government sectors</li> <li>Other experts <ul style="list-style-type: none"> <li>Visits to ALP centers in project districts and towns;</li> <li>Roundtables with professionals/ academicians and political leadership/ parliamentarians;</li> <li>First draft of ALP/ NFE Policy;</li> <li>Conference on Policy Draft;</li> <li>Second Draft of ALP/NFE Policy.</li> <li>Review of 2<sup>nd</sup> draft by sub-committee and NFE-TF;</li> </ul> </li> </ul> </li> </ul>
7.	<p><b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)</p>	<ul style="list-style-type: none"> <li>Facilitation in filling Visa Forms of Tier-1 offices and in their submission at US Consulate General.</li> <li>Finalization of Tier I, Tier II and Tier III Study Visits.</li> <li>Travel of First batch of Sr. officers to Harvard Kennedy School USA in May, 2016;</li> <li>Pre-departure briefing for them and debriefing on their return.</li> <li>3<sup>rd</sup> Party TNA at provincial and district level for potential Tier II and III officials, for study visits to the region and provinces respectively.</li> </ul>
8.	<p><b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD to effectively carry out its mandate</p>	<ul style="list-style-type: none"> <li>Release of funds approved by CM for PPP Node.</li> </ul>

S. No.	Indicator	Activities Planned for next Quarter
		<ul style="list-style-type: none"> <li>• Initiating process for hiring/ filling 11 positions of PPP Node approved in summary for CM.</li> <li>• Identification of separate office premises for PPP node staff and shifting office into it.</li> <li>• Articulation of rules of business for PPP Node and their approval from relevant forum;</li> <li>• Hiring of Project Associate PPP at SCDP.</li> <li>• Developing draft toolkit through a focused group of key stakeholders.</li> <li>• A concept paper will be produced on MIS for PPPs in E&amp;LD.</li> <li>• A wider group will be constituted for peer review of the PPP toolkit and MIS systems amongst experts and donors.</li> <li>• Early case studies will be sought from within SBEP and SCDP for evidence based innovations.</li> <li>• The standalone but linked website for the PPP node will be pursued.</li> </ul>
9.	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	<ul style="list-style-type: none"> <li>• Finalization of the Research Themes by the RCG</li> <li>• Field visit to determine the core elements and methodology of the research</li> </ul>

# Section-7: Operational Activities of SCDP During the reporting quarter:

SCDP has been engaged in several operational activities strategic to the project's smooth operations. This has also meant significant time spent on these critical matters. These matters span:

## a. Human Resources- recruitment, re-design of positions and onboarding

### **On-boarding/recruitment**

#### Important Positions completed Jan-March

1. Abdus Sami Khan – Consultant ALP
2. Hadi Babar Khan – Advsiior PPP

#### Non – Key Positons

1. Muhammad Umair Raza – Accountant
2. Baseer Khan – Driver
3. Shoukat Ali – Manager ME&R
4. Muhammad Mushtaq – Driver
5. Kunwar Faisal – Admin Assistant (Replacement)
6. Idress Hussain-M&E Officer

- b. Recruitment & Selection for key positions (TL M E &R) and replacement for the Non-key position TL Admin Logistics and Security will complete in the next quarter.
- c. The quarter also witnessed writing up 3 concurrence memos to CO/COR for re-designating by title 3 non-key positions in Component 4 where the title and duration were formally request for change and formally approved. The list of the amended positions approved for recruitment in the next quarter
- d. The **three positions to be filled as a result of this approval process are:**
  1. ALP Specialist
  2. PPP Associate
  3. Training and Learning Coordinator

## e. Policy and Procedural Manuals

Current Policies and Procedures manuals have been revisited or designed for SCDP for all major functions i.e. Human Resource, Finance, Procurement, Administration drafts are under review process.

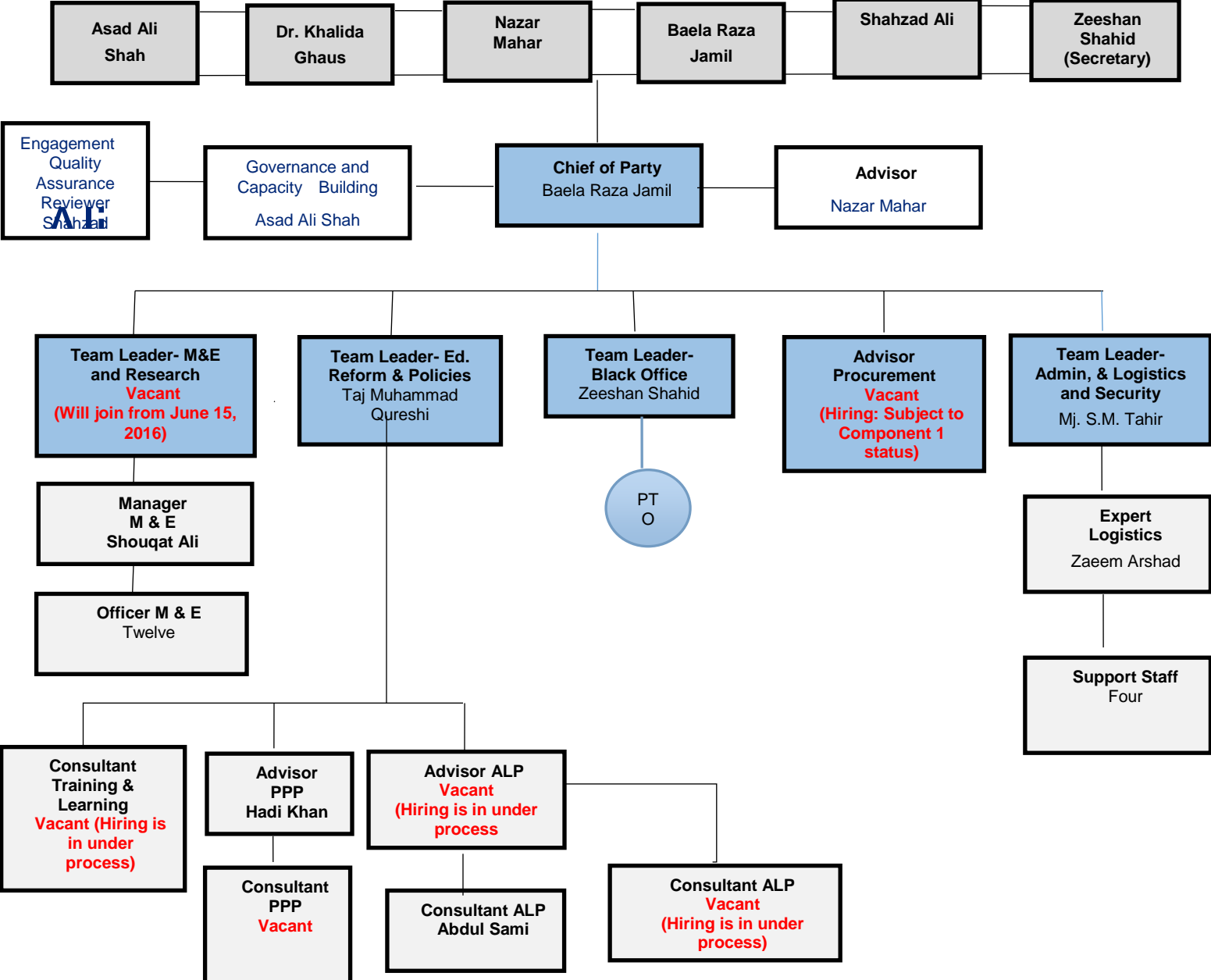
## f. Governance SCDP:

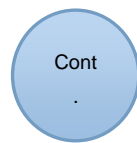
The Project Management Committee (PMC) a five member committee supports the governance functions for SCDP to support various programmatic and operational details of the project. The PMC met multiple times during the quarter to review the progress and exercise oversight on the project.

# Section-8: Annexure:

## Annexure-1: Current Organogram of SCDP.

### Project Management committee





**Team Leader- Back Office**  
Zeeshan Shahid

**Senior Manager- Back Office Support**  
Imran Raza

**Manger Accounts**  
Zubair Khan

**Advisor Internal Audit**  
Zafar H. Memon

**Advisor IT**  
Zain Ansari

**Advisor Human Capital and Executive Search**  
Mashooque A. Bhatti

**Finance Expert**  
Farooq Qadri

**Manager Internal Audit**  
Waqar

**Design Analyst and Team Lead**  
Sarfraz Khan

**Manager Human Capital**  
Faheem Baig

**Accountants**  
Two  
Amama Shabir  
Umair Raza

**Supervisor Internal Audit**  
Muzafar Memon

**Programmer/ Manager**  
Two

**Human Resource Officers**  
Faiza Hussian &  
Burhan Mehmood

**Internal Audit Officers**  
Saif & Asif

**Website Administrator and Analyst**  
Four



## Annexure-2: Key Deliverables of SCDP.

### Component 1: Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

Task	Deliverables
<b>a) Strengthening Financial Management and Accountability of the PMI</b>	Customized capacity building plan for PMIU
	Assistance in financial bookkeeping
	Assisting PMIU in implementation of internal financial controls.
	Functionaries at PMIU/ELD trained to use SAP
<b>b) Financial planning and reporting</b>	Assisting PMIU in: <ul style="list-style-type: none"> <li>• revision and preparation of SBEP's PC-1 and/or sub-PC-1s</li> <li>• preparation of PC-3, PC-4 and PC-5</li> <li>• Preparation of annual financial reports, risk mitigation reports, accounts and tax reports.</li> </ul>
	Annual financial evaluation
	Minimum of 15 PMIU staff trained with respect to their duties.
<b>c) Pool of human and technical resources for sustaining organizational capacity</b>	Minimum of 40 PMIU and GoS officials oriented on revised manuals.
	Staff rationalization analysis, updated JDs and temporary staff support provided to PMIU, as needed.
	4 customized manuals (HR, Procurements, Finance & M&E)

### Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan

Task	Deliverables	Partner(s)
<b>a) Implementation and monitoring of M&amp;E Plan</b>	M&E Plan of SBEP implemented	PMIU & SBEP IPs
	Assisting PMIU in preparing: <ul style="list-style-type: none"> <li>• quarterly monitoring report and consolidated annual monitoring report</li> <li>• overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP</li> </ul>	PMIU
	Preparing Technical reports and third party validation reports	PMIU, SBEP components

Task	Deliverables	Partner(s)
		implement partners (IPs)
	Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	PMIU, CMP, SRP, ELD
	M&E dissemination strategy developed and implemented.	PMIU, ELD
<b>b) Strengthening M&amp;E capacities of ELD, GoS</b>	Assistance to PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	PMIU
	Minimum of 20 staff of M&E Directorate and PMIU trained in M&E and best practices in education.	PMIU, ELD
	Support to M&E Directorate to develop Strategic plan and implementation strategy	ELD
	Support to PMIU to update SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	PMIU, ELD

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

Task	Deliverables	Partner(s)
<b>a) Conduct research studies</b>	Two research studies on SBEP's innovative interventions and strategies conducted	ELD, Research Working Group partners
<b>b) Dissemination of research evidence and policy advocacy</b>	Research dissemination strategy developed and implemented	ELD, Research Working Group partners
<b>c) Strengthen government capacities in research and advocacy</b>	Support to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted	ELD
	Support to ELD through capacity building in conducting research and using research evidence for developing policies and programs	ELD
	Support to PMIU to enhance advocacy and communication capabilities inclusive of SBEP Communication Strategy	PMIU

**Component 4: Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Task</b>	<b>Deliverables</b>	<b>Partner(s)</b>
<b>a) Enhance institutional capacity of ELD to promote PPP in Sindh</b>	Capacity gap analysis of PPP of ELD	ELD, PPP node
	Assistance to GoS to support PPP Node at ELD	ELD, PPP node, SBEP component IPs
	Min. 10 staff involved in PPP with PPP Node at ELD, RSU and the FD trained	ELD, RSU, FD
	Standardized PPP toolkits and education sector-specific guidelines developed and disseminated	ELD, PPP node, SBEP component IPs,
	Education specific PPP MIS developed and support provided to ELD for its effective utilization	ELD, PPP node, SBEP component IPs,
	Support to ELD to institutionalize PPP best practices in education.	ELD, PPP node, SBEP component IPs, ELD's technical agencies (BOC, PITE, RSU, PMIU), DEOs, EMOs, CSOs, Private sector organizations, development partners, SBEP components IPs
<b>b) Strengthen capacities of teachers, students and communities in ICT use under PPP</b>	Min. 800 govt. teachers (at least 30% females) trained in effective use of ICT in teaching-learning process at schools	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP component IPs
	Min. of 4,000 students (at least 50% girls) trained in using ICT as an effective tool in their everyday learning specially science learning	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP component IPs
	Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP component IPs
<b>c) Developing ALP (Alternative Learning Pathways /Non Formal Education) policy with a focus on PPP</b>	Assist ELD to development of ALP policy, its implementation framework and piloting	ELD, SEF, DEOs, Pvt. Sector orgs, CSOs, NGOs
	Best practices and lessons learned documented and disseminated	ELD, SEF, DEOs, Pvt. Sector orgs, CSOs, NGOs

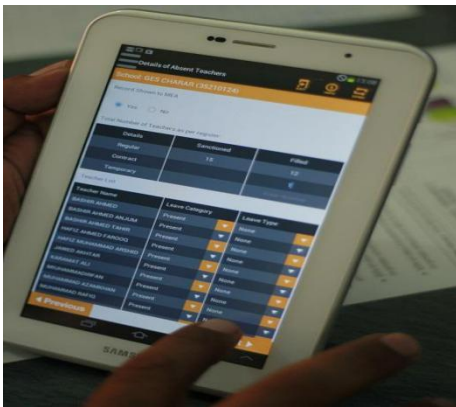
Task	Deliverables	Partner(s)
<b>d) Enhance the govt.'s capacity in education planning, administration and management at provincial and district levels</b>	Capacity need assessment conducted	ELD, PMIU, other relevant departments whose officials are identified
	Tier-1: Min. of 6 high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	ELD, PMIU, other relevant departments whose officials are identified
	Tier-2: Min. of 10 managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	ELD, PMIU, other relevant departments whose officials are identified
	Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	ELD, PMIU, other relevant departments whose officials are identified

## Annexure-3: Success Story.

### E-monitoring in education- to improve school functioning and student performance



**Demonstration of Data Collection by M&E Assistant at Gujranwala Punjab to one of the Chief Monitoring Officer from Directorate General M&E, Education and Literacy Department Government of Sindh. A step towards learning e-monitoring**



**PC Tab being used by M&E Assistant PMIU -PERSP with android application of 13 indicators**

**E-monitoring** in education is one of the growing demands of public sector. School Education Department (SED) of Punjab province has already initiated e-monitoring in schools through Program Management Implementation Unit (PMIU) under Punjab Education Sector Reforms Program (PERSP) from 2004 and has engaged 36 District Monitoring Officers (DMOs) supported by 36 monitoring and evaluation assistants. These M&E assistants collect the real time data of schools through the PC tabs in 13 indicators. The data is collected throughout the 52,443 schools by 6th of every month. **Performance of each school in real time** for SED and provincial government with customized software for PMIU designed by the PITB.

A formal request was made to SCDP by the Deputy Director M&E of DG M&E office, E& LD for an early visit to see key progress in school monitoring system of Punjab under Punjab Education Reforms Program (PERSP)- PMIU.

In this context, SCDP organized one Study visit of 5 Chief Monitoring Officers (CMOs) and one Manager from PMIU SBEP to visit cum exposure to have an overview of the M&E systems set up by SED/PMIU in Punjab and to learn the best practices /adopt at GoS level. The visit was scheduled in the end of February 2016.

Through the briefing by PMIU on overall aims/objectives and whole system working and followed by practical data collection at the districts of Gujranwala and Sheikhpora and exposure of Punjab Information Technology Board (PITB) helped the delegation to understand the best practices in the field of e-monitoring by School Education Department (SED) Punjab.

The delegation had exposure of learning in the following areas:

- Institutional/system knowledge including clear roles and organogram of team, Use of technology to collect data against 13 indicators, District Review Committee (DRC) headed by DC to overview of monthly progress,
- Monthly data packs and performance of every school
- Strong decision making based on the monthly reports and accountability

*PITB showed consent to provide the following technology and services to the GoS, if a formal request is made to the Punjab Government.*

- PITB can support the GoS to establish a well-designed Sindh Information Technology board.
- All the android software developed for the PMIU –PERSP can be shared with the GoS free of cost and further technical input can also be offered to change the M&E indicators
- PITB is also making efforts to have retinal image recognition to tackle the issues faced through thumb impression. This technology can also be shared with the GoS

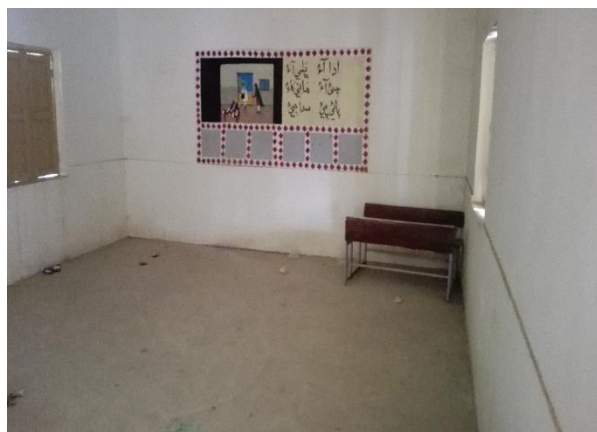
## Annexure-4: Missing Teachers & Closed Schools of Sindh.

### *The case of GBPS Khair Muhammad Mugheri (SEMIS Code: 402020049)*

According to the community there are 3 Teachers appointed only one comes to the school occasionally for an hour or so and then disappears the village has 150 HHs and over 250 children eligible for the school.

The SEMIS form and numbers are attached provided by RSU where only 2 teachers and some children are recorded. The school was rehabilitated by SPO after the floods but lies abandoned.

I was visiting here and found the place in a shocking state of disarray with children playing boys waiting as always for a teacher – abandoned schools of Sindh, a fact that the province can ill afford why ?



Baela Raza Jamil –Field Visit to Johi – Dadu.

January 6 2016

(Annex SEMIS profile)



**USAID**  
FROM THE AMERICAN PEOPLE



# SINDH CAPACITY DEVELOPMENT PROGRAM (SCDP)

## SCDP Quarterly Progress Report III (April-June 2016)



Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

Submission Date: August 05, 2016

This report was produced for review by the United States Agency for International Development. It was prepared by Deloitte Yousif Adil Chartered Accountants

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# Acronyms

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ADS	Automated Directives System
ALP	Alternative Learning Pathways
AMEP	Activity Monitoring and Evaluation Plan
AOR	Agreement Officer's Representative
ASER	Annual Status of Education Report
BOC	Bureau of Curriculum (now called DCAR)
COR	Contracting Officer's Representative
DCAR	Directorate of Curriculum & Research
DO	Development Hypothesis
DMO	District Monitoring Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Math Assessment
ELD	Education and Literacy Department
EMIS	Education Management Information System
G2G	Government to Government
GIS	Geographic Information System
GoS	Government of Sindh
ICT	Information and Communication Technology
IP	Implementing Partner
IR	Intermediate Result
IRD	International Relief & Development
LOP	Life of Project
M&E	Monitoring and Evaluation
MEP	Monitoring and Evaluation Plan
MEP	Monitoring and Evaluation Program
MSI	Management Systems International, Inc.
MSF	Mission Strategic Framework
PC-1	Planning Commission Form 1
PITB	Punjab Information Technology Board
PITE	Provincial Institute of Teacher Education
PMIU	Program Monitoring and Implementation Unit
PMU	Performance Management Unit
R&D	Research and Development
SEMIS	Sindh Education Management Information System
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Project
SCMP	Sindh Community Mobilization Program
SMC	School Management Committee
SRP	Sindh Reading Program
STEDA	Sindh Teachers Education Development Authority
TA	Technical Assistance
USAID	United States Agency for International Development
USG	United States Government

# Executive Summary

## A. EXECUTIVE SUMMARY

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This quarterly report documents progress of all the four components of SCDP for the quarter April 01 to June 30, 2016. SCDP team worked diligently to complete all planned targets set for the quarter in close collaboration with all partners to achieve the intended goals of Sindh Basic Education Program (SBEP).

### Staff Rationalization Analysis

The staff rationalization analysis was performed in connection with the implementation efforts to “Strengthen capacities, systems and policies of PMIU”. Deloitte Pakistan’s team worked with the management of Project Management and Implementation Unit (PMIU) to complete the ‘Staff Rationalization Analysis’ initiated in February 2016 until mid-June 2016; this entailed working around the schedules of all stakeholders ensuring minimum disruption in the daily routine of the employees. The report is near finalization with and will be shared with PMIU /USAID in the coming quarter. Component 1 awaits clarity of next steps at PMIU post PWC assessment to customize support to PMIU.

### M&E Activities

The SCDP’s M&E team has worked closely with the PMIU and other SBEP partners including CMP and SRP. The SBEP M&E Focal Group remained an active forum to coordinate with all the partners regarding the M&E activities. An M&E guideline of SCDP was finalized and shared with the all members of the M&E Focal Group. Management Systems International, MSI, conducted a Data Quality Assessment of SCDP on behalf of USAID. The firm shared some important recommendations and related action points for improvements in the fuller reporting of efforts by SCDP for on the job/site capacity building of counterparts and the procedures related to data collection. A milestone activity of the M&E section of the SCDP was undertaking and completion of the first quarterly Field Monitoring Activity and producing a comprehensive monitoring report with key findings. An in-depth planning was undertaken prior to conducting the activity, including development of the monitoring tools, sample selection, field planning, field debriefing as well as at the management level of all partners. Various ways to analyze the gathered data was also shared with all concerned. All planned steps were executed swiftly and a comprehensive monitoring report was shared with all partners after the satisfactory review by the USAID team.

### SMCs-technology based governance

SCDP is charged with imparting training to 240 members of 106 Schools Management Committees (SMCs) for real time monitoring and reporting. In continuation of the previous quarter a number of consultative meetings were held during the reporting period with the PMIU, staff of DG M&E and field level schools/SMCs coordinated by CMP-a key SBEP partners to chalk out the technology based monitoring and reporting activities. A key objective is to ensure SMCs’ alignment to Government of Sindh’s M&E architecture. A joint capacity assessment exercise by SCDP, DG M&E and PMIU teams was conducted in two SMCs of Gadap town, Karachi. The SCDP team is preparing to develop an online android application for this purpose in consultation with DG M&E, RSU and PMIU for use by SMCs for reporting information on key indicators as real time data for producing instant reports. The work around training and inception of SMCs for roll out of e-monitoring is planned to be done over the next 2 quarters.

### SBEP Research Studies

The SCDP is tasked to support the SBEP for planning, executing and disseminating two research studies during the project life cycle. The SCDP team coordinated a meeting of SBEP’s Research Consultative

Group in which themes for both the studies were identified and finalized. The TORs for the Request for Proposals were finalized and advertisements approved by USAID (Branding and Marking) were put out in the print media and on websites of PMIU-SBEP- E&LD and RSU on June 28, 2016. The award will be finalized in the next quarter. The two officials at P&D Unit at E&LD are being provided on the job training with a strategy for capacity building across E&LD in research methods over the coming two quarters.

## **SBEP Communications Strategy**

The comments from USAID on the draft of the Communications Strategy were incorporated and the revised draft of the strategy was shared with the Communication Working Group of the SBEP. A comprehensive review was made by consultant Mr. Shakeel Ghori of the whole document and during the review suggestions and comments were discussed and agreed to be recorded in the strategy. The final draft has been received and waiting for the last meeting of Technical working group for finalization and implementation in the coming quarter.

## **Public Private Partnership (PPP) Node**

PPP Node is being provided site based support and has been temporarily housed in the newly notified research and development unit of E&LD GoS. During the reporting quarter the SCDP supported the PPP node along 5 dimensions of action as per the approved Capacity Gap Analysis (CGA). SCDP helped develop the Node's budget for the FY 2015-2016 and FY 2016-17. Whilst the former was approved and procurement processes have begun with the first ever "cost center" has been created for the PPP node; budget for FY 2016-17 has been submitted for approval. Further support was provided in drafting of the ToRs for hiring the required staff at the PPP Node including guidelines for operationalization. The SCDP is also supporting the PPP Node in developing its communication strategy.

SCDP's workplan is being rolled out expeditiously with a robust buy in from all partners -which is expected to gather accelerated pace in the next quarter for FY 2016. Its human resources and systems are also well in place for operations and program areas to run smoothly for the life of the project.

## **ICTs Training**

This quarter saw the kick off of the pilot for this large scale training in ICTs under SCDP in 8 districts of Sindh. During the reporting quarter 51 teachers, including 29 master trainers (20 male and 9 female) and 22 target school teachers (8 male and 14female) received the Level-1& 2 ICTs training under the project. This marks progress of 6.38 % indicator as set under SBEP M&E Plan for teachers -the overall target being 800 trained teachers during the life of the project. Out of 4,000 in-school children, enrolled in grades 6-10, targeted to receive level-3 ICTs training of 30 hours 130 students in 5 target schools completed a 30 hour week long training with 74% or 97 being girls and showing a progress of 3.25% towards the overall target. Initial work has begun for mobilizing 4,000 out of school adolescents/youth and adults where 1000 at least will be the earmarked for the category of Let Girls Learn (LGL) indicator as agreed. All preparations are underway to begin level 4 training immediately after Eid Break in July 2016 in the 5 target schools where in-school training has already been held. The coming quarter will witness an acceleration of this sub-component.

## **A Pre-Policy document of Alternative Learning Pathways ALP/NFE**

ALP /NFE policy is preceded by the "Final draft Situation Analysis (SitAn) of NFE/ALP and its providers in Sindh" was revised and completed. This was shared with USAID and members of Non Formal Education (NFE) Task Force's Subcommittee on ALP Policy, for comments. In the follow up a Seminars was held in Karachi on May 11<sup>th</sup> 2016, to present the document with the NFE Task Force

members, Special Secretary Schools E&LD and USAID Senior Adviser; while a consultative workshop was held in Sukkur on May 31, 2016 where 32 persons, including officials of E&LD, DEOs, DOs, CSOs, NGOs, Experts and Academicians participated. With inputs from USAID the final version ensured that the “**pro-poverty**” focus is well embedded in the rationale for such a policy on ALP/NFE. Preparations are underway to develop and present the zero draft of the ALP/NFE policy for review and finalization during the next quarter for E&LD, and Government of Sindh.

### **HKS Tier I Training**

After completing multiple pre-departure requirements, visas were arranged for 5, Tier-I, Senior officials, scheduled to proceed to USA in mid- May, 2016, for one week Training course at Harvard Kennedy School (HKS) and another group scheduled for HKS 3 week program in July-August 2016. A pre-departure briefing session was held for the first Tier I Senior Official; Head Curriculum Wing Dr. Fouzia Khan before proceeding for the one week course in May 2016; this was done in the chambers of the Senior Minister E&LD. The latter was also selected as Tier I official scheduled to leave in May 2016. However, the Senior Minister was unable to proceed and had to postpone his visit due to some pressing Political Party matters. The Head of Curriculum Wing Dr. Fouzia Khan successfully returned from a very fulfilling course and shared her post departure debriefing with other senior officials on June 2, 2016 along with her commitments to action.

### **Administrators Trained**

The SCDP team managed to train 1 administrator and official out of the targeted 133 in this reporting quarter, which takes the overall number of trained officials to 12. This includes 5 officials who were trained in the first quarter, 6 in the previous quarter (Jan-Mar 2016) and 1 in the current quarter. However, 2 officials at the R&D Unit of E&LD are being provided on the job training by SPDC on research methods on a daily basis (2 hours daily) throughout the current quarter; however, this segment was not included in the SBEP Log Frame and M&E Plan to be reported in PakInfo. This correction will be reflected in the annual review for integration in the revised log frame for SCDP with concurrence of the SBEP Steering Committee and USAID.

HR, financial and procurement functions at SCDP continued to be strengthened with only 1 non-key position to be filled (component 4-c).

The coming quarter (July-September 2016) will be conducting the Annual Program Review along with a systems review at the end of year one of the SCDP.

# Program Summary

## B. PROGRAM SUMMARY

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Sindh Capacity Development Project (SCDP) corresponds to components 5 and 6 of the Sindh Basic Education Program (SBEP). It is a three-year USAID-funded project which has been awarded to Deloitte Yousuf and commenced in August 2015. SCDP will support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through assistance in systems building and institutional strengthening of the Government of Sindh (GoS).

SCDP aims to:

- Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU) to manage and implement SBEP in an effective and transparent manner;
- Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan and further disseminate knowledge to guide the education sector's M&E programs and practices in Sindh;
- Facilitate the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular;
- Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

Strategically the SCDP is focused on four concurrent work streams:

- Capacity Building;
- Systems Strengthening
- Impact Strengthening
- Policy Reforms and
- Communicating Change

Since its inception in August 2015, SCDP has intensively invested in building partnerships for capacity building across all SBEP partners, both implementing partners (CMP/SRP) as well as PMIU and the Education & Literacy, Finance and Planning & Development (P&D) departments, who are SCDP's public sector counterparts. The latter is critical to the sustainability of the SBEP components. These comprise the, PMIU, Directorates of Literacy & NFBE; DG M&E, PPP Node, R&D Unit; the latter two are housed under the Directorate of Planning Development & Reforms (PD&R).

This quarterly report gives the progress details of all the four components of SCDP for the quarter (April 01 to June 30, 2016)

Program Highlights  
and  
Accomplishments



## C. PROGRAM HIGHLIGHTS AND ACCOMPLISHMENTS

### Component I: Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
1-c-4 Number of Staff Rationalization Analyses conducted	1	1	1	1

#### Deliverable:

Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.

#### Counterparts: SBEP

Under Component 1 c of the contract, SCDP was provided the scope for staff rationalization analysis of Project Management and Implementation Unit (PMIU) - SBEP. Deloitte Pakistan's team worked with the management of PMIU to complete the 'Staff Rationalization Analysis' during February 2016 until mid-June 2016 working around the schedules of all stakeholders and with a strategy to cause minimum disruption in the daily routine of the employees.

Structural as well as workforce analysis were performed to evaluate the shape, size, placement and skill adequacy. The HR analysis documents were prepared and reviewed in the reporting period. In this connection SCDP HR team had a meeting with the Program Manager, PMIU on April 18, 2016 to provide clarity on use of the 'PDQ forms' and discuss the prospects of having one on one meeting with staff members at PMIU to expedite the staff rationalization process.

The SCDP HR team had a separate meeting with HR Advisor - PMIU to provide introduction, overview and understanding of the component and information on the status of the deliverable. The next line of action was also discussed to complete.

PC1 of the SBEP was taken as the baseline for the rationalization and necessary data was collected to understand roles and responsibilities through the PDQs. Individual interviews were conducted to re-assure the data provided in the PDQs. 10 meetings were conducted with PMIU this quarter to finalize the scoping document, Position Development Questionnaire and complete structural & workforce analysis. Job Evaluation through Deloitte Trademark Job Evaluation Methods, as well as PDQs and Skill to mission analysis were performed. Throughout the exercise, HR team had the exclusive support from the Program Manager – Community Mobilization and HR Advisor, who facilitated the entire exercise provide guidelines on public sector policies as well as hybrid systems, such as PMIU.

The initial draft of the report was compiled and shared for internal review with the concerned team leaders by the end of June 2016. SCDP's Component 1 awaits clearance on scope of work pending PWC assessment of PMIU and recommendations for action aligned to the deliverables of this component.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
2-a-1 Rating of PMIU capacity to implement the SBEP M&E Plan SBEP Indicator Ref. Obj-4-a	Rating=4 (Rating,5=high)	-	-	-

**Deliverable:**

M&E Plan of SBEP implemented and its implementation, resulting in fine-tuning of SBEP to reach desired outcomes most, efficiently and effectively.

The SCDP has to carry out an exercise of rating the PMIU’s staff’s capacity to implement the SBEP’s M&E Plan. This indicator and its measurement have to be operationalized through a consultative approach and the mechanisms have yet to be determined. The next quarter is earmarked for this task after the successful completion of one round of SBEP Quarterly Monitoring exercise in May 2016 and its finalized report in June 2016. The completion of M&E Products with SCDP support for PMIU in the current quarter (SBEP’s Monthly bulletin, Quarterly Report and Quarterly Monitoring Report) has created a substantive threshold for operationalizing the rating indicator in the coming quarter with a sound methodology and framework along with its core dimensions. This will be undertaken under the guidance of the new leadership of PMIU and E&LD with assistance and engagement from The USAID senior adviser/CORs and concurrence from the SBEP Steering Committee.



M&E visit \_ GGPS Khairpur Juso –Kambar-Shahdakkot

**DQA & MSI Visit:**

Management Systems International (MSI) conducted Data Quality Assessment of SCDP, on behalf of USAID in May 2016. The firm shared some recommendations and related list of action points for improvements in the procedures related to data collection and reporting, which are being addressed by the SCDP’s M&E team. There is a concern that SCDP being in “assist and sustain” mode working closely with counterparts (PMIU & E&LD) on a daily basis is under-reporting its inputs. To offset this, a tool has been devised by the M&E team at SCDP for ensuring that capacity building is fully recorded.



M&E visit \_GGPS Lal Bux Shaikh-Larkana

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
2-a-2 Number of Monitoring Reports prepared and submitted	Monthly=30 Quarterly = 12, Annual=3	1	1	1
2-a-3 Number of Progress Reports prepared and submitted	Quarterly = 12, Annual=3	1	1	2

### Deliverables:

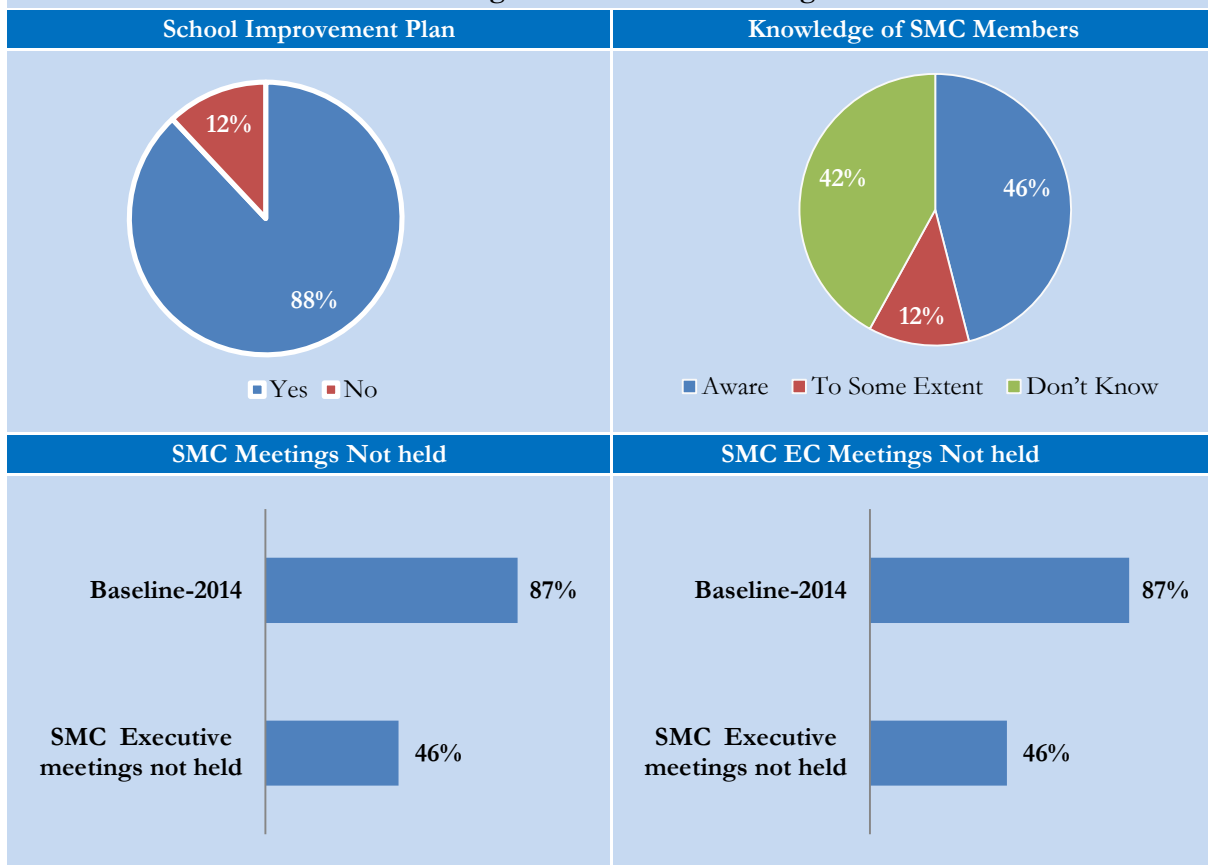
- Quarterly monitoring report and consolidated annual monitoring report prepared and submitted to PMIU and USAID, as per set guidelines.
- Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP in timely manner.

The SCDP continued providing the support to the PMIU in its routine progress reporting. During the report period SCDP supported the PMIU for preparation of the Monthly progress bulletins. 3 Monthly Bulletins were prepared by PMIU and circulated to all the partners involved in the SBEP. The PMIU was further supported in preparing the first and the second draft of the SBEP Quarterly Report for Jan-March 2016. Work on its third draft is underway in light of the feedback received from USAID.

The most important activity of the M&E section of the SCDP was carrying out and completion of the first quarterly Field Monitoring Activity and producing a comprehensive monitoring report of the findings. An In-depth planning was done before conducting this activity, including development of the monitoring tools, sample selection, field planning, field debriefing, debriefings at the management level of the partners and ways to analyze the gathered data. All the planned steps were executed swiftly and a comprehensive monitoring report has been shared with all the partners after review by the USAID team.

Table 1 Sampled Schools for Monitoring			
District	Total	Sample	%
<b>Larkana</b>			
Construction Schools	13	3	23%
CMP Schools	30	3	10%
SRP Schools	166	3	2%
CMP/ SRP Schools	5	1	20%
<b>Kambar Shahdad Kot</b>			
Construction Schools	0	0	-
CMP Schools	36	4	11%
SRP Schools	173	4	2%
CMP/ SRP Schools	4	2	50%
<b>Bin Qasim Town</b>			
Construction Schools	2	1	50%
CMP Schools	4	1	25%
SRP Schools	44	2	5%
<b>Gadap Town</b>			
Construction Schools	3	1	33%
CMP Schools	10	1	10%
SRP Schools	43	1	2%

**Chart 1  
Findings of the Field Monitoring**



M&E visit \_GGPS Chatao Wahan- Larkana



Interview of Trained Government Official - Larkana



Government Girls Model School - Wagan

Sl. No.	Activities	Objective	Who will do	When to do	Where to do	Required Resources
1	School Outreach Activity	To give awareness message to students for health & hygiene	SMC, Parental Body, Teachers	Once	20th Feb 2016	Hygiene kit, brochures
2	Resource Packets	To give information to the parents regarding educational progress	M.M. Teachers, SMC, Parental Body	Self Party & Reporting staff	23/02/2016	School Entrance form, photo, ID card, and schoolbook
3	Parents Meeting	To discuss the educational progress of the students with parents so they can play their role to increase enrollment	SMC & General Body	Self Party and staff members	27/02/2016	Hygiene kit, brochures and schoolbook
4	Home visitation campaigns	Education awareness & to increase enrollment of all school children	M.M. Staff, school mobilization committee and M&E committee	Self initiative	13/02/2016	Hygiene kit, ID card and schoolbook
5	Celebrating environment day	To raise awareness to take practical environmental action to protect nature and the planet earth.	M.M. Teachers, SMC, Sub-committee, Parents & Students	Self initiative	5th/2016	Hygiene kit, ID card and schoolbook

Social Mobilization Plan – GBPS – Wali Dad Mugheri

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
2-a-5 Number of SMC' members trained in monitoring and reporting SBEP Indicator Ref. Sub-Obj-3.1-d	240	-	-	-

### Deliverable:

Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.

SCDP is tasked to provide technology based trainings to 240 members of SMCs of 106 schools being constructed by SBEP, for monitoring and reporting during the life of the project. The training on tech-e-governance is planned to be held in the coming two quarters. The initial spade work for this training was undertaken during the reporting quarter in continuation of the field assessment in the previous quarter as well (Dadu, Larkana and Qambar Shahdadkot).



Capacity assessment of SMC GBHS Damba Goth, Karachi around the use of Android Application

### Android Application for SMCs:

The SCDP will develop an Android application that could be used by the SMCs for real time monitoring and reporting and which is aligned to the DG M&E systems and indicators as well as that of SBEP. All selected SMCs would be provided a tablet/smart phone (2 per SMCs) for the android application that will be designed and tested in the coming quarter.



Capacity assessment of SMC GBSS Damba Village Gadab Town Karachi around the use of Android Application

The SMC members training to be held in consultation with SBEP partners (PMIU -CMP) and E&LD's DG M&E and RSU to ensure that the indicators being monitored are jointly owned and reported to improve governance and performance of schools with real time M&E by formal community and parents as members of notified school based SMCs. SCDP is fully conscious of E&LD's various initiatives in e-governance in Sindh viz. ILMI, SMSS and biometrics.

ILMI Initiative & E&LD: Technology based monitoring is already being undertaken by E&LD through, third party teams for school based monitoring systems (SMSS) using smart phones under the DG M&E. E&LD is also using an application of e-governance called ILMI to receive citizen's complaints through text messages. (SMS "ILMI + your message TO 8398) These complaints are followed up by weekly meetings at E&LD for action.

SMSS & DG M&E: SCDP closely engaged with DG M&E and its teams since inception in September 2015 has been developing a comprehensive understanding of SMSS purpose and design for which an experiential field based 4 day training was organized in Punjab in the previous quarter for 6 officials. The SCDP teams continued to hold meetings and orientation sessions with the respective staff of E&LD and DG M&E in their new office premises to explore ways of synchronizing the proposed application of SCDP with that of DG M&E's and SBEP's key indicators.

The DG M&E's IT staff provided demos to the SCDP and PMIU teams on the software application developed by them for the above mentioned purpose that will be fully reflected in the upcoming software for SMCs under SCDP. .

**SMCs -joint capacity assessment exercise** by SCDP, DG M&E and PMIU teams was conducted in two SMCs of Gadap town, Karachi. The purpose of the assessment was to assess the current capacities of SMCs and willingness to handle smart phones.

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
2-b-1 Number of M&E databases developed	1	-	-	-
2-b-4 Number of Recommendations provided to update SBEP web portal	TBD	-	-	

#### Deliverables:

- Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.
- Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities, including the establishment of close linkage with the implementation of the SBEP's M&E Plan

#### Progress during the quarter:

SCDP conducted two meetings with PMIU M&E and IT teams during the reporting quarter under the main deliverable of "support provided to PMIU for establishment, maintenance and functioning of an M&E system including M&E database. The meetings had the following decisions which will be followed in the next quarter (July-September 2016).

- PMIU M&E existing software applications/database will be used as a baseline and further developments will be carried out in the same software application. This was decided after a walk through session of the software application by PMIU M&E.
- M&E data base will be based on SBEP M&E Plan.
- There are total 33 indicators in SBEP Logical Framework but only 11 indicators are live or active and initially we will focus on these 11 indicators. Customization/Development will be carried out to incorporate these indicators in current database. Reports submitted to USAID by implementing partners against each indicator will be required from USAID.
- For history data, data shared by implementing partners with USAID till last quarter March 31, 2016 will be requested from USAID to upload in data base.
- To access the updated application/database in future, a link will be created in the hosting website and will be shared with implementing partners for data uploading against their relevant indicators' fields.
- Data base will be automatically updated once the implementing partner submits data against their indicators.
- To provide customized/additional reports, a formal request will be sent to USAID, PD and COPs for their reporting requirements (i.e. types of reports required)

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
3-a-1 Number of research papers disseminated (SBEP Indicator Ref. Sub-Obj-4.2-a)	1	-	-	-
3-e-1 Number of Communication strategies prepared	1	1	1	1

**Deliverables:**

- Two research studies on SBEP’s innovative interventions and strategies conducted.
- Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks
- Support provided to the PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities

SCDP is tasked to support the SBEP for planning, executing and disseminating two research studies during the project life cycle. The SCDP team coordinated a meeting of SBEP’s Research Consultative Group, which was held on April 05, 2016 at the office of the Secretary E&LD. The meeting was attended by the senior officials of E&LD including the Secretary, Additional Secretary and Director PD&R, and representatives from USAID, Sindh Community Mobilisation Program, Sindh Reading Program, Sindh Capacity Development Program, Reform Support Unit and PPP Node (E&LD). The themes for both the studies were finalized in the meeting.

**1.1. Research Studies**

Terms of Reference (ToRs) for the proposed studies were prepared following a consultative process. The draft ToRs were shared with the partners to obtain their feedback. Consultative meetings with SRP and CMP were also held to discuss the scope of research. Based on the comments/suggestions received by USIAD and implementing partners, Request for Proposals (RFP) was finalized and advertisements approved by USAID (Branding and Marking) were put out in the print media and on websites of PMIU-SBEP on June 27, 2016. The award will be finalized in the next quarter. RFP and advertisement published in *Dawn* and *The News*.



Dr. Fazlullah Pechuho, Secretary, E&LD, chairing the meeting of SBEP Research Consultative Group held



Participants of the Workshop on SBEP Communication Strategy held on May 13, 2016.

**Request for Proposals (RFP) and can be downloaded at <http://sbep.gos.pk/tenders.php>**

**Published in News & Dawn**



### REQUEST FOR PROPOSALS FOR CONSULTANCY SERVICES

Social Policy and Development Centre (SPDC) is an implementing partner of Deloitte Pakistan for Sindh Capacity Development Project, a USAID three-year project that is supporting the sustainability of Sindh Basic Education Program (SBEP) by providing technical assistance to strengthen systems and institutions. Through a partnership between USAID and the Government of Sindh, SBEP aims to achieve increased and sustained student enrollment in government schools in targeted geographical locations in Sindh.

SPDC wishes to invite organizations/individuals to submit proposals for the hiring of consultancy services for conducting independent research studies on the innovative interventions and strategies employed under SBEP that can potentially be replicated or scaled up in the education sector in Sindh. The research will be conducted on the following themes:

1. Public Private Partnership for Better Service Delivery in Government Schools of Sindh
2. Improving Early Grade Reading through Innovations

Please visit [www.spdc.org.pk](http://www.spdc.org.pk) for further details of ToRs and the application procedure. The deadline for submission of Technical and Financial proposals is 11 pm, Monday, June 20, 2016. The proposal should be submitted via email to [REDACTED]

For additional information regarding this invitation please contact:





As part of SCDP's support for enhancing PMIU's capacity in communication, an integrated Communication Strategy for SBEP was prepared through a rigorous and consultative process in order to enhance program visibility, showcase program successes and achievements as well as to improve public perception of GoS/ELD.

The SBEP Communication Working Group (CWG) played a key role in the development of Communication Strategy, which is represented by USAID, E&LD, PMIU, CMP, SRP and SCDP. The process started with an initial meeting of CWG and was followed by various steps including review of relevant project documents and brainstorming sessions with the focal persons of all program partners.

A meeting was held on April 11, 2016 with USAID to discuss the initial draft of the SBEP Communication Strategy. Based on USAID's comments/suggestions, a revised draft of the strategy was prepared and shared with the CWG. In order to finalize the Communication Strategy and to develop an integrated work plan, a one-day workshop with CWG was held on May 13, 2016. A comprehensive review was made by consultant Dr. Shakeel Ghori of the whole document and during the review suggestions and comments were discussed and agreed to be recorded in the strategy. The final draft has been received that will be presented in the next meeting of CWG planned to be held in July 2016.

Editorial and desktop publishing support was provided to PMIU for SBEP Newspaper Supplement and profiles of construction schools.

Regarding the research support to E&LD, a note for proposed action points for SCDP engagement with R&D unit was prepared and submitted to the Director Planning, Development and Research. Subsequently, a meeting was also held with him to discuss further action points. It was decided that an orientation meeting will be held with all directorate heads and other selected officials of E&LD.

**Component 4: Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
4-a-1 Number of Capacity Building Analyses conducted	2 (ELD and PPP Node)	1	1	1
4-a-2 Rating of the PPP Node of the ELD to effectively carry out its mandate SBEP Indicator Ref. Sub-Obj-4.1-b	TBD	-	-	-

**Deliverables:**

- Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.
- Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects

Rating of PPP Node: The SCDP has to carry out an exercise of rating the PPP node’s capacity to effectively fulfill its responsibilities. The Capacity Gap Analysis of the PPP Node delivered on March 31<sup>st</sup> was discussed extensively on June 16 2016 with the Director, PPP Node and COR SCDP by the SCDP team Component 4.a. The 5 dimensions of CGA recommendations could most likely become the framework for designing the Likert rating scale comprising actions for capacity building across the following:

- **Institutional Systems & Governance Arrangements**
- **Human Resource**
- **Monitoring and Evaluation**
- **Visibility and Outreach**
- **Budgets and Financing**

The meeting held with the Director, PPP Node and COR SCDP agreed to conclude the CGA report for the PPP Node completed in the last quarter on March 31, 2016 along with its recommendations with some modifications as discussed. The current quarter thus was a focus on implementation of the recommendations across the proposed five dimensions.

The achievement parameters for the Rating scale will be finalized in the coming quarter with mutual consent of E&LD -PPP Node for dimensions that can be concretely measured with evidence over time and relative to the quarter under review. This will be reported in the next report with the concurrence of relevant counterparts E&LD.

Temporary Office and Procurement of independent PPP Node Office: The Public Private Partnership (PPP) Node has been shifted /temporarily housed in the recently notified Research and Development unit of E&LD GoS.

For setting-up the official independent PPP Node office, five bidding documents for office resources were prepared and submitted to SPPRA on April 29, 2016 for advertising. After submitting bidding

documents to SPPRA for setting-up a PPP Node office, bids were received by the procurement office in E&LD and currently vendors are being finalized.

**PPP Node budget for FY16-17** was prepared with technical support from SCDP. This was submitted and has met with approvals pending the official passing of the Sindh FY 2016-17 budget in July 2016. This approved budget would ensure adequate funds for establishment of the PPP Node office and hiring of personnel to carryout of activities and functions of the Node. An Audit Copy for PPP Node FY15-16 budget was prepared and authenticated by the Finance Department on May 12, 2016. This process is followed by the assignment of DDO for PPP Node and utilization of funds. ToRs of approved positions of PPP Node were drafted, and a draft advertisement was prepared and submitted for review to AS (PD&F) at E&LD.

**PPP Node's Cost Centre:** Efforts were undertaken for activation of PPP Node's cost-center by Accountant General Sindh allowing PPP Node to spend a portion of budget for 2015-16. The procurement process for office material (Rs.3.6 M) with the issuing of cheques by AG Sindh was completed.

**Ongoing Capacity Building of PPP Node:** A steady capacity building and strengthening effort is ongoing at the PPP Node by SCDP team. In May 2016, hectic engagement on regularizing PPP node was accomplished. Operational Guidelines were drafted for PPP Node, including a mechanism for financial disbursements and recruitment rules. A committee was formed for processing and approving recruitment rules.

**Communication & Outreach:** The first communication document of PPP Node was drafted by Director, PPP Node supported by SCDP and work has begun on the PPP Node's website space on the overall E&LD's website

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
4-b-1 Number of teachers having completed training in ICTs (SBEP Indicator Ref. Sub-Obj-2.2-a)	800 teachers, same cohort three times	51	51	51 (29 Master Trainers & 22 Participant Teachers). 9 Female Master Trainers, 16 Female Teachers
4-b-2 Number of in school students having completed training in ICTs (SBEP Indicator Ref. Sub-Obj-2.2-b)	4,000 students, same cohort three times	130	130	130 Students in Grades 6-10 (97 girls & 33 boys)

#### Deliverables:

- Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.
- Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.
- Min. of 3,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs

### Progress during Current Quarter:

The SCDP is extending ICT trainings to 800 teachers and master trainers, 4,000 in-school and 4,000 out-of-school adolescents, youth and adults during the life of project in the targeted districts of SBEP. These trainings are part of Component 4-b of SCDP which aims to strengthen capacities of teachers, students and communities in the use of ICTs in Sindh through Public Private Partnership with Intel Education Initiative.

A consultative process of identifying the beneficiaries of these trainings was adopted in consultation with PMIU, SRP and CMP. Meetings were also held with Senior E&LD officials, RSU teams, Directors, DEOs, Head Teachers, Trainers and community members for different requirements related to these trainings including approval of the manuals and content already provided in March 2016.

During the reporting quarter the project teams managed to operationalize this segment across three out of four levels.

### Teachers (800):

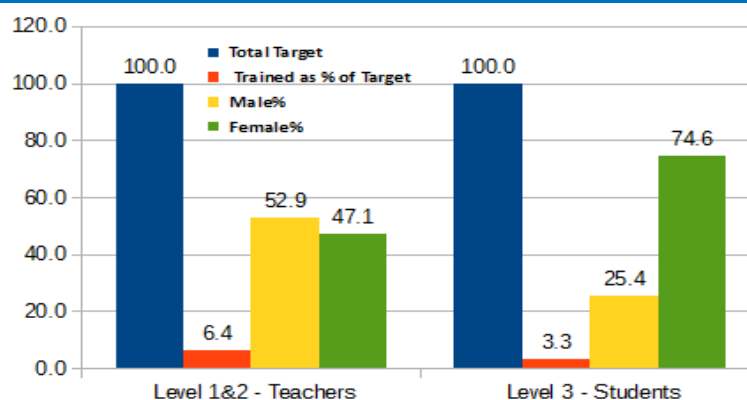
SCDP in collaboration with INTEL and E&LD provided the ICT training to 51 teachers and master trainers, which included 29 master trainers (Level 1) and 22 teachers (Level 2) reaching 6.4% of the overall target. Of the 51 total teachers/master-trainers 25 are female teachers. The Training for master trainers was held at IBA Sukkur and for teachers of six schools was held at the Sindh Rural Support Office (SRSO) a civil society organization's ICT training center in Sukkur.

### In-School Students (4000):

SCDP mobilized the trained teachers/master trainers to provide training to in-school (Level 3) 130 students enrolled in grades 6-10 of the schools in two of the targeted districts of Sukkur and Khairpur, of which 74% or 97 were females reaching 3.25% of the overall target group.

ICT Trainings Level-1, 2 & 3				
Training Level	Total Target	Trained	Male	Female
Level 1&2 – Teachers	800	51	27	24
Level 3 – Students	4,000	130	33	97
ICT Trainings Level-1, 2 & 3				
Training Level	Total Target	Trained as % of Target	Male (%)	Female (%)
Level 1&2 – Teachers	100	6.4	52.9	47.1
Level 3 – Students	100	3.25	25.4	74.6

It was reassuring to observe that in some of the target schools, laptops were donated under a previous USAID project, which were now coming in very handy during the training as all could be connected to the internet!





A view of ICT training for Master Trainers at the IBA Sukkur



Students busy in ICT class practice GGHS New Pind Sukkur

These trainings were held in Districts Sukkur and Khairpur in targeted SBEP schools as identified by CMP and E&LD. The gender mix of the trainings has been very positive as per the underlying spirit of SBEP. The trainings for in-school children were school based held in 5 SBEP schools in two districts in which 97 girls (74%) and 33 boys participated.

**Out of School Adolescents/Youth and Adults (4000) and 1000 Let Girls Learn Group:**

Preparations for undertaking the trainings for out-of-school children (Level 4) are underway which is expected to be initiated in July 2016, the coming quarter.

**Comment by: Ms. Tooba- Grade 10th Student-GGHS Sukkur:**

“Unlike other subjects, learning Computer skills need not be limited to a specific grade and time. I was lucky to have been selected for this training. During ICT’s module session immediately after the summer vacation was announced in May 2016, I observed and experienced the importance ICT’s as a basic skill in the academic arena. MS word and excel programs were practiced during the session. I learnt how to make an email account as a tool of communication. This training will definitely produce desirable results in our future academic activities.

Indicator	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
4-c-1 Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (SBEP Indicator Ref. Obj-4-b, MSF 4.2.1-b)	1	-	-	-

**Deliverables:**

- Assist ELD in development of ALP policy, focusing on private sector engagement developed as per rules of business of the GoS.

Since January 2016 the process towards the ALP/NFE policy is practically underway through a consortium approach supporting Directorate of Literacy and NFBE E&LD, with USAID, JICA and UNICEF as key partners.

**The Pre-Policy document of ALP policy “Final draft Situation Analysis”(SitAn) of NFE/ALP Processes:**

The pre policy draft was shared with stakeholders in Sindh. It was revised and shared with USAID and members of the NFE Task Force Sub-committee on ALP Policy, for comments.



Consultative workshop on ALP Policy at Beach Luxury Hotel

ALP Policy Consultant and Team Leader ER&P participated in the Sub-committee meeting at the Directorate of Literacy & NFE and presented the SitAn Report before the ALP sub-committee.

May 2016 was a busy month for stakeholder participation in the finalization of the document which more or less paves the way for the draft NFE/ALP Policy. A day long stakeholders’ Consultative Workshop on ALP Policy scheduled on 11th May, 2016 was held at Hotel Beach Luxury Karachi. This was a follow up meeting to the May 10th 2016 meeting organized by UNICEF where the pre Policy SitAn was shared by SCDP with key champions of E&LD, Senior Minister and Secretary Education E&LD Govt of Sindh, task force members, experts and civil society members. The final document has inputs from USAID embedded so that the “**pro-poverty**” focus is well embedded in the rationale for a policy on ALP/NFE.

The Pre-Policy Situation Analysis document for AIP/NFE Policy has been received well as a comprehensive document conceived within the mainstream and lifelong learning perspective, addressing - 25 A or Right to Education, SESP 2014-18 and SDG 4.

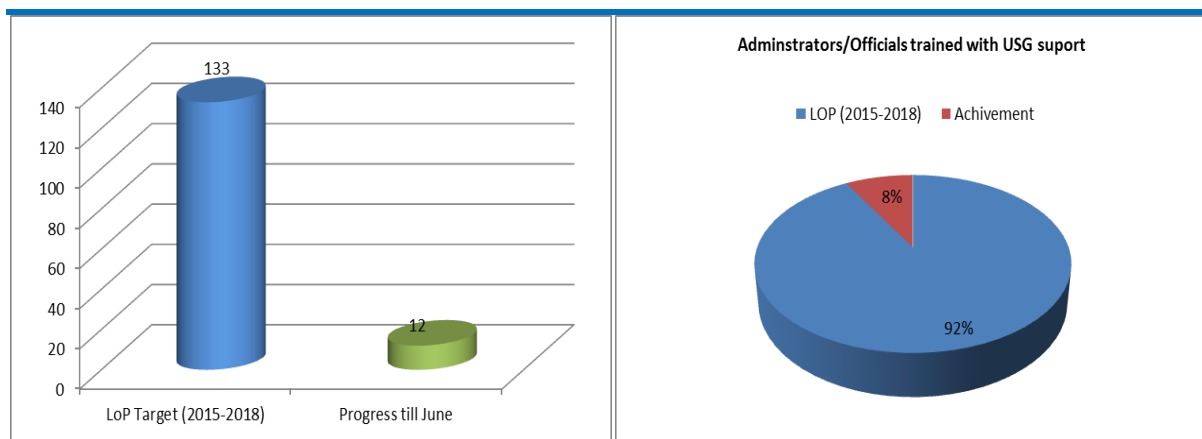
**ALP/NFE Policy Roundtables May- September 2016:** For the reporting quarter another Technical Round Table on ALP/NFE Policy Proposals was arranged at the Sukkur IBA Knowledge Centre on 31st of May 2016 to mobilize voices from the field. This will be followed by a series of sessions leading up to the provincial conference in the next quarter iteratively finalizing the policy document with inputs from all stakeholders, NFE Taskforce and parliamentarians.

Indicator	Baseline	LoP Target	Target (April-June)	Achievement (April-June)	Cumulative Progress
Number of administrators and officials trained with USG support (SBEP Indicator Ref. Obj-4-c, MSF Ref. 4.3.2-a)	-	133	1	1	12

**Deliverables:**

**4-d-2** Tier-1: Min. of six high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.

The SCDP is a project focused on overall assistance for the sustainability of SBEP through a customized capacity building of counterparts at E&LD -its relevant directorates and PMIU. The human resource at SCDP is completely dedicated to this fundamental principle of close engagement with counterparts.



The SCDP is tasked to provide trainings to 133 administrators and officials with USG support. 1 senior Tier I officials successfully completed her training at the Harvard Kennedy School (HKS) during the reporting period, which takes the overall number of trained administrators and officials to 12 marking an achievement of 9% of the overall cumulative target. It should be noted that 5 individuals were trained in the Oct-December 2015 quarter, but could not be reported in the Quarterly Report pertaining to the quarter; they were reported in the previous quarter along with 6 other officials of DG &E and PMIU.

**Under-reporting of Capacity Building inherent at SCDP: The current quarter, although reporting formally only one Tier I official's training at the Harvard Kennedy School has been working with several officers across all Components and sub-components of SCDP in a close customized capacity building mode. This issue was also highlighted in the DQA visit of MSI reported in section .. Above. It is hoped that it will be addressed in the annual performance review of SCDP and updated accordingly in the M&E Plan and PIRS sheet for this indicator in FY 2017.**

### HKS Tier I Officials:

During the reporting period the spadework was completed on capacity development options, and registration of 4 additional Tier 1-Senior Policy level officers at Harvard Kennedy School, USA. TNA had been completed in the previous quarter for six officers earmarked for the HKS courses up to October 2016. The current quarter was spent finalizing all formalities pertaining to visas-documentation and registration at the Harvard Kennedy School. The process of registration in selected programs was completed on 'TraiNet' web facility and after conducting the TNA of Tier-1 officers; invoices for Executive programs' fees were obtained and processed for the payment. USAID organized training for R1 Officers from SCDP which was very useful on June 1, 2016; SCDP benefited immensely as it had learnt from first hand experience processing the cases of Tier I officers.



Pre- Departure briefing to Dr. Fouzia Khan; Head of Curriculum Wing E&LD Sindh

After completing multiple pre-departure requirements, visas were arranged for 5 Tier-1 Senior officials, scheduled to proceed to USA in mid- May, 2016, for one week Training course at Harvard Kennedy School (HKS) and another 3 for a three week course at HKS during July-August 2016. The two officials for May one week training included Sr. Minister for Education and the Head of Curriculum Wing of the E&LD (Mr. Nisar A Khuhro and Dr. Fouzia Khan respectively).

The departure of the Sr. Minister for Education was postponed due to some pressing political party matters while the Head of Curriculum Wing of E&LD proceeded for the training on May 13, 2016. She was provided a comprehensive pre-departure orientation through a customized manual prepared by SCDP. The session was organized at the Assembly chambers of the Senior Minister Mr. Nisar A Khuhro (May 12th, 2016). She attended the week long course on '**Global Change Agents -Leading with Commitment, Creativity & Courage**' returning successfully on May 22nd 2016 after completing her course at Harvard Kennedy School. On June 21st , 2016 she conducted a debriefing session about her experience, course highlights and commitments to implement what she gained at HKS. (Attached PPT on HKS by Dr. Fouzia Khan, Head Curriculum Wing E&LD)

Three Key Take Aways for Action shared by Dr. Fouzia Khan, Head Curriculum Wing E&LD from the HKS course attended in May 2016.

### **“Global Change Agents; Leading with Commitment, Creativity and Courage”**

**1. Coordination linkages-** Since my wing was created to initiate a series of reforms, this is a skill that will be pivotal in effective implementation of all subsequent endeavors.

**2. Lack of evidence based decision making-** Allied institutions do not keep data as a major source of informing decisions, therefore there remains no systemic way to validate such decision making. This is a significant gap because all budgetary provisions and annual plans are based on these decisions. This course helped me to understand how a culture of evidence based decision making can be introduced in organizations without any such precedence.

**3. Capacity issues of allied institutions-** Gaps in allied institutions' capacity is a major issue in introducing reforms as they are not equipped with the necessary human and physical capital to undertake improved functions. This course helped to build an understanding on aligning capacity building plans with overall objectives, and getting buy in of institutions requiring capacity interventions.

### **Debriefing Session by Dr. Fouzia Khan to Secretary E&LD & Senior Colleagues June 21st, 2016**

This quarter was spent on processing various pre-departure formalities of Tier-1 second batch officials of E&LD, proceeding for 3 weeks' **“Senior Managers in Government Training”** at HKS- USA. Customized manuals have been prepared for the 3 Senior Officials including Secretary Education & Literacy Department, Special Secretary Schools and Additional Secretary Planning, Development & Finance (PD&F) E&LD.





Under the component-4 more officials are to be trained during LoP in Tier II and III. In order to select the training participants, SCDP requested USAID to approve the external Training Need Assessment (TNA) which was approved the quarter. TNA will be held in Karachi and Sukkur Hubs for Tier II and Tier III the total number of personnel would be approximately 50 of these 35 will be selected (10 for Tier II and 25 for Tier III).

A **Pre-departure Orientation Manual** was prepared by SCDP team (4-d) to facilitate and enable Tier I officials for the HKS training in the coming quarter. The manual is customized for each participant's course, ensuring that all obstacles envisaged in travel/training and stay in the USA are well anticipated for optimized learning. The Manual comprises four parts: Program Objectives and Overview; Administrative and Policy Review; Cultural Aspects; and Training/Learning Methods.

The manual is an essential preparatory requirement in fulfillment of requirement for overseas/USA training that includes the agreement between the Sponsoring Unit, the implementing partner, and stakeholders on the objectives, content, and logistics of the Participant Training program. It enables the participant to understand the relationship of her/his program to USAID and the host country and what their responsibilities are in return. Information is included on logistics and travel plans, a completed Participant Pre-Departure Checklist by the Sponsoring Unit/SCDP, costs and understanding of USAID policies on per diem payments, health and accident insurance coverage and limitation, emergency contact information as well as the requirement to return home immediately upon completion of the program. Furthermore, it has an informative section on culture, climate, clothing, foods, religions, and other customs, as well as some information on political differences and personal safety. It concludes with the section explaining the interactive nature of the classroom in which Participants are expected to express their own thoughts and analyses of problems.

For the next group of Tier I participants will continue to be have the customized Pre departure Orientation Manual shared and signed off ensuring that all requirements and information is well covered for the training and post training events. .



# Operational Activities

## D. OPERATIONAL ACTIVITIES

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SCDP has been engaged in several operational activities, strategic to the project's smooth operations. This has also meant significant time spent on these critical matters. These matters span:

### 1.1. Human Resources- recruitment, re-design of positions and on boarding:

The HR team has successfully closed 23 open positions on SCDP. Following positions were closed during the reporting period:

#### Key Positions completed April- June:

Mr. Sajid Ayyub Jadoon	Team Leader Monitoring & Evaluation	June 14, '16
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#### Non – Key Positons

Syed Muhammad Tahir	Team Leader Adin/Logistics/security	April 11, '16
Mr. Muhammad Imran Khan	Training and Learning Coordinator	May 30, '16
Raja Mahtab Ahmed	Driver	May 02, '16
Syed Ikramullah	Office Boy	June 1, '16

#### The three positions to be filled as a result of this approval process are:

1. PPP Associate - Candidate selected and accepted the offer – Joining from July 25, 2016 (Mr. Muhammad Owais Siddiqui)
2. ALP Specialist - 4 shortlisted candidates already interviewed by Team Leaders and HR, search in process

### 1.2. Policy and Procedural Manuals:

Current Policies and Procedure manuals have been revisited or designed for SCDP for all major functions i.e. Human Resource, Finance, Procurement, and Administration drafts are under review process.

### 1.3. Governance SCDP:

The Project Management Committee (PMC) is a five member committee which supports the governance functions for SCDP to support various programmatic and operational details of the project. The PMC met multiple times during the quarter to review the progress and exercise oversight on the project.

Obstacles /  
Challenges Faced

## E. OBSTACLES / CHALLENGES FACED

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1. The SCDP is awaiting access to PMIU with an agreed set of tasks and deliverables as identified for the next quarter, which will then need a revision of work plan, timelines and activities. However the way forward will be resolved in the coming quarter for a customized capacity building effort at PMIU after the mutual consent of PMIU /E&LD and USAID. It is on hold as per the CO letter to SCDP
2. PMIU is severely understaffed in M&E and Communications where SCDP team may continue to do hand holding but until the staffing is adequate the capacity will not be built for assistance and sustainability of SBEP which is the mandate of the SCDP. The vacant position of the M&E specialist is needed to fill as soon as possible.
3. The challenges also include delays in approvals at E&LD for activities related to PPP Node, such as approvals for procurement for renting office and purchase of material, a review of ToRs for hiring, opening of VGF link account and escrow accounts; activity reporting, lack of resources and the required budget, lack of clarity on the initiatives which are to be executed in PPP mode and procedural delays in the procurement process.
4. The delays occurred in assumption of computers labs in the construction schools where ICT's Training would take place due to two factors, viz., a) delay in construction of target schools and b) delays in the installation of computer labs by Rotary as per agreement. SCDP has prepared the list of SBEP schools with computer labs and the number of units available and in working order with the support of CMP/RSU & E&LD. These are limited to just 21 schools out of a list of 420 schools where SBEP is providing extensive support. For the time being SCDP is working to complete training in 15 schools with 750 students in school and 750 out of school adolescents and youth and about 100 teachers in 4 districts. This includes the pilot and roll out phase up to end of next quarter.
5. The capacity of the Directorate of Literacy and NFBE in E&LD remains a challenge due to lack of skills in implementing projects since 2011-12. The current team would have to be complemented by officers who are active in implementation for which a hybrid solution for human resources would have to be found recruiting some officers from the market for a productive 2016-17 where the ALP/NFE Policy finalized would have to be implemented as well.

# Annexure

## F. ANNEXURE

**Annexure- 1: Summary of indicator wise achievements**

Indicator	Baseline	LoP Target	Planned target	Progress till June 2016	Progress in%
<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	-	800		51 (29 Master Trainers & 22 Participant Teachers.	1 %
<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	-	4,000		130 Students in Grades 6-10	3%
<b>Sub-Obj-2.2-c</b> Number of out of school children having completed training in ICTs	-	4,000		0*	0%
<b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting	-	240		0*	0%
<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	-	TBD		-	-
<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	-	1		0*	0%
<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	-	133		12	9%
<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD to effectively carry out its mandate	-	TBD		-	-
<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	-	2		0*	0%

## Annexure- 2: Indicator wise Plan for Next Quarter:

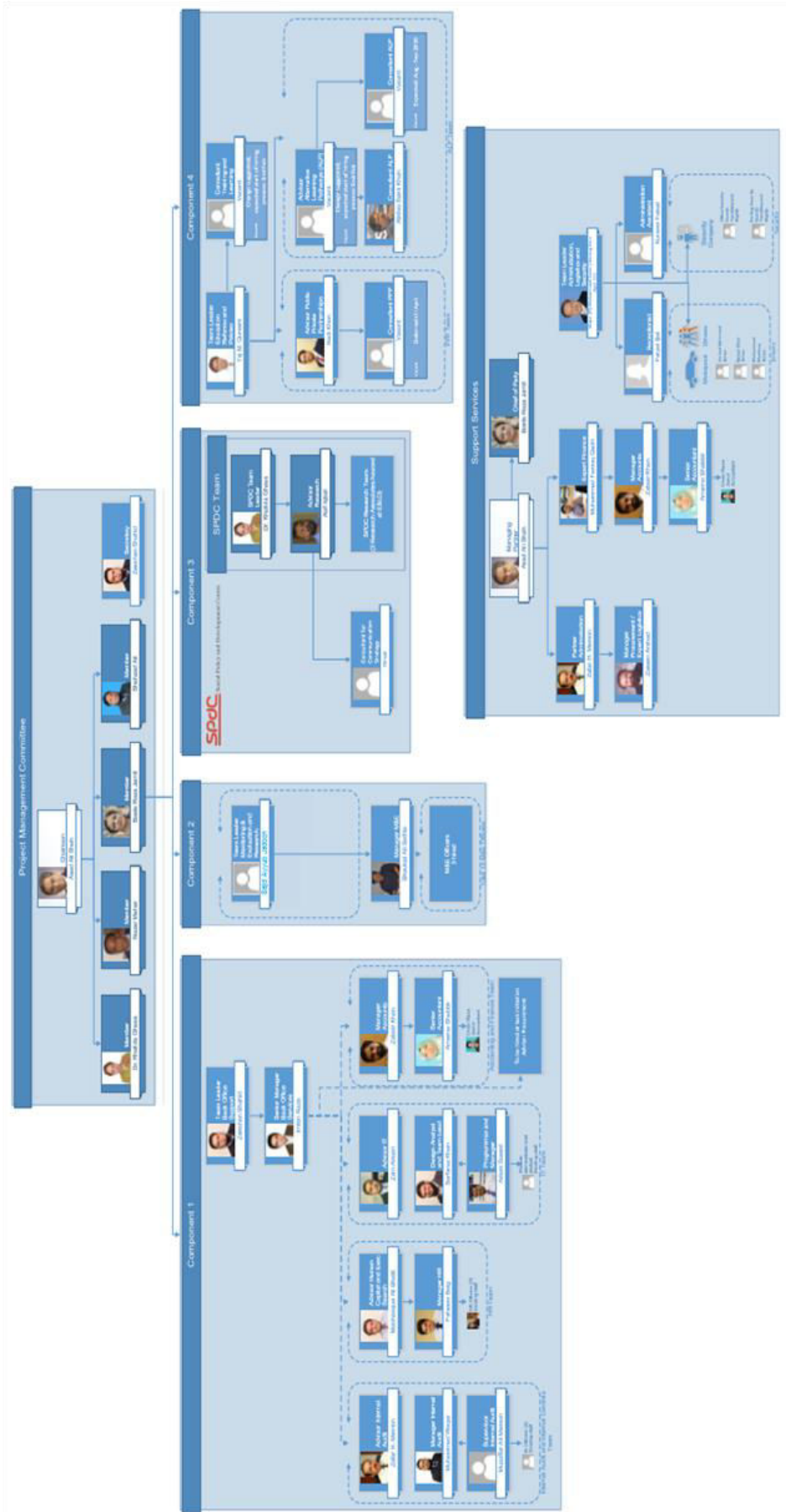
S. No.	Indicator	Activities Planned for next Quarter
<b>Sindh Capacity Development Project- (SCDP)</b>		
Component 1 of SCDP is aiming to support the PMIU in formulating a policy for its staff appraisal and increase of their salaries.		
Planning for the next quarter against the SCDP related other indicators is provided below.		
1.	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	<ul style="list-style-type: none"> <li>700 in-school children will be provided training in 4 districts by Sept 30 2016 . (level III)</li> </ul>
2.	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	<ul style="list-style-type: none"> <li>600 out of school adolescents (LGL group) youth and adults/SMC members will be trained in the use of ICT from July -September 2016.(level IV)</li> </ul>
3.	<b>Sub-Obj-2.2-c</b> Number of out of school children having completed training in ICTs	<ul style="list-style-type: none"> <li>Phase II, level-2 ICT training of 50 participating teachers for four districts of Sukker, Khaipur, Jacobabad and Dadu will be arranged in August 2016.(Level II)</li> </ul>
4.	<b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting	<ul style="list-style-type: none"> <li>Call for proposal for Android application</li> <li>Pilot Training of SMCs around technology based M&amp;E</li> <li>Training manual on M&amp;E for the training of PMIU and DG M&amp;E staff in monitoring and evaluation</li> <li>Training of 14 PMIU and DG M&amp;E staff</li> </ul>
5.	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	<ul style="list-style-type: none"> <li>To support PMIU to develop monthly reports for July, August and September 2016.</li> <li>Quarterly report of SBEP for April –June 2016</li> <li>Quarterly Monitoring Field Visit and Report draft June-September -visit</li> <li>Annual SBEP M&amp;E Report collection process</li> <li>Monthly focal persons meeting of SBEP partners</li> <li>Monthly Progress Reports of SCDP for July to September 2016</li> <li>SCDP QPR April-June 2016</li> <li>Update webpage of SCDP in SBEP</li> <li>Review and report of SBEP M&amp;E capacity assessment</li> <li>Provide on job support to PMIU M&amp;E team</li> <li>Quarterly monitoring visits to SBEP partners with PMIU in the months of August and September 2016</li> <li>Preparing the indicators and tools for the rating of PMIU around capacity of PMIU to implement the SBEP M&amp;E Plan</li> <li>Quality assurance in formatting and expression in all M&amp;E Products</li> </ul>
6.	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	<ul style="list-style-type: none"> <li>Completion of ALP/NFE policy after one round table with politicians and another conference on ALP policy in Karachi. After these twin activities the final draft will be shared with all stakeholders.</li> <li>Final Policy ALP/NFE - presented and approved by Stakeholders and NFE Taskforce</li> </ul>



## Annexure- 2: Indicator wise Plan for Next Quarter:

S. No.	Indicator	Activities Planned for next Quarter
7.	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	<ul style="list-style-type: none"> <li>• Four senior level officers of E&amp;LD-GoS will complete study, visit to Harvard Kannady school.</li> <li>• A debriefing session for three officers (Secretary, Additional Secretary, P,D &amp;R and Special Secretary Schools. It will be held on 18th July 2016.</li> <li>• On return of these officers from three week training course from HKS in the third week of August, a debriefing session will be held.</li> <li>• 14 DG M&amp;E and PMIU staff will be trained in M&amp;E</li> <li>• 15-17 officers from E&amp;LD provided Research methods skills under Research &amp; Dev. Unit</li> </ul>
8.	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD to effectively carry out its mandate	<ul style="list-style-type: none"> <li>• Finalizing Recruitment Rules for hiring at PPP Node</li> <li>• Development of communication strategy and communication material for PPP Node.</li> <li>• Support in hiring (advertising and selection process) of PPP staff at PPP Node</li> <li>• Support in renting office space for PPP Node</li> <li>• Development of MIS for PPP Node</li> <li>• Development of tool kits for procurement at PPP Node</li> <li>• Arrangements for training for PPP Node staff (contingent on hiring)</li> <li>• Finalizing the Rating indicator for PPP Node by SCDP and approved by E&amp;LD 1</li> </ul>
9.	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	<ul style="list-style-type: none"> <li>• Evaluation of research proposals received in response to the call for proposals for two studies</li> <li>• Finalize the award of contract for the two studies</li> <li>• Coordinate research activity with the third party research firm/consultant: <ul style="list-style-type: none"> <li>- Form review committee for milestone of research</li> <li>- Review and finalize proposed research methodology</li> <li>- Review the tools for data collection</li> <li>- Participate in the training sessions for data collectors</li> </ul> </li> <li>• Conduct field visit to observe/monitor research activities</li> </ul>

**Annexure- 3: Current Organogram of SCDP**



## Annexure- 4: Key Deliverables of SCDP

Component 1: Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)	
Task	Deliverables
a) Strengthening Financial Management and Accountability of the PMI	Customized capacity building plan for PMIU
	Assistance in financial bookkeeping
	Assisting PMIU in implementation of internal financial controls.
	Functionaries at PMIU/ELD trained to use SAP
b) Financial planning and reporting	Assisting PMIU in: <ul style="list-style-type: none"> <li>revision and preparation of SBEP's PC-1 and/or sub-PC-1s</li> <li>preparation of PC-3, PC-4 and PC-5</li> <li>Preparation of annual financial reports, risk mitigation reports, accounts and tax reports.</li> </ul>
	Annual financial evaluation
c) Pool of human and technical resources for sustaining organizational capacity	Minimum of 15 PMIU staff trained with respect to their duties.
	Minimum of 40 PMIU and GoS officials oriented on revised manuals.
	Staff rationalization analysis, updated JDs and temporary staff support provided to PMIU, as needed.
	4 customized manuals (HR, Procurements, Finance & M&E)

Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan		
Task	Deliverables	Partner(s)
a) Implementation and monitoring of M&E Plan	M&E Plan of SBEP implemented	PMIU & SBEP IPs
	Assisting PMIU in preparing: <ul style="list-style-type: none"> <li>quarterly monitoring report and consolidated annual monitoring report</li> <li>overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP</li> </ul>	PMIU
	Preparing Technical reports and third party validation reports	PMIU, SBEP components implement partners (IPs)
	Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	PMIU, CMP, SRP, ELD
	M&E dissemination strategy developed and implemented.	PMIU, ELD
b) Strengthening M&E capacities of ELD, GoS	Assistance to PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	PMIU
	Minimum of 20 staff of M&E Directorate and PMIU trained in M&E and best practices in education.	PMIU, ELD
	Support to M&E Directorate to develop Strategic plan and implementation strategy	ELD
	Support to PMIU to update SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	PMIU, ELD

<b>Component 3: Facilitate knowledge generation on education challenges &amp; innovative interventions to inform decision-makers for the improvement of education policies and programs</b>		
<b>Task</b>	<b>Deliverables</b>	<b>Partner(s)</b>
<b>a) Conduct research studies</b>	Two research studies on SBEP's innovative interventions and strategies conducted	ELD, Research Working Group partners
<b>b) Dissemination of research evidence and policy advocacy</b>	Research dissemination strategy developed and implemented	ELD, Research Working Group partners
<b>c) Strengthen government capacities in research and advocacy</b>	Support to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted	ELD
	Support to ELD through capacity building in conducting research and using research evidence for developing policies and programs	ELD
	Support to PMIU to enhance advocacy and communication capabilities inclusive of SBEP Communication Strategy	PMIU

<b>Component 4: Strengthen capacities, systems and policies of the E&amp;LD to improve the education services in conjunction with the education reforms in Sindh</b>		
<b>Task</b>	<b>Deliverables</b>	<b>Partner(s)</b>
<b>a) Enhance institutional capacity of ELD to promote PPP in Sindh</b>	Capacity gap analysis of PPP of ELD	ELD, PPP node
	Assistance to GoS to support PPP Node at ELD	ELD, PPP node, SBEP component IPs
	Min. 10 staff involved in PPP with PPP Node at ELD, RSU and the FD trained	ELD, RSU, FD
	Standardized PPP toolkits and education sector-specific guidelines developed and disseminated	ELD, PPP node, SBEP component IPs,
	Education specific PPP MIS developed and support provided to ELD for its effective utilization	ELD, PPP node, SBEP component IPs,
	Support to ELD to institutionalize PPP best practices in education.	ELD, PPP node, SBEP component IPs, ELD's technical agencies (BOC, PITE, RSU, PMIU), DEOs, EMOs, CSOs, Private sector organizations, development partners, SBEP components IPs
<b>b) Strengthen capacities of teachers, students and communities in ICT use under PPP</b>	Min. 800 govt. teachers (at least 30% females) trained in effective use of ICT in teaching-learning process at schools	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP component IPs
	Min. of 4,000 students (at least 50% girls) trained in using ICT as an effective tool	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP

<b>Task</b>	<b>Deliverables</b>	<b>Partner(s)</b>
	in their everyday learning specially science learning	component IPs
	Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	ELD, Intel, DEOs, Pvt. Sector orgs, CSOs, NGOs, SBEP component IPs
<b>c) Developing ALP (Alternative Learning Pathways /Non Formal Education) policy with a focus on PPP</b>	Assist ELD to development of ALP policy, its implementation framework and piloting	ELD, SEF, DEOs, Pvt. Sector orgs, CSOs, NGOs
	Best practices and lessons learned documented and disseminated	ELD, SEF, DEOs, Pvt. Sector orgs, CSOs, NGOs
<b>d) Enhance the govt.'s capacity in education planning, administration and management at provincial and district levels</b>	Capacity need assessment conducted	ELD, PMIU, other relevant departments whose officials are identified
	Tier-1: Min. of 6 high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	ELD, PMIU, other relevant departments whose officials are identified
	Tier-2: Min. of 10 managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	ELD, PMIU, other relevant departments whose officials are identified
	Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	ELD, PMIU, other relevant departments whose officials are identified

## Annexure- 5: Success Stories:

### Institutionalization of PPP Node in Education and Literacy Department (E&LD) GoS

Chief Minister Sindh approved the budget for PPP Node of E&LD for FY 2105-16. This is in continuation of existing efforts of SCDP in drafting a Summary for CM Sindh for PPP Node's budget and creation of positions for a PPP Node team. The approval of this budget, on February 21, 2016, is a major step in institutionalization of PPPs for education in Sindh. The budget, upon release, will allow for creation of a PPP Node office and expansion of the existing PPP Node with a functioning team of 11 personnel – 3 or 4 from the Government and 8 or 9 from the market. A total budget of PKR 31,692,000 has been approved after remarks from Finance Department, in which PKR 20,760,000 has been approved under salary component, and the remaining PKR 10,932,000 under non-salary component.

A room has been made functional in E&LD where the Director PPP Node (E&LD) and Advisor for PPP (SCDP) will be engaged in strengthening of the Node. The office has been made operational as of February 22, 2016 as is located in PD&R. This room is being shared by the Research & Development Unit, also created to strengthen the capacity of the E&LD.

A capacity gap analysis report has been drafted which provides an analysis of the current situation of the PPP Node and the gaps and resources and understanding that are necessary to fill for proper functioning of the Node. The gap analysis provides recommendations in areas of institutional systems, human resource, monitoring & evaluation, visibility & outreach, and budget & financing.

Subsequent to the approval of CM summary for PPP Node budget for FY15-16 the Finance Department released a document of financial advice allowing for the creation of a cost-center for PPP Node and release of the approved PKR 31,692,000 for FY15-16.

PPP Node budget for FY16-17 was prepared with support from SCDP. Once submitted and approved this would ensure adequate funds for establishment of the PPP Node office and hiring of personnel to carryout of activities and functions of the Node.

ToRs of approved positions of PPP Node were drafted, and a draft advertisement was prepared and submitted for review to AS (PD&F) at E&LD.

For setting-up a PPP Node office five bidding documents for office resources were prepared and submitted to SPPRA on April 29, 2016 for advertising.

### Courage to Accept the Challenge

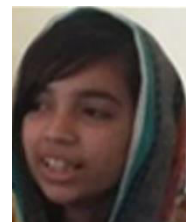
An extraordinary show of strength and perseverance was shown by four female participants as they were not fluent with basic digital skills. Initially they decided to leave the session on day 1, but, due to strong will power and commitment they became able to overcome the challenges and stood at par with others at the end of day 5, with the resolve to continue practicing the newly learned skills and bringing them up to the standard to become a master trainer within a week's time.



Training Completion Certificate distribution

## Best Opportunity in my life – Dua Batool, a student

The May, 2016 saw the field roll out of the INTEL ICTs training component by SCDP/INTEL/E&LD teams in Sukkur testing three levels of training of Master trainers (29); Teachers (22/15 Females) and in school Students (131/ Females) at IBA-SRSO and Schools of Sukkur (4) and Khairpur (1) respectively where computer labs have already been present with laptops and computers.



Studying in grade 6 at the Govt. Boys High School (GBHS) Setharja Khairpur- a co-ed school far away in a rural area, it was my first day of training of ICTs' 30 hours module session. I was completely unaware about the terms of Hardware and my hands felt stiff and crippled while trying to hold on to the mouse. But on the second day, I grew comfortable and with continuous practice in a few days I made progress on Ms word and how to prepare time table formats. This type of training with excellent modules is helping us transform our ICT information and skills to help for academic activities; our teachers are helping us to achieve the magic of ICTs in a short period of time.



## Sindh Capacity Development Project

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### REQUEST FOR PROPOSALS (RFP) FOR CONSULTANCY SERVICES

#### Research Study on Public Private Partnership for Better Service Delivery in Government Schools of Sindh

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Sindh Capacity Development Project (SCDP) is a USAID funded project that is supporting the sustainability of Sindh Basic Education Program (SBEP) by providing technical assistance to strengthen systems and institutions. Through a partnership between USAID and the Government of Sindh, SBEP aims to achieve increased and sustained student enrollment in government schools in targeted geographical locations in Sindh.

SCDP invites organizations/individuals to submit proposals for the hiring of consultancy services for conducting independent research studies on the innovative interventions and strategies employed under SBEP that can potentially be replicated or scaled up in the education sector in Sindh. This RFP is being issued for conducting a research study on **Public Private Partnership for Better Service Delivery in Government Schools of Sindh**.

The interested individuals/organizations are requested to refer to the Terms of Reference (ToRs) attached to this RFP for preparing their Technical and Financial proposals. The proposals must be in English and be valid for 90 days.

Technical and Financial proposals should be submitted via email to [REDACTED] on or before 5:00 pm, Monday, July 25, 2016.

#### General Provisions and Conditions

1. Proposals shall be reviewed and evaluated based on:
  - completeness and compliance of the proposal and responsiveness with the requirements of RFP
  - quality and appropriateness of research methodology proposed by the Consultant (organisation/individual)
  - capacity and experience of the Consultant to undertake the proposed assignment
  - management structure and qualification of key personnel
  - value for money



2. SCDP reserves the right to reject any proposal that it deems unacceptable without assigning any reason.
3. Eligibility of Bidders: Individuals and organisations having legal identity, including joint ventures, are eligible to submit proposals. Preference will be given to organisations or joint ventures over individuals submitting the proposals. Minimum seven years' research experience (of organisations and key staff members) is required.
4. The type of contract will be contract for professional services.
5. The Consultant shall bear all costs associated with the preparation and submission of its proposal, and SCDP shall not be responsible or liable for those costs, regardless of the conduct or outcome of the selection process.
6. The Proposal shall comprise the documents and forms listed in the ToRs.
7. The Consultant (including the individual members of any joint venture) shall submit only one proposal per study, either in its own name or as part of a joint venture in another proposal.
8. The Consultant may request a clarification of any part of the RFP during the period indicated in the ToRs before the proposals' submission deadline. Any request for clarification must be sent via email to s [REDACTED]
9. The Technical Proposal shall not include any financial information. A Technical Proposal containing material financial information shall be declared non-responsive.
10. The Financial Proposal shall be prepared using the standard form provided in the ToRs. It shall list all costs associated with the assignment, including (a) remuneration for personnel and (b) other direct cost related to assignment.
11. The Consultant will be responsible for meeting all tax liabilities arising out of the Contract.
12. The Consultant will have an obligation to disclose to SCDP any situation of actual or potential conflict that impacts its capacity to undertake the assignment.

[REDACTED]  
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Muhammad Asif Iqbal  
Team Leader  
Research – SCDP

June 21, 2016

## **Terms of Reference**

### **Public Private Partnership for Better Service Delivery in Government Schools of Sindh**

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#### **Introduction**

Sindh Basic Education Program (SBEP) is US\$ 165 million USAID-funded project which is being implemented by Government of Sindh's Education and Literacy Department (E&LD). The program is providing financial and technical support for the construction of 106 schools affected by the catastrophic 2010 floods and for the Sindh government's policy of consolidating, merging and upgrading schools throughout the province. Through a partnership between USAID and Government of Sindh (GoS), SBEP aims to increase and sustain enrolment of young students in primary, middle and secondary schools in targeted districts in Sindh by developing a school environment favorable to teaching and learning. In addition to the construction of schools, the program areas of SBEP include: improvement in early grade reading in primary schools, community mobilization (with a focus on increasing girls' enrollment) and improving nutritional status of children, technical assistance to the E&LD, and monitoring and evaluation. The program area includes districts of Khairpur, Dadu, Sukkur, Larkana, Kashmore, Jacobabad, Qamber Shahdad Kot, and five towns of Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap). The implementing partners of the program include the following<sup>1</sup>:

<b>Program area</b>	<b>Implementing Partner</b>
Construction of Schools	Project Management Implementation Unit (PMIU), E&LD Govt. of Sindh
Construction of Schools & Support to Government of Sindh regarding policy reforms to merge, consolidate and upgrade schools	Project Management Implementation Unit (PMIU) E&LD Government of Sindh
Architectural and Engineering support for school construction	Halcrow Pakistan
Sindh Reading Program (SRP)	Chemonics
Sindh Community Mobilization Program (CMP)	International Relief and Development
Sindh Capacity Development Project (SCDP)	Deloitte Pakistan

#### **SCDP – objectives**

Sindh Capacity Development Project (SCDP) is a three-year project to support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of Program Monitoring and Implementation Unit (PMIU) and Education and Literacy Department (E&LD). Component 3 of SCDP deals with facilitating the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of

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<sup>1</sup> Details of SBEP program areas and interventions are available at [www.sbsp.gos.pk](http://www.sbsp.gos.pk)

education policies and programs in general and SBEP in particular. In this regard, two independent, third-party research studies on innovative interventions and strategies employed under SBEP are to be undertaken. These ToRs concern the Study No. 1 entitled “Public Private Partnership for Better Service Delivery in Government Schools of Sindh”.

### **Overall Research Objectives**

- To increase the availability of evidence-based knowledge on education sector reforms in Sindh with particular focus on SBEP interventions for increasing enrolments and improving quality of education in government schools.
- To assess the potential for replication and scaling up of promising approaches/innovations adopted by the interventions.
- To document the lessons learnt in terms of successes and challenges and the strategies adopted for addressing the challenges.
- To formulate a set of guidelines and recommendations to help policy-makers, planners and practitioners for replicating the interventions and reforms across the sector.

### **Research Study # 1: Public Private Partnership for Better Service Delivery in Government Schools of Sindh**

The Education and Literacy Department (E&LD) has taken the initiative of outsourcing the operation and management of selected government schools to private sector education management organizations (EMOs) on the basis of public private partnership (PPP). This initiative is legally and institutionally covered by the Sindh PPP Act 2010 and its Amendment in 2015 as well as the PPP Unit and Node in the Finance Department and E&LD. The objective of the Government of Sindh/E&LD is to procure services through EMOs for managing and improving the functioning of public sector schools by introducing innovations, modernizing the education system, addressing governance and management gaps, maintaining and upgrading the school facilities, and working along with all stakeholders including teachers, staff, school management committees, surrounding communities and local tiers of the E&LD.

As pilot, government schools where new school buildings (with state-of-the-art facilities) have been constructed under USAID’s SBEP school construction program are being handed over to EMOs under management contracts. There are various existing models of PPP in Sindh and in other provinces as well. However, it is the first instance where an EMO model is being implemented in Sindh province. Sindh Community Mobilization Program (CMP) of SBEP is supporting PPP Node of E&LD in designing and implementing required legal, procedural, and financial mechanism to implement the

EMO initiative. In addition, CMP is also playing its role through community mobilization<sup>2</sup>.

The EMO initiative is currently in its early phase. The process of awarding management contracts/concession agreements for the first batch of four schools (in districts of Sukkur and Khairpur) has recently been completed and EMOs have taken over the schools. However, given the fact that this is a novel concept in Sindh's education sector, it is important to study the process of change management of the EMO initiative.

The change is a complex and cyclical – rather than a simpler or linear – phenomenon. Since the EMO initiative is being piloted under SBEP with the involvement of various stakeholders, the policy changes envisioned under this reform are significant and have required substantial changes in approach by the Government. This research study shall examine the change methodology used by the stakeholders, the role of change agents, and the factors that enabled or resisted the change.

It is expected that the research will go beyond collecting and examining the policies, rules and minutes of the meetings, and will explore the change management in terms of context of complexity, resistance to change and principles underlying transformation. The methodology proposed by the bidders is expected to be embedded in theoretical understanding of the research on change management considering the type of change management and the appropriate techniques/models to study the change.

The study will particularly concentrate on how the processes unfold over time. It will focus on the following set of research questions:

- How is the EMO model different from the other PPP models being implemented in Sindh or in other provinces?
- How has the EMO system evolved as a result of interaction between SBEP and E&LD?
- What is the extent of the operational autonomy given to EMOs and what are the implications of this autonomy on the intended outcomes?
- How the engagement with community by CMP has played its role, if any, in increasing the receptivity of stakeholders towards the EMO concept?
- What type of resistance from various stakeholders, if any, was faced during the process of change and how this was managed?
- What are structural or institutional barriers that create action disconnect and how these were addressed?

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<sup>2</sup> The government schools with CMP interventions include: a) Construction Schools – where new school buildings are being constructed under SBEP school construction program, and b) Neighbouring Schools – which are located within vicinity of a few kilometers of a Construction School.

- How the EMOs have engaged parents and community members in the functioning of schools?
- How efficient and effective is the EMO model in terms of increasing and sustaining enrolment?
- What are the spillover effects of EMO model on the neighbouring schools?
- How satisfied are the:
  - teachers with working conditions in EMO-run schools?
  - parents with the services of EMOs?
  - SMCs as a governing body in the presence of the EMOs?
  - District Education field officers with the working of the EMOs?

A case study approach by using multiple sources of evidence may be adopted for this research. The research will focus empirically on evolving phenomena, changing interactions between stakeholders/institutions and their environments and the project-level dynamics of innovation and learning. The first batch of EMO schools can be selected for conducting research on the whole process from evolution of the system to the implementation by EMOs.

**Deliverables:**

1. Inception report
2. Interim report based on preliminary research findings.
3. A comprehensive research report in line with overall research objectives and the set of research questions.
4. Presentation of findings in the dissemination event organised by SCDP

**Timeline:** 14 months starting from September 01, 2016

**Request for clarification:** The interested organisations/ [redacted] and request for clarification of any part of the RFP through email at [redacted] before July 18, 2016.

**Documents to be submitted:**

The following documents, in MS Word or PDF format, must be submitted electronically to [scdp@education.gov.pk](mailto:scdp@education.gov.pk) on or before 5:00 pm, Monday, July 25, 2016:

1. Pre-submission Form (see Annexure-I)
2. Organizational Profile (not exceeding 15 pages)
3. Certificate of registration
4. Financial statements for past two years
5. Technical Proposal (see Annexure-II for prescribed format)
6. Financial Proposal (see Annexure-III for prescribed format)

## ANNEXURE -I: PROPOSAL SUBMISSION FORM

To,  
The Team Leader – Research  
Sindh Capacity Building Project (SCDP)  
Karachi

Dear...

We, the undersigned, offer to provide the consulting services for [*insert title of the study*] in accordance with your Request for Proposals (RFP) date [*insert date*]. We hereby are submitting our Proposal, which includes Technical Proposal and Financial Proposal.

We hereby, declare that:

- All the information and statements made in this Proposal are true and we accept that any misinterpretation or misrepresentation contained in this Proposal may lead to our disqualification.
- Our Proposal shall be valid and remain binding upon us for the period of time specified in the RFP.

We undertake, if our Proposal is accepted and the Contract is signed, to initiate the services related to the assignment no later than the date indicated in the ToRs.

We understand that SCDP is not bound to accept any Proposal that it receives.

Yours sincerely,

Authorized Signature ---

Name and Title of Signatory ---

Address ---

Contact information (phone and email) ---

## ANNEXURE –II: TECHNICAL PROPOSAL FORMAT

1. **Capability Statement** – reflecting core competencies and past performance of the Consultant – not exceeding 2 pages.
2. **Project Data Sheet** – detailing the similar or relevant projects undertaken in past 10 years

<b>PROJECT DATA SHEET</b>					
Name and brief description of study or project	Study area	Period	Client's name	Type of services provided	Approximate value of the contract

3. **Comments and Suggestions on the Terms of Reference (if any)**

4. **Description of Approach, Methodology, and Work Plan**

Technical Approach and Methodology: *[Please explain your understanding of the objectives of the assignment as outlined in the TORs, the technical approach, and the methodology you would adopt for implementing the tasks to deliver the expected output(s), and the degree of detail of such output.]*

Work Plan: *[Please outline the plan for the implementation of the main activities/tasks of the assignment, their duration, phasing and interrelations, and milestones. The proposed work plan should be consistent with the technical approach and methodology, showing your understanding of the TOR and ability to translate them into a feasible working plan.]*

5. **Organization and Staffing**

*[Please describe the structure and composition of your team, including their roles and responsibilities for the assignment]*

6. **Curriculum Vitae (CV) of Key Personnel**

*[Please provide CVs of key personnel in accordance with the format provided below]*

**CURRICULUM VITAE (CV)**

1. Name:
2. Proposed Position: *[e.g Team Leader]*
3. Detailed Tasks Assigned:
4. Date of Birth:
5. Country of Residence:
6. Education: *[Please list college/university or other specialized education, giving names of educational institutions, dates attended, degree(s)/diploma(s) obtained]*
7. Employment record relevant to the assignment: *[Starting with present position, please list in reverse order. Please provide dates, name of employing organization, titles of positions held, types of activities performed and location of the assignment. Past employment that is not relevant to the assignment does not need to be included.]*
8. Publications *(e.g. research reports, journal articles, contributions to books)*
9. Contact information of expert/team member (email, phone)
10. Certification

I, the undersigned, certify that to the best of my knowledge and belief, this CV correctly describes myself, my qualifications, and my experience, and I am available to undertake the assignment in case of an award.

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Name of Expert	Signature	Date
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Name of Authorized Representative of the Consultant	Signature	Date
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## ANNEXURE –III: FINANCIAL PROPOSAL FORMAT

### 1. SUMMARY OF COSTS

<b>Summary of Costs</b>	
Price component	Amount (Pak Rs)
a) Personnel cost	
b) Other direct cost	
<b>Total</b>	

### 2. BREAKDOWN OF COSTS

<b>A. Breakdown of Personnel Cost</b>				
Name	Position	Input (months/days)	Remuneration (Pak Rs per month/days)	Amount (Pak Rs)

<b>B. Other Direct Cost</b>		
Description of cost	Amount Pak Rs	Explanatory notes
(such as data collection cost, local travel, survey materials, etc.)		Please provides details of costs



## Sindh Capacity Development Project

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### REQUEST FOR PROPOSALS (RFP) FOR CONSULTANCY SERVICES

#### Research Study on Improving Early Grade Reading through Innovations in Government Schools of Sindh

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Sindh Capacity Development Project (SCDP) is a USAID funded project that is supporting the sustainability of Sindh Basic Education Program (SBEP) by providing technical assistance to strengthen systems and institutions. Through a partnership between USAID and the Government of Sindh, SBEP aims to achieve increased and sustained student enrollment in government schools in targeted geographical locations in Sindh.

SCDP invites organizations/individuals to submit proposals for the hiring of consultancy services for conducting independent research studies on the innovative interventions and strategies employed under SBEP that can potentially be replicated or scaled up in the education sector in Sindh. This RFP is being issued for conducting a research study on **Improving Early Grade Reading through Innovations in Government Schools of Sindh**.

The interested individuals/organizations are requested to refer to the Terms of Reference (ToRs) attached to this RFP for preparing their Technical and Financial proposals. The proposals must be in English and be valid for 90 days.

Technical and Financial proposals should be submitted via email to [scdp@education.sindh.gov.pk](mailto:scdp@education.sindh.gov.pk) on or before 5:00 pm, Monday, July 25, 2016.

#### General Provisions and Conditions

- Proposals shall be reviewed and evaluated based on:
  - completeness and compliance of the proposal and responsiveness with the requirements of RFP
  - quality and appropriateness of research methodology proposed by the Consultant (organisation/individual)
  - capacity and experience of the Consultant to undertake the proposed assignment
  - management structure and qualification of key personnel
  - value for money

2. SCDP reserves the right to reject any proposal that it deems unacceptable without assigning any reason.
3. Eligibility of Bidders: Individuals and organisations having legal identity, including joint ventures, are eligible to submit proposals. Preference will be given to organisations or joint ventures over individuals submitting the proposals. Minimum seven years' research experience (of organisations and key staff members) is required.
4. The type of contract will be contract for professional services.
5. The Consultant shall bear all costs associated with the preparation and submission of its proposal, and SCDP shall not be responsible or liable for those costs, regardless of the conduct or outcome of the selection process.
6. The Proposal shall comprise the documents and forms listed in the ToRs.
7. The Consultant (including the individual members of any joint venture) shall submit only one proposal per study, either in its own name or as part of a joint venture in another proposal.
8. The Consultant may request a clarification of a [redacted] RFP during the period indicated in the ToRs before the proposal submission deadline. Any request for clarification must be sent via email to [redacted]@[redacted].pk
9. The Technical Proposal shall not include any financial information. A Technical Proposal containing material financial information is declared non-responsive.
10. The Financial Proposal shall be prepared using the standard form provided in the ToRs. It shall list all costs associated with the assignment, including (a) remuneration for personnel and (b) other direct cost related to assignment.
11. The Consultant will be responsible for meeting all tax liabilities arising out of the Contract.
12. The Consultant will have an obligation to disclose to SCDP any situation of actual or potential conflict that impacts its capacity to undertake the assignment.

[redacted]  
Muhammad Asif Iqbal  
Team Leader  
Research – SCDP

June 21, 2016

## **Terms of Reference**

### **Improving Early Grade Reading through Innovations in Government Schools of Sindh**

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#### **Introduction**

Sindh Basic Education Program (SBEP) is US\$ 165 million USAID-funded project which is being implemented by Government of Sindh's Education and Literacy Department (E&LD). The program is providing financial and technical support for the construction of 106 schools affected by the catastrophic 2010 floods and for the Sindh government's policy of consolidating, merging and upgrading schools throughout the province. Through a partnership between USAID and Government of Sindh (GoS), SBEP aims to increase and sustain enrolment of young students in primary, middle and secondary schools in targeted districts in Sindh by developing a school environment favorable to teaching and learning. In addition to the construction of schools, the program areas of SBEP include: improvement in early grade reading in primary schools, community mobilization (with a focus on increasing girls' enrollment) and improving nutritional status of children, technical assistance to the E&LD, and monitoring and evaluation. The program area includes districts of Khairpur, Dadu, Sukkur, Larkana, Kashmore, Jacobabad, Qamber Shahdad Kot, and five towns of Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap). The implementing partners of the program include the following<sup>1</sup>:

<b>Program area</b>	<b>Implementing Partner</b>
Construction of Schools	Project Management Implementation Unit (PMIU), E&LD Govt. of Sindh
Construction of Schools & Support to Government of Sindh regarding policy reforms to merge, consolidate and upgrade schools	Project Management Implementation Unit (PMIU) E&LD Government of Sindh
Architectural and Engineering support for school construction	Halcrow Pakistan
Sindh Reading Program (SRP)	Chemonics
Sindh Community Mobilization Program (CMP)	International Relief and Development
Sindh Capacity Development Project (SCDP)	Deloitte Pakistan

#### **SCDP - objectives**

Sindh Capacity Development Project (SCDP) is a three-year project to support the sustainability of the SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of Program Monitoring and Implementation Unit (PMIU) and Education and Literacy Department (E&LD). Component 3 of SCDP deals with facilitating the systematic generation of knowledge on education challenges and innovative interventions and strategies to inform decision-makers for the improvement of

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<sup>1</sup> Details of SBEP program areas and interventions are available at [www.sbec.gos.pk](http://www.sbec.gos.pk)

education policies and programs in general and SBEP in particular. In this regard, two independent, third-party research studies on innovative interventions and strategies employed under SBEP are to be undertaken. These ToRs concern the Study No. 2 entitled “Improving Early Grade Reading through Innovations in Government Schools of Sindh”.

### **Overall Research Objectives**

- To increase the availability of evidence-based knowledge on education sector reforms in Sindh with particular focus on SBEP interventions for increasing enrolments and improving quality of education in government schools.
- To assess the potential for replication and scaling up of promising approaches/innovations adopted by the interventions.
- To document the lessons learnt in terms of successes and challenges and the strategies adopted for addressing the challenges.
- To formulate a set of guidelines and recommendations to help policy-makers, planners and practitioners for replicating the interventions and reforms across the sector.

### **Research Study # 2: Improving Early Grade Reading through Innovations**

Sindh Reading Program (SRP) aims at improving teacher competencies for effective early grade reading and enhancing learning capabilities of students, which should eventually lead to improved learning outcomes. The initiative involves on-the-job training of teachers, persistent support of Teaching and Learning Associates (TLAs), provision of teaching learning materials (lesson plans, lever readers, read-a-loud) and reading assessments (EGRA and formative assessment). Particularly, intervention of SRP about mentoring the government teachers (grades 1-2) through TLAs and introduction of technology-based reading assessment is expected to enhance teachers' capacity and consequently reading competencies of students.

Cohort 1 of schools for SRP intervention consisted of 1,460 schools. During September 2015 to May 2016, more than 2500 school teachers were trained through TLAs.

Considering the sustainability of intervention, SRP revisited the TLA approach. The new model of intervention will adopt a cluster-based approach as envisaged in the Sindh Education Sector Plan (SESP). In the cohort 2 and 3, SRP-appointed TLAs will be replaced with government teachers identified by E&LD. The following approach will be adopted:

- SRP will identify cluster school (to be called Guide School) having relatively large number of teachers and classrooms. In the vicinity (8-10 km) of Guide School, 3-6 neighbouring schools will also be identified.

- A principal trainer or Guide Teacher will be identified from Guide School who will replace the current TLA. E&LD will nominate the Guide Teacher based on the criteria provided by SRP.
- The Guide Teachers will provide on-the-job training to 12 teachers of neighbouring schools (6 for grade 1 and 6 for grade 2)
- The Guide Teacher will visit each neighbouring school once in a month for mentoring the teachers. In addition, a one-day cluster-based training will also be conducted every month.
- In addition to Guide Teachers, there will be Field Mentors who will train, supervise and monitor the Guide Teachers.
- All the Guide Teachers and Field Mentors will be given financial incentives to carry out their assigned activities.

Cohort 2 intervention, from August 2016 to February 2017, will have 2500-3,000 schools including all the schools where CMP<sup>2</sup> is also working (construction and neighbouring schools). It will involve 500 Guide Teachers who will provide training to 6,000 teachers with a target of 110,000 learners. Cohort 3 will span from August 2017 to February 2018 (about 5,000 teachers will be trained).

Early grade reading competency plays an important role in retention of children in school as well as enhancing their overall learning outcomes. Therefore, this model is important to investigate.

SRP has already conducted a baseline EGRA in 560 schools in SBEP target districts. Two more rounds of EGRA will also be conducted during the life of the project. In addition, formative assessment will be an integral part of the intervention.

The results of baseline assessment showed a significant proportion of 'zero readers' among the students in government schools. It is therefore important to study what explains this state of affairs. The study will be designed to cover both intervention schools and non-intervention schools and will focus on the following questions:

- What explains the variation among the students learning outcomes (zero scorers vs. readers)? There could be several factors affecting the learning outcomes such as pedagogic materials, teaching content, quality of instruction, physical infrastructure, parental engagement, etc.
- How the intervention has addressed the factors mentioned above?

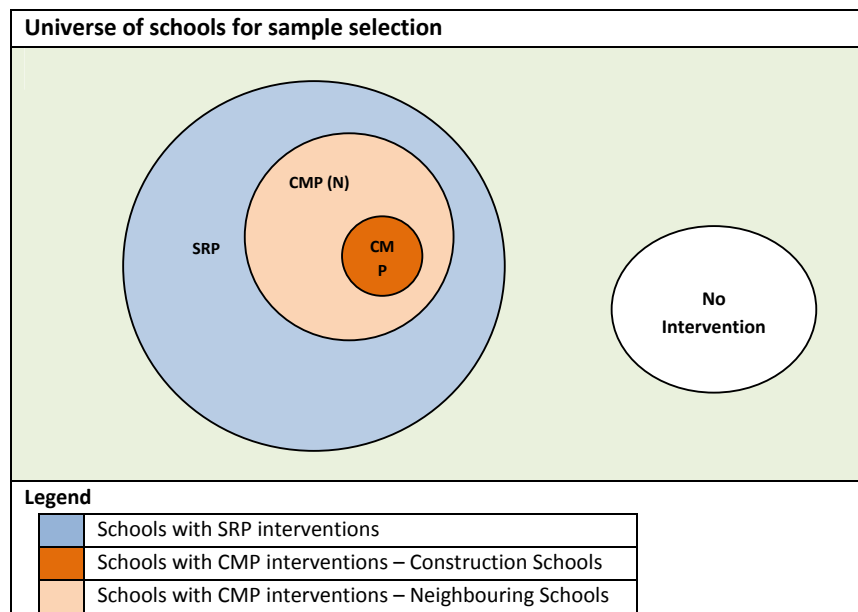
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<sup>2</sup> CMP is working on mobilizing the target communities for increasing enrolment with particular focus on girls' enrolment. The government schools with CMP interventions include: a) Construction Schools – where new school buildings are being constructed under SBEP school construction program, and b) Neighbouring Schools – which are located within vicinity of a few kilometers of a Construction School. CMP is also supporting E&LD in designing and implementing the initiative of Education Management Organizations (EMOs).

- How successful and sustainable is the technology enabled assessment in target schools? Was the government supportive and an early adopter of this approach?
- What has been the role of various actors including head teachers, teachers of target grades/classes, parents (SMCs), government, etc. in the implementing the interventions of SRP.
- What are the motivational and structural barriers and how have these been addressed?
- What are the prospects of the sustainability of TLA initiative for replication and scaling up?
- Has there been any change in the retention rates of students? If yes, what explains this change?

A mixed method involving quantitative and qualitative research may be required for this study. A stratified sampling approach may be adopted include the following:

- Schools with SRP intervention but there is no intervention of CMP
- Schools with SRP and CMP interventions (construction schools)
- Schools with SRP and CMP interventions (neighbouring schools)
- Non-intervention schools



### Deliverables:

1. Inception report
2. Interim report based on preliminary research findings.
3. A comprehensive research report in line with overall research objectives and the set of research questions.
4. Presentation of findings in the dissemination event organised by SCDP

**Timeline:** 14 months starting from September 01, 2016

**Request for clarification:** The interested organisations/ [REDACTED] and request for clarification of any part of the RFP through email at [REDACTED] before July 18, 2016.

**Documents to be submitted:**

The [REDACTED] documents, in MS Word or PDF format, must be submitted electronically to [REDACTED] on or before 5:00 pm, Monday, July 25, 2016:

1. [REDACTED] Submission Form (see Annexure-I)
2. Organisational Profile (not exceeding 15 pages)
3. Certificate of registration
4. Audited financial statements for past two years
5. Technical Proposal (see Annexure-II for prescribed format)
6. Financial Proposal (see Annexure-III for prescribed format)



## ANNEXURE -I: PROPOSAL SUBMISSION FORM

To,  
The Team Leader – Research  
Sindh Capacity Building Project (SCDP)  
Karachi

Dear...

We, the undersigned, offer to provide the consulting services for [*insert title of the study*] in accordance with your Request for Proposals (RFP) date [*insert date*]. We hereby are submitting our Proposal, which includes Technical Proposal and Financial Proposal.

We hereby, declare that:

- All the information and statements made in this Proposal are true and we accept that any misinterpretation or misrepresentation contained in this Proposal may lead to our disqualification.
- Our Proposal shall be valid and remain binding upon us for the period of time specified in the RFP.

We undertake, if our Proposal is accepted and the Contract is signed, to initiate the services related to the assignment no later than the date indicated in the ToRs.

We understand that SCDP is not bound to accept any Proposal that it receives.

Yours sincerely,

Authorized Signature ---  
Name and Title of Signatory ---  
Address ---  
Contact information (phone and email) ---

## ANNEXURE –II: TECHNICAL PROPOSAL FORMAT

1. **Capability Statement** – reflecting core competencies and past performance of the Consultant – not exceeding 2 pages.
2. **Project Data Sheet** – detailing the similar or relevant projects undertaken in past 10 years

<b>PROJECT DATA SHEET</b>					
Name and brief description of study or project	Study area	Period	Client's name	Type of services provided	Approximate value of the contract

3. **Comments and Suggestions on the Terms of Reference (if any)**

4. **Description of Approach, Methodology, and Work Plan**

Technical Approach and Methodology: *[Please explain your understanding of the objectives of the assignment as outlined in the TORs, the technical approach, and the methodology you would adopt for implementing the tasks to deliver the expected output(s), and the degree of detail of such output.]*

Work Plan: *[Please outline the plan for the implementation of the main activities/tasks of the assignment, their duration, phasing and interrelations, and milestones. The proposed work plan should be consistent with the technical approach and methodology, showing your understanding of the TOR and ability to translate them into a feasible working plan.]*

5. **Organization and Staffing**

*[Please describe the structure and composition of your team, including their roles and responsibilities for the assignment]*

6. **Curriculum Vitae (CV) of Key Personnel**

*[Please provide CVs of key personnel in accordance with the format provided below]*

**CURRICULUM VITAE (CV)**

1. Name:
2. Proposed Position: *[e.g Team Leader]*
3. Detailed Tasks Assigned:
4. Date of Birth:
5. Country of Residence:
6. Education: *[Please list college/university or other specialized education, giving names of educational institutions, dates attended, degree(s)/diploma(s) obtained]*
7. Employment record relevant to the assignment: *[Starting with present position, please list in reverse order. Please provide dates, name of employing organization, titles of positions held, types of activities performed and location of the assignment. Past employment that is not relevant to the assignment does not need to be included.]*
8. Publications *(e.g. research reports, journal articles, contributions to books)*
9. Contact information of expert/team member (email, phone)
10. Certification

I, the undersigned, certify that to the best of my knowledge and belief, this CV correctly describes myself, my qualifications, and my experience, and I am available to undertake the assignment in case of an award.

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Name of Expert	Signature	Date
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Name of Authorized Representative of the Consultant	Signature	Date
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## ANNEXURE –III: FINANCIAL PROPOSAL FORMAT

### 1. SUMMARY OF COSTS

<b>Summary of Costs</b>	
Price component	Amount (Pak Rs)
a) Personnel cost	
b) Other direct cost	
<b>Total</b>	

### 2. BREAKDOWN OF COSTS

<b>A. Breakdown of Personnel Cost</b>				
Name	Position	Input (months/days)	Remuneration (Pak Rs per month/days)	Amount (Pak Rs)

<b>B. Other Direct Cost</b>		
Description of cost	Amount Pak Rs	Explanatory notes
(such as data collection cost, local travel, survey materials, etc.)		Please provides details of costs



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# Sindh Basic Education Program

**‘Global Change agents; Leading with  
Commitment, Creativity & Courage’**

**Debriefing Session  
June 21<sup>st</sup> 2016**



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## **GCA Faculty and courses**

### **1-Dean Williams**

What the global change agent does

Diagnostic & intervention. 1&2

Staying alive in the work of change

### **2- Hugh O'Doherty**

Leadership self and system 1&,2

Leading wisely

### **3-Jamil Mahuad**

Leadership: Dangers and opportunities 1,2,3&4

### **4- Doris Sommer**

The change agent as Artist . 1,2,3&4

### **5-Tim O'Brien**

The personal work of the change agent. 1&2



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## Redefining Real Leadership

- Leadership is an activity
- It can be exercised with or without Authority
- It is about mobilizing people to face reality
- Leadership stimulates learning, creativity, & change
- It takes place at the boundaries
- **A process of mobilizing people to face reality, solve problems and improve human conditions.**



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## What does it mean to be a Global change agent?

- Provides leadership to help people
- Face what they do not want to face
- Address interdependent problems
- Create something new and better
- Change agents provide real leadership to take on the toughest issues, surface unresolved concerns, and intervene to get people to discuss the undiscussable.
- They are courageous and creative as they go about intervening into complex systems by crossing boundaries, busting boundaries, building bridges, and leading change.





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## Big Man Leadership

## Change Agent Leadership

Prominence (Focus on Leader)	Attention manager (focus on the problem)
Dominance (“I’ll handle it”, Do your Job”)	Adaptive problem solving (Gives the work to people, coordinates learning)
Tribalization (advance group interact, neglect implication for wider system)	Systematic perspective ( Build adaptive capacity in tribe, concern for the wider system)
Boundary Keeper (maintain boundary and group culture drift)	Boundary change agent (cross, bust, transcend boundaries)
Key Resources (Authority and Power)	Key Resources (imagination, creativity, courage)



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## **Most significant strategic challenges in my work and how did participation in this program helped to address these challenges?**

- 1) Coordination linkages-** Since curriculum wing is in its emerging stage and our work entails direct coordination between institutions, the lack of existent communication linkages has been a challenge
  - GCA course equipped me with the knowledge to engage the necessary stakeholders via communication of shared benefits. Since my wing was created to initiate a series of reforms, this is a skill that will be pivotal in effective implementation of all subsequent endeavors.



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2) **Lack of evidence based decision making-** Allied institutions do not keep data as a major source of informing decisions, therefore there remains no systemic way to validate such decision making. This is a significant gap because all budgetary provisions and annual plans are based on these decisions.

- This course helped me to understand how a culture of evidence based decision making can be introduced in organizations without any such precedence.



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**3) Capacity issues of allied institutions-** The Curriculum Wing's work centers around driving projects through other institutions, strengthening their respective capacities is more or less tied to its institutional mandate. Gaps in allied institutions' capacity is a major issue in introducing reforms as they are not equipped with the necessary human and physical capital to undertake improved functions.

- This course helped to build an understanding on aligning capacity building plans with overall objectives, and getting buy in of institutions requiring capacity interventions.



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## Leading Wisely

- **Lesson 1:** Be like Odin (God of wisdom), have a passion for wisdom, and use your power wisely.
- **Lesson 2:** Have the wisdom to see and step into a leadership moment. (when to act, when not to act)
- **Lesson 3:** Have the wisdom to keep it real and not succumb to the “Elvis syndrome”. To create a culture, where they respect each other, no ego should be involved.
- **Lesson 4:** Have the wisdom to cross boundaries sensitively, & seek to understand the narratives of the different factions.
- **Lesson 5:** Have the wisdom to know that just because you went to Harvard, don't think you have this leadership stuff figured out.



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A leader is one who knows the  
way, goes the way, and shows  
the way

John C. Maxwell



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# SINDH CAPACITY DEVELOPMENT PROJECT

## Quarterly Progress Report October to December 2016



Submission: January 2016

Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

ADS	Automated Directives System	PITB	Punjab Information Technology Board
ALP	Alternative Learning Pathways	PITE	Provincial Institute of Teacher Education
AMEP	Activity Monitoring and Evaluation Plan	PMIU	Program Monitoring and Implementation Unit
AOR	Agreement Officer's Representative	PMU	Performance Management Unit
ASER Report	Annual Status of Education	R&D	Research and Development
BOC	Bureau of Curriculum (now called DCAR)	SEMIS	Sindh Education Management Information System
COR	Contracting Officer's Representative	SBEP	Sindh Basic Education Program
DCAR	Directorate of Curriculum & Research	SCDP	Sindh Capacity Development Project
DO	Development Hypothesis	CMP	Community Mobilization Program
DMO	District Monitoring Officer	SED	School Education Department
EGRA	Early Grade Reading Assessment	SMC	School Management Committee
EGMA	Early Grade Math Assessment	SRP	Sindh Reading Program
EMIS	Education Management Information System	STEDA	Sindh Teachers Education Development Authority
G2G	Government to Government	TA	Technical Assistance
GIS	Geographic Information System	TLA	Teaching and Learning Assistant
GoS	Government of Sindh	USAID	United States Agency for International Development
HANDS	Health and Nutrition Development Society	USG	United States Government
ICT	Information and Communication Technology	VTT	VTT Global Strategy and Management Consultancy
IP	Implementing Partner		
IR	Intermediate Result		
IRD	International Relief & Development		
LOP	Life of Project		
M&E	Monitoring and Evaluation		
MEP	Monitoring and Evaluation Plan		
MEP	Monitoring and Evaluation Program		
MSI	Management Systems International, Inc.		
MSF	Mission Strategic Framework		
PC-1	Planning Commission Form 1		

# Executive Summary

## Executive Summary

This report presents the progress of Sindh Capacity Development Project (SCDP) for the quarter October to December 2016. SCDP team worked diligently to complete all the planned targets set for the quarter in collaboration with all partners to achieve the intended goals of Sindh Basic Education Program (SBEP).

Throughout the reporting period, SCDP teams continued to work with Program Management and Implementation Unit (PMIU), Sindh Education Department (SED) and other partners of SBEP.

SCDP upon request of Deputy PD facilitated PMIU with the vision of creating paperless environment by drafting a concept paper. SCDP team took understanding of different functions and systems currently operating at PMIU and prepared a concept note on "Paperless Environment" and submitted to PMIU.

Training was provided to three officials from Finance and Internal Audit functions of PMIU in "QuickBooks Accounting Software and Implementation Challenges at PMIU". This training will facilitate them for performing their duties effectively and efficiently and was well received by the participant.

Support provided to Internal Audit function and pre-audit functions of PMIU in performing their regular duties was continued. For development and strengthening Internal Audit function foundation documents i.e. Charters of Audit Committee and Internal Audit Function, Internal Audit Manual and Sample Audit Programs, have been prepared and submitted to PMIU. These documents were also shared with USAID for their review.

A series of consultations were undertaken with the Internal Audit and Finance Department of PMIU to draw action points on AGP audit observations after incorporating feedback from USAID and PMIU. The Audit Committee composition and the aforementioned charters were then submitted to Program Steering Committee (PSC) for approval. The PSC directed the PD to notify the audit committee and the audit committee should approve the necessary documents. PSC also approved to remove the pre-audit function from IA which was an audit finding as well and the function is now being performed by a finance officer.

Sindh Basic Education Program (SBEP) M&E Focal Group meetings were conducted to discuss the issues pertaining to the quarterly monitoring visits and other reporting. SCDP provided support to PMIU in its routine progress monthly and quarterly reporting. During the year, SCDP supported the PMIU for reformatting the design mapped to indicators and preparation of the monthly progress bulletins. Three (3) monthly bulletins and one annual progress report were prepared by PMIU mapped to SBEP M&E Plan and indicators and circulated to all the partners of SBEP and USAID.

SCDP also conducted a mock exercise with one SMC of Gadap Town, Karachi to gauge current level of interest, existing capacities, and the willingness of SMCs to handle smart phones.

One Quarterly Monitoring visit was conducted with PMIU team to validate the data and progress of SBEP Partners for the quarter ending September 30, 2016. In order to provide support to PMIU for establishment, maintenance, and functioning of M&E database, SCDP Team and PMIU Team conducted a meeting to prepare the basic protocols for developing the database.

SCDP has been contracted to carry out research study on Public Private Partnership (PPP) for Better Service Delivery, following a process of competitive bidding. For this purpose, a panel of evaluators was formed in consultation with SCDP and PMIU. The Panel then finalized the evaluation and ranking of proposals, which were reviewed by the Project Management Committee (PMC). PMC recommended Dr. Muhammad Babur for the study on PPP and awarded him the contract, Research on PPP study work has been started and.

Request for Proposals for another study on Improving Early Grade Reading through Innovations has been re-advertised as per decision of PMC. All the shortlisted candidates had exceeded the budget limit of study and the revision were also not under the budget over.

With regards to SCDP support to SED's Research and Development (R&D) Unit, an orientation workshop was held at SED and participated by PD&R staff. The purpose of this workshop was to familiarize PD&R staff and other units/directorates of SED about activation of R&D unit, its objectives and the support of SCDP, and to identify potential areas of research that may form the basis for annual work planning of R&D Unit.

Support was provided to PMIU for enhancing communication capacity, editorial and desktop publishing on SBEP's quarterly newsletter.

SCDP in collaboration with INTEL and SED provided ICT Training to 70 teachers (10 female and 60 male), 175 in school students (125 male and 50 female) and 175 out of school children (125 male and 50 female) in the reporting quarter. Till December 31, 2016, 198 teachers (139 male and 59 female teachers), 805 in-school students and 773 Out of School Children (OOSC) and adults (including 305 adolescent girls of 10-19 years age group were trained.

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The Non-formal Education (NFE) and Alternative Learning Pathways (ALP) Policy has already been finalized through a robust consultative process, that entailed consultation with stakeholders at field, district and provincial levels, through a two pronged approach with a completed pre-policy Situation Analysis in May 2016 followed by draft policy. This draft policy was discussed and finalized during the NFE Conference titled "**Moving towards the Sindh Non-Formal Education & Alternative Learning Pathways (ALP) Policy**" held on December 07, 2016 at Avari Hotel Karachi which was chaired by Honorable Minister of Education and Literacy, Government of Sindh, Mr. Jam Mahtab Hussain Dahar and attended by Chairman- Sindh Assembly Standing Committee on School Education- Mr. Khurshid Ahmed Junejo, members- Sindh Assembly Standing Committee on School Education Ms. Khairunnisa Mughal and Mr. Samar Ali Khan, Ms. Naheed Shah Durrani Managing Director-Sindh Education Foundation, academia, government officials, business and industry leaders, development partners, NFE practitioners, civil society. The ALP policy development process was highly appreciated by all stakeholders and it was fully endorsed by the Govt of Sindh.

The SCDP is tasked to provide training to 142 administrators and officials with USG support. The training of administrators straddles across all four Components. During the reporting quarter 4 officials (3 under Component-1 and 1 under Component-4) have been trained making a total of 40.



# Progress against MSF Indicators

## Progress against MSF Indicators:

Indicator	LOP	Quarter-October to December 2016		Progress Till December 31, 2016		
		Target	Progress	M	F	Total
<b>4.3.2a.</b> Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	<b>142</b>	<b>76</b>	<b>4</b>	<b>35</b>	<b>5</b>	<b>40</b>
<b>LGL 3a</b> - Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR)	<b>1,000</b>	<b>150</b>	<b>44</b>		<b>305</b>	<b>305</b>
<b>4.2.1b.</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, access or management	<b>1</b>	<b>1</b>	<b>1</b>			<b>1</b>

## Break up of Number of Administrators Trained:

<b>4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)</b>	<b>LoP Target Breakup</b>	<b>Progress in Current Quarter</b>	<b>Progress till December 31, 2016</b>
Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	6	-	-
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	3	8
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	40		-
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27		27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	-	-
Tier-1: Minimum of nine high-level provincial officials trained at a US based university.	9	1	5
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10		-
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure	25		-
<b>Total</b>	<b>142</b>	<b>4</b>	<b>40</b>

# Program Activities

**Component 1:****Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)**

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
1.	<b>1-a-1</b> Based on capacity need assessment exercise, a customized capacity building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	-	-	Capacity building plan will be developed in January based on review of PFMRAF and AGP reports.
2.	<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards [Target=100%]	Ongoing	Ongoing	Support provided to transfer pre-audit function to finance; temporary staff support continued.
3.	<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently [Target=Rating 5]	Ongoing	Ongoing	<ul style="list-style-type: none"> <li>• Proposed audit committee composition</li> <li>• Internal Audit Manual along with the following annexures: <ul style="list-style-type: none"> <li>• SBEP PMIU Internal Audit Charter</li> <li>• IA Scope document</li> <li>• Audit Announcement Memorandum</li> <li>• IA Kickoff Deck</li> <li>• Sample Audit Program</li> </ul> </li> </ul>
4.	<b>1-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	Number of administrators and officials trained with USG support [Target=135], 40 for C=1	-	-	Discussions were held with PIFRA officials but focus was shifted to assist Internal Audit and finance function as the priority. Progress has been made in this regards subsequent

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
					to the quarter end by supporting PMIU in drafting communication to Finance Secretary and also aligning Finance Secretary to facilitate PMIU in this regards through discussion.
5.	<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared [Target= TBD]	On demand; not requested yet	On demand; not requested yet	-
6.	<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4 and PC-5.	Number of PC-3, PC-4 and PC-5 prepared [Target=TBD]	-	-	PC4 and PC5 not relevant yet; PC-3 being engaged with M&E team.
7.	<b>1-b-3</b> Annual financial evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted [Target=3]	-	-	Subject to instruction from USAID and PMIU
8.	<b>1-b-4</b> Annual financial reports, risk mitigation reports, accounts and tax reports with regard to the PMIU prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted [Target=3 each]	-	-	Relevant for year-end at June.
9.	<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated [Target=4 manuals]	-	-	Review of PFMRAF Annexures continued.
	<b>1-c-2</b> Minimum of 15 staff members of PMIU	Refer indicator-4.	3	8	Subject to finalization of

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
	inclusive of its regional office trained and observed to be performing their duties efficiently.				capacity building plan.
	<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	-	-	Subject to manuals development
10.	<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	-	1	Achieved

SCDP upon request on Deputy PD facilitate PMIU to create paperless environment and for this at initial stage, SCDP team take complete understanding different functions and system currently running at PMIU and prepare a concept note on "Paperless Environment". This concept paper had been submitted to PMIU in October 2016 for actualizing the concept.

While analyzing needs, training provided to three officials from Finance and Internal Audit functions of PMIU in "QuickBooks Accounting Software and Implementation Challenges at PMIU". This training will facilitate them for performing their duties effectively and efficiently.

For development of effective and efficient Internal Audit function at PMIU, following foundation documents have been prepared and shared the following documents with USAID for review:

1. Internal Audit Manual along with following annexures.
  - a. IA Scope document containing audit objectives, scope of audit, key assumptions, staffing, key risks, timeframe, deliverables and document request list.
  - b. Audit Announcement Memorandum which is sent in advance of the scheduled start date of the audit for logistical purposes.
  - c. IA Kickoff Deck setting out purpose, timeframe, scope and document request list for kick-off meeting with auditee.
  - d. Sample Audit Program setting out procedures to be performed during internal audit. This document is required to be tailored according to PMIU operations which is under process.
2. Internal Audit Charter which specifies its mission, reporting and relationship with audit committee, responsibilities, authority and independence & objectivity of the internal audit
3. Audit Committee Charter containing purpose, membership, responsibilities, relationship of audit committee with internal auditor and meetings related matters,

Feedback from USAID had been received and SCDP team incorporated USAID's comments on these documents.

A series of consultations were undertaken with Internal Audit and Finance Department of PMIU to draw action points on AGP audit observations.

In December 2016, incorporated USAID and PMIU feedback on internal audit and audit committee charters and briefed the Secretary prior to PSC meeting. This was then presented to PSC for approval. The PSC decided for PD to notify the audit committee and the audit committee should approve the necessary documents. PSC did decide to remove the pre-audit function from IA which was an audit finding as well and the function is now being performed by a finance officer.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

In d. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
11.	<b>2-a-1</b> M&E Plan of SBEP implemented and its implementation resulting in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	-	4	One annual exercise of rating has been done by PMIU.
12.	<b>2-a-2</b> Quarterly monitoring report and consolidated annual monitoring report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	2	3	3 Quarterly monitoring reports has been prepared and shared with USAID/ SBEP Partners.
13.	<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	1	4	4 Quarterly reports of PMIU and 1 Annual Report has been prepared and shared with USAID/ SBEP Partners
14.	<b>2-a-4</b> Technical reports and third party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third Party Validation Reports prepared and submitted [Target=TBD]	-	-	TBD
15.	<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC' members trained in monitoring and reporting [Target=240]	-	-	Concept paper developed for selection of indicators, two field visits conducted to check the capacity of SMC members to handle Smart phones and interest. RFQ for procurement



In d. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
					of phones has been made. Hiring of developers for developing of application has
16.	<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	-	-	Working on ideas has been started, soon the initial draft will be shared with M&E Group to take their initial feedback.
17.	<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases develop [Target=1]	-	-	Basic Protocols for M&E prepared and data is being updated. Few indicators have successfully been created in data base.
	<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	-	27	Target achieved
18.	<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	-	-	The position of DG M&E has remained vacant for last three months. New DG has joined in the first week of January 2017. SCDP and PMC member conducted one meeting with new DG and other officer. The meeting has decided one focal point to start working on the concept of strategic Plan
19.	<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal [Target=TBD]	-	-	SCDP is hiring developers for updating web portal and for establishment of linkage. Advertisement has been made and soon the hiring will be finalized.

## **Monthly and Annual Progress Report of SBEP**

SCDP teams provided support to PMIU to prepare monthly progress reports for the months of October-December 2016. PMIU collected monthly reports from all the SBEP Partners and a detailed monthly report presenting progress against indicators was developed. SCDP Team also supported PMIU in preparing the Annual Progress Report for the year October 2015 to September 2016. This report also included the progress for the quarter July – September 2016.

### **Quarterly Monitoring**

SCDP and PMIU team conducted quarterly monitoring visits in the month of November 2016 to validate the data of SBEP partners that was submitted for the quarter July-September 2016. SCDP developed data collection tools and shared it with the SBEP Partners for feedback. After the visit, a comprehensive report was prepared and shared with the partners for feedback through PMIU.

### **Training of School Management Committees**

SCDP has been tasked to provide technology-based trainings to 240 members of SMCs of 106 schools being constructed by SBEP, for monitoring and reporting during the life of the project. SCDP has conducted a mock exercise with one SMC of Gadap Town, Karachi to gauge current level of interest, existing capacities and willingness of SMCs to handle smart phones. Based on the findings of mock exercise, concept paper on "Capacity building of SMCs using Android application" was developed and shared with the USAID and PMC for review. A pre-scope meeting was also conducted with a developer to ascertain the requirements and features of the android application.

### **SCDP Database**

As per the feedback and recommendation of DQA, SCDP's M&E Team prepared its own database on MS Access 2016. All the data has been transferred on it.

### **Annual Work plan exercise**

The initial draft of the work plan was further reviewed during a two-day session held at SCDP in October 2016, which was attended by all the team members.

### **PMIU Database**

SCDP team and PMIU team conducted meetings to prepare the basic protocols of developing database. Route map has been decided and data of four indicators has been uploaded as pilot in data base. The team has targeted to achieve this target till March 31, 2017.

### **M&E Focal Persons Meeting**

Monthly SBEP M&E Focal Group Meeting was conducted on October 31, 2016 at the SCDP office to discuss M&E visits, ethics of inquiry and interaction with the community members during monitoring visits, and ways of improving the quality of narrative reporting.

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
20.	<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	-	Study on PPP awarded.	<ul style="list-style-type: none"> <li>• Two meetings of the Project Management Committee held to discuss the award of contracts for research studies</li> <li>• Study on PPP awarded</li> <li>• Meeting of RCG held</li> <li>• RFP for study on EGR re-advertised. Proposals received are being evaluated</li> </ul>
21.	<b>3-b-1</b> Research dissemination strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	-	-	Consultant hired and work initiated for preparing the strategy
22.	<b>3-c-1</b> Support provided to the ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of ELD's role in policy and program reform [Target=4]	-	-	-
23.	<b>3-d-1</b> Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks	Rating of ELD's capacity in conducting research [Target=4]	-	-	Orientation workshop held with participant from various directorates of SED
24.	<b>3-e-1</b> Support provided to the PMIU to enhance advocacy	Number of Communication	-	-	Editing and desk-top publishing support

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
	and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	strategies prepared [Target=1]			provide to PMIU for Quarterly newsletter

### Conduct Research Studies

The PMC conducted two meetings to discuss the awarding of contracts for research studies. For the study on "Public Private Partnership (PPP) for Better Service Delivery", the top two candidates (in terms of technical proposals evaluated by the Panel) were invited to present before the PMC, which included Dr. Muhammad Babur and Sustainable Development Policy Institute (SDPI). PMC recommended Dr. Muhammad Babur for the study on PPP and awarded him the contract, Research on PPP study work has been started.

For the study on "Improving Early Grade Reading through Innovations", the top two candidates, in terms of technical proposals, included Idara Taleem o Agahi (ITA) and Oxford Policy Management (OPM). The ITA was ruled out due to potential conflict of interest while the price quoted by OPM was significantly higher than the available budget. On the recommendation of PMC, OPM was contacted for further negotiations in terms of their quoted price. However, the revised price proposal was still exceeding the available budget. Therefore, it was decided to re-advertise the study.

Subsequently, a meeting of SBEP Research Consultative Group (RCG) was held on November 14, 2016. The meeting was chaired by Mr. Rehan Baloch, Additional Secretary E&LD. A presentation was made by Dr. Muhammad Babur on the methodology and work plan of study on Public Private Partnership for Better Service Delivery. Discussions were also held on the revision of the scope of the study on Improving Early Grade Reading considering the delay in the commencement of SRP intervention, which is the focus of the proposed study. The Request for Proposals was re-advertised with revised ToRs.

### Provide capacity building support to SED

An orientation workshop on the Activation of R&D Unit of SED was held on November 17, 2016. The purpose of this workshop was to familiarize PD&R staff and other units/directorates of SED regarding the activation of R&D Unit, its objectives and the support of SCDP, and to identify the potential areas of research that may form the basis for annual work planning of R&D Unit.

### Provide support to PMIU to enhance advocacy and communication capabilities:

Editorial and desk-top publishing support to PMIU was provided on quarter newsletter and other communication outputs.

A media/communication expert has been identified to work as consultant on the implementation of communication and research dissemination activities. He will also assist PMIU on implementation of SBEP. He is expected to join the team during the last week of January 2017.

**Component 4: Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
25.	<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	-	1	Completed
26.	<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	-	3.5	Rating tool mechanism was agreed in 2nd meeting. Rating of PPP-N for 1st year was made by Dir-PPPN on September 30, 2016
	<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer indicator 5.	-	-	TBD
27.	<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	-	-	Planned in the current year
28.	<b>4-a-5</b> Education specific PPP management information system developed and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	-	-	Concept is developed and it is to be started during the next quarter
29.	<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	-	-	TBD
30.	<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and	Number of teachers having	70 (10 F, 60 male)	198 ( 139 male and 59 female)	25% achieved.

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
	demonstrate competencies in effective use of ICT in teaching-learning process at schools.	completed training in ICTs [Target=800]			
31.	<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000]	175(125 m, 50 f)	805( 460 male and 345 female)	20% achieved
32.	<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000]	175 (125 m, 50 f)	773 ( 367 male and 406 female)	19% achieved
33.	<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 11-19) residing in project villages participate in ICT literacy programs.  <b>(Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)</b>	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	44	305	30.5% achieved
34.	<b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]	-	-	After long consultative process, draft NFE policy finalized in NFE Conference held on 7 <sup>th</sup> Dec.2016 at Avari Hotel Karachi. Currently under process with the SED for seeking approval of CM.
35.	<b>4-c-2</b> Technical support provided to the ELD for the	Number of ALP Policy Implementation	-	Revised Draft of Implementati	Approval being sought

Ind. No	Deliverables	Indicators, Targets	Progress October-December 2016	Progress till December 31, 2016	Activities Summary
	development of ALP policy implementation framework and its piloting.	Framework develop.		on Framework shared with Dte of L&NFE.	
36.	<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Number of best practices and lesson learned documents prepare [Target=TBD]	-		In process
	<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	-	-	
	<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	1	5	
	<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.		-	TNA for Tier-2 officers conducted
-	<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.		-	TNA for Tier-3 officers conducted

## PPP Node

- The position of Adviser- PPP was re-advertised in October 2016, after the resignation of Mr. Abdul Hadi – ex- Adviser-PPP. After interviews of shortlisted candidates and completion recruitment process, offer letter was sent to Mr. Sanjai Talreja in November and he joined as Adviser-PPP on 15<sup>th</sup> December, 2016 and started usual support to Institutionalization of PPP-Node of E&LD.
- The job description for the position of PPP-Associate has been drafted and subsequently advertised on Deloitte website.
- PPP Node work plan has been revised in consultation with COP and COR
- A meeting was conducted with the Estate agent to discuss the options for the office space of the PPP Node. Site visits were planned for December however since the Director PPP node was on leave, the site visits have been postponed till the 1<sup>st</sup> week of January 2017.

## ICT Trainings

- On 21st October, 2016, a Review Meeting of Pilot Phase of ICT Training under SCDP in two districts of Sukkur & Khairpur was held in the Committee Room of SED, Ms. Aliya Shahid – Special Secretary Schools, SED, Sindh, chaired the meeting. It was attended by 19 professionals from SED, USAID, Intel Education- Pakistan, concerned Regional Directors Education Sukkur, Larkana and Hyderabad, STEDA, BoC/ DCAR, CW, RSU, and others participated. SED agreed to allow district based laptop trolleys if available to be borrowed across schools for 4-6 weeks to enable ICTs training implementation in the targeted SBEP schools of that district. SED will also explore scaling up of the program in schools that have computer labs beyond SBEP schools.
- 2 ICT Trainings of Level-2, Level-3 and Level-4 were arranged simultaneously from the 20th to 31st Oct, 2016 in Jacobabad and Khairpur districts. The month of October also recorded another 131 beneficiaries that were training in these sessions. trained (31 Teachers; 50 in-school and 50 OOS)
  - 31 in-school Level-2 ICT Training was arranged at i) Government Boys High School Hussainabad (SEMIS Code 415050584) - Khairpur District (16 teachers/7 females) and ii) and Level-2 ICT Training held at Government Boys High School Jacobabad (SEMIS Code 412020402), 15 male teachers completed the training.
    - Level-3 30 hours ICTs Training (10 days) was arranged in 2 target schools of Garhi Khero i.e. GGHS and GBHS Garhi Khero, (SEMIS code 412010389 & 412010390 respectively). A total of 50 in-school and 50 out of school adolescents and adults were trained (50 males/50 girls/women) in both schools. The ICTs Training outreach is empowering for all beneficiaries; a second round will take place in November 2016.
  - Two ICT Training programs of Level-2, and three ICT Training programs each for Level-3 and Level-4 were arranged simultaneously from 9th to 21<sup>st</sup> November, 2016 as per detail given below:
    - First in-school Level-2 ICT training of Participant Teachers (P.Ts.) was arranged at Government Boys High School Johi-Dadu (SEMIS Code 402020498), which was attended by 15 teachers. The second in-school Level-2 ICT Training was held at Government Boys High School Ghouspur- Kashmore and participated by 10 male P.Ts.
    - Level-3 ICTs training of in-school students was arranged on the aforementioned dates in three target schools of Jacobabad District i.e. GGHS and GBHS Garhi Khero and GGHS UC-7 Jafarabad-Jacobabad (SEMIS code 412010389, 412010390 and 412 020402 respectively). A total of 75 students attended the training (including 25 girls in first school and 25 boys each in the other two schools respectively).



- Likewise, Level-4 ICTs training of OOSC/Adults was concurrently arranged in the above-mentioned three schools. The training was attended by 25 girls in GGHSS Garhi Khero, 25 Boys in GBHSS Garhi Khero, and 25 boys in GBHSS UC-7 Jafarabad-Jacobabad.
- One ICT Training Program of Level-2 with 14 participants (10 males and 4 female), three ICT Training Programs for Level-3 with participation of 50 boys and Level-4 with participants of 50 (all boys) were organized in December 2016.
  1. Level-3 ICTs training of in-school students was arranged on the 3 schools from Dec. 9-21, 2016: GBHSS Johi-Dadu, GBHSS Ghauspur- Kashmore and GBHSS, Jacobabad, which was attended by total 50 in-school male students (20, 15 & 15 boys respectively).
  2. Likewise, Level-4 ICTs training of OOSC/Adults was concurrently arranged in the above-mentioned three schools. The training was attended by 50 boys in all three schools (20, 15 & 15 boys respectively).
  3. Meeting held with CMP & Intel in CMP Office on 6<sup>th</sup> December, 2016 to discuss modalities for handing over and use of computers for ICT trainings in SBEP schools under SCDP.
  4. Another Meeting held with Intel Education in SCDP office on 8<sup>th</sup> December, 2016 to discuss role of INTEL Education in upcoming ICT training to develop holistic approach for use of SBEP-CMP handing over laptops

#### **Alternative Learning Pathways (ALP)/ Non Formal Education (NFE)**

- The twelfth and final draft of NFE/ALP Policy was completed prior to the conference, "Moving Forward Towards Sindh NFE – ALP Policy" on December 7, 2016. All the feedback that was received was incorporated. Situation analysis and policy document was finalized for printing as the two key knowledge products of component 4-c.
  - Sessions were conducted with three members of the Standing Committee on School Education of the Sindh Assembly in preparation for the NFE & ALP Policy conference in the assembly chambers.
  - The Non-Formal Education (NFE) and Alternative Learning Pathways (ALP) Policy has been prepared consultatively in response to the challenges of 51% out of school children and an adult literacy rate of 58% and in pursuance of the recommendation of Sindh Education Sector Plan 2014-19. Articles 25A and 37b of the Constitution of the Islamic Republic of Pakistan and the requirements of Sustainable Development Goals (SDGs) specifically Goal 4, also necessitate the development and implementation of an NFE and Alternative Learning Pathways Policy.
  - Program design for the conference and other logistic arrangements are being undertaken with the Directorate for NFE/ALP conference. The ALP Specialist was also invited in the discussions, as she would be joining the team prior to the conference.
  - The ALP Policy development began in October 2015 with the formation of sub-committees of NFE task Force meetings and the process continued for more than a year. Earlier in March-April 2016, a pre-policy document: "Situation Analysis Report of NFBE and Adult Literacy in Sindh" was received well by all critical stake holders as a comprehensive document. Thereafter, over a dozen substantive meetings were held to discuss updated drafts of ALP/NFE Policy, resulting in the 12 version of consensus document of draft NFE Policy.
  - The twin documents of Situation Analysis and NFE & ALP Policy were prepared with intensive dialogues with diverse groups at the grass-roots, district, divisional and provincial levels. Districts outreach has included Dadu, Larkana, Kambar Shadadkot, Hyderabad, Sukkur, Jacobabad, Khairpur and 3 towns of Karachi. The 11<sup>th</sup> version of draft NFE/ALP Policy was discussed in detail with the sub-Committee of NFE Task Force on ALP Policy Development on 20<sup>th</sup> Oct. 2016 and feedback received was incorporated in the 12<sup>th</sup> draft. Both documents of NFE Situation Analysis Report and

final draft NFE/ALP Policy were printed and shared in NFE Conference held in December 2016.

- SCDP organized conference on "Moving Forward towards Sindh NFE – ALP Policy" to share the final NFE ALP policy with a cross-section of stakeholders. Over 150 participants including Sindh Assembly Standing Committee on School Education, representatives of the Civil Society, academia, and heads of different government institutions attended the conference.
- Ms. Iffat Nayyer joined SCDP as ALP Specialist on December 5, 2016.
- Conducted meetings with Mr. Riaz Memon- Secretary Colleges (who was assigned additional charge of Secretary SED) and Mr. Baqar Naqvi Additional Secretary to discuss the progress of ALP Policy. Copies of ADLP policy documents were also shared with both.
- Prepared draft summary of NFE policy for seeking approval of CM. The summary is with Secretary School Education Department. Provided assistance to NFE to prepare note on the file and submit file to the line officers of SED for processing approval of the CM.
- 50 sets of ALP/ NFE Policy document and NFE Situation Analysis Report were provided to NFE Directorate, and 5 sets each to Education Minister and Secretary SED offices for ready reference.
- Designed draft outlines of implementation framework of ALP and shared internally for further discussion.
- Developed and shared ALP best practices TOR with SCDP team and USAID.

**Obj- 4-c Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)**

The SCDP is tasked to provide trainings to 142 administrators and officials with USG support. 1 individual was trained during the reporting period, which takes the overall number of trained administrators and officials to 40 marking an achievement of 30% of the overall target.

For 3rd batch of Tier-1 Officer training at Harvard Kennedy School- Harvard University, USA; following pre-departure formalities were completed / processed during this month:

1. Study visit forms of Mr. Waseem were processed
  2. SRFI of ACS by Mr. Lila Ram was arranged.
  3. TNA and course selection requirement of Chief Secretary were met.
  4. Itinerary finalization was processed for Mr. Waseem ACS Sindh.
- A pre –departure orientation for Mr. Mohammad Waseem ACS-P&D Sindh, was held at P&D Committee Room on November 10, 2016 in the presence of USAID senior program managers/advisers for Pakistan and Sindh Dr. Randy Hatfield & Chris Steel. Ms. Alia Shahid, Special Secretary Schools SED also gave a very interesting debriefing of the HKS 3 weeks course to the ACD P&D and USAID /SCDP teams.
  - Mr. Waseem successfully completed his course and returned to Pakistan on November 22, 2016 – a formal debriefing of all 5 officials of Tier 3 is planned in December, 2016.
  - TNA was conducted for Secretary Finance, PD PMIU and Minister Education & Literacy Sindh for the common selected course at HKS scheduled for February 12-17. 2017. Chief Secretary whose formalities had been completed with TNA was transferred from Sindh, rendering the processing done by SCDP inutile.
  - ICTs kits finalized were shared with USAID Senior Management, ACS P&D, Mohammad Waseem and Special Secretary Schools, Aliya Shahid on 10<sup>th</sup> November, 2016.
  - TNA exercise was completed for Tier II and Tier III Officials of SED for regional and inter-provincial study visits –the report was completed on 30<sup>th</sup> November, 2016 by the consultant, which was shared with USAID.

Obstacles /  
Challenges Faced

## Obstacles / Challenges Faced

- PMIU is severely understaffed in M&E and Communications where SCDP team may continue to do hand holding but until the staffing is adequate, the capacity will not be built for assistance and sustainability of SBEP which is the mandate of the SCDP. The vacant position of the Senior Manager M&E needs to be filled as soon as possible.
- Assignment of adequate and relevant personnel at R&D unit remains a challenge. Two officers of the department were designated for the R&D unit while SCDP deployed two Research Associates for providing technical support to R&D unit. It was agreed with the Director PDR that SCDP will hold a series of capacity building activities along with providing mentoring support to R&D staff on a regular basis for developing and implementing their work plan. However, SCDP has been constrained to provide the potential support due to the following issues:
- The Directorate PDR is facing shortage of relevant staff with respect to research and development. The existing R&D staff does not have any background of research and one is about to retire. Moreover, the staff members are not designated to work on a full-time basis. For example, one staff member is primarily responsible for litigation activities of SED and has to travel frequently.
- The unit does not have any budget or inclination to develop a work plan for the above reasons.
- The capacity of the Directorate of Literacy and NFBE in E&LD remains a major challenge due to lack of skills in implementing any project since 2011-12. The current team would have to be complemented by officers who are active in implementation for which a hybrid solution for human resources would have to be found recruiting some officers from the market for a productive 2016-17 where the ALP/NFE Policy finalized would have to be implemented as well Whilst the Secretary E&LD has pushed for this however the score card on hybrid hiring is not a positive one to date (PPP Node).

# Success Stories

## Success Stories

### Picking up from where he left off; re-entering the mainstream-

Saadullah, son of Nasrullah, is 16 years old and lives in taulka Garhi Khero, district Jacobabad. Saadullah dropped out of school after completing primary or grade 5 for about three years ago. Due to poor economic conditions and other family issues, he could not complete his studies and also struggled to make decent income contribution to the family as he practically had no skill. Saadullah wants to go back to school and continue studying until he completes his Intermediate, but the opportunities are bleak and few. With meagre resources to spare at home and no support from any other source, he found it impossible to re-enter the education mainstream. He tried



to enroll in vocational training, programs, however, could neither afford those nor his education level met the admission criteria for vocational programs. The courses in which he could get with primary level education did not offer good job prospects, so Sadullah decided not to spend his time, money, and energy in acquiring non-marketable skills.

The respite came through USAID's SCDP Project which initiated the 10 day ICTs Training for out-of-school children/adolescents and adults at GBHSS Garhi Khero on September 20-30, 2016. After the nomination from Head teacher and SMC members, Sadullah got the opportunity to participate in the 30 hours ICTs Training at GBHSS Garhi Khero. He was very curious and excited to learn new skills. Slowly, but surely he learnt basic computer skills and was acquainted with software, hard ware, MS word, MS Excel, Power Point Presentation and even emails, through the help of very capable trainers.

His continuous desire to re-enter the formal education system led him to re-enroll in class 6 at GBHSS Garhi Khero, Jacobabad. He is intended to keep on advancing his ICT skills. In his own words, 'If I also keep regular practice of basic skills along with continued studies at the same school, not only my grade level will improve, but also my computer skills will be upgraded there. It will pave the way for me to get a part-time job easily'.

Saadullah is happy and thankful to the organizers of this opportunity for ICTs Training, which has led him to improve his life course, re-enter the education system, and learn computer literacy as a digital bonus for 21<sup>st</sup> century skills! Yes he feels more confident and equipped to face many challenges life may throw at him.

\* \* \* \* \*

## A Story of Courage & Empowerment

During field monitoring visit, the monitoring teams came across the inspiring story of Ms. Saweera D/O Mr. Manzoor Hussain and Ms. Bakhtawar D/O Mr. Mula Bux in Hussainabad, District Khairpur. Saweera and Bakhtawar discontinued their studies after completing intermediate level due to family problems. When they heard about a 10 day ICT Training, which was being held in GBHSS Hussainabad, they sought permission from their respective parents to attend it. They participated in the whole training enthusiastically and enjoyed every step of learning.

After completing the course, they wanted their siblings and friends to also learn ICT skills. Both the girls pooled in their savings and also requested their parents to contribute to buy a desktop computer. Saweera's father purchased a computer for Rs. 8,000 and Bakhtawar's father for Rs. 18,000. They both also purchased EVO device for internet facility. Now Saweera and Bakhtawar regularly conduct sessions for their younger siblings, relatives, and community members. In the process, they also get to practice and improve their ICT skills. They requested the monitoring teams to conduct further trainings so they could advance their knowledge and skills.



Ms. Bakhtawar and Ms. Saweera

\* \* \* \* \*

## Walking the Talk – Integrating ICTs in teaching

**Mr. Bashir Ahmed** is a High School teacher and is working at Govt: Pilot Higher Secondary School, District Larkana since 2010.

Ahmed has been a staunch, dedicated, and a dutiful teacher of this school. He has always been convinced of the importance of information and communication technology and wanted to formally train in ICTs use. When SCDP –ICTs Training program launched, Ahmed was nominated for ICTs training and successfully completed 30 hours session with remarkable interest and participation in every activity.

Immediately after the completion of training, he started conducting computer classes in the lab at his school. By searching and browsing, he developed a lesson plan and delivered it very effectively in the class room. Ahmed feels that use of ICTs has helped him move from using textbooks as the only source of content information. Now he explores more about the concept he has to teach along with ways through which he can make students understand the concept in a better and interactive way. "Although I am trying to integrate ICT in my teaching, there is an immense need for continuous support and training for all the teachers to be able to use ICTs in a way that make teaching and learning a meaningful and participatory process" shared Ahmed. \* \* \* \* \*



## Where there is a will, there is a way

During the monitoring visits, the team met Farhan Ali, a 16 year old out-of-school student. He recently attended the 10 day ICT workshop conducted in GBHSS Ghospur, District Kashmore. Farhan currently works at a poultry shop and it was there that Mr. Imdad Malik, teacher at GBHSS Ghospur saw him and convinced him to join the ICT training about to be conducted in the village.

Farhan has always been very eager to learn computer skills but had no information or money to enroll in a training course. He got excited about the prospect of attending computer training, however, it was still very difficult for Farhan to take time out for the 10 day training while also working on the poultry shop. He eventually was able to negotiate it with his employer and attended the training.

In the beginning, he did have a hard time operating the computer equipment, but with the help of the trainers, he was able to learn it. He learned ICTs skills including MS Word, Excel as well as connecting to the internet. Farhan believes these skills will also help him in recordkeeping of day –to- day sales and purchases once he sets up his own business. For now, he wants to learn more about computers and improve his ICT skills.





# Pictures Gallery

## Picture Gallery:



Meeting of Research Consultative Group held on November 14, 2016 at SED



Orientation Workshop on R&D Unit Activation held on November 17, 2016 at SED



Group photo of guests with Mr. Jam Mehhtab Hussain Dahar: Minister for Education. & Literacy Government of Sindh.



Mr. Jam Mehhtab Hussain Dahar and Mr. Asad Ali Shah presenting a shield to Mr. Alam Thaheem-Director L&NFBE



(Left) Ms. M. Alyia Shahid:  
Special Secretary Schools, SED  
(Right) Mr. Khurshid Junejo: Chairman  
Sindh Assembly Standing Committee  
On School Education

Mr. Alam Thaheem-Director L&NFBE, SED  
presenting Sindh NFE & ALP Policy 2016 journey-  
one year on



Conference Key Speakers (L-R):Dr. Fouzia Khan-  
Head Curriculum Wing, SED, Ms.  
Shehla Rashiduddin: Education Specialist, UNICEF,  
Ms. Ohiho Ohashi: Chief Advisor Education- JICA,  
Mr. Asad Ali Shah: Managing Partner Deloitte &  
Advisor SCDP.

Dr. Randy L. Hatfield Senior Policy Advisor &  
Manger SBEP-USAID is receiving award from Mr.  
Jam Mehhtab Hussain Dahar: Minister for  
Education. & Literacy Government of Sindh.



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# SINDH CAPACITY DEVELOPMENT PROJECT

## Quarterly Progress Report

### January to March 2017



Submission: April 2017

Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

ADS	Automated Directives System	PITE	Provincial Institute of Teacher Education
ALP	Alternative Learning Pathways		
AMEP	Activity Monitoring and Evaluation Plan	PMIU	Program Management and Implementation Unit
AOR	Agreement Officer's Representative	PMU	Performance Management Unit
ASER Report	Annual Status of Education	R&D	Research and Development
BOC	Bureau of Curriculum (now called DCAR)	SEMIS	Sindh Education Management Information System
COR	Contracting Officer's Representative	SBEP	Sindh Basic Education Program
DCAR	Directorate of Curriculum & Research	SCDP	Sindh Capacity Development Project
DO	Development Hypothesis	CMP	Community Mobilization Program
DMO	District Monitoring Officer	SED	School Education Department
EGRA	Early Grade Reading Assessment	SMC	School Management Committee
EGMA	Early Grade Math Assessment	SRP	Sindh Reading Program
EMIS	Education Management Information System	STEDA	Sindh Teachers Education Development Authority
G2G	Government to Government	TA	Technical Assistance
GIS	Geographic Information System	TLA	Teaching and Learning Assistant
GoS	Government of Sindh	USAID	United States Agency for International Development
HANDS	Health and Nutrition Development Society	USG	United States Government
ICT	Information and Communication Technology	VTT	VTT Global Strategy and Management Consultancy
IP	Implementing Partner		
IR	Intermediate Result		
IRD	International Relief & Development		
LOP	Life of Project		
M&E	Monitoring and Evaluation		
MEP	Monitoring and Evaluation Plan		
MEP	Monitoring and Evaluation Program		
MSI	Management Systems International, Inc.		
MSF	Mission Strategic Framework		
PC-1	Planning Commission Form 1		
PITB	Punjab Information Technology Board		

# Executive Summary

This is the seventh quarterly progress report of the Sindh Capacity Development Project (SCDP) for the quarter January-March 2017. It is based on the progress, achievements and major activities made by the project during the quarter. The report includes general updates including major personnel changes, progress against the SBEP M&E indicators, progress against project deliverables and summary of activities of each of the four components, and description of some challenges faced during the reporting period. The report ends with a few reflections as well as a photo gallery from the field.

Of the 43 deliverables, 4 deliverables had already been completed before the start of the quarter. Progress has been made against 29 deliverables, including 5 ongoing or support deliverables, and 10 deliverables are pending for reasons mentioned in the report, including the deliverables not being due until the end of the project.

One of the biggest achievements in component 1 was the capacity building plan drafted by the Component 1 team and submitted to PMIU for approval. Component 1 also began work on manuals this quarter with outlines of all the manuals submitted for approval. The first drafts of the manuals are expected to be submitted early next quarter. A third achievement of the Component was a hiring activity that SCDP carried out for PMIU at the request of USAID to expedite PMIU's hiring processes.

Component 2's significant victory was the validation of 7 indicators in their quarterly monitoring visit in 3 districts in Sindh and 3 towns in Karachi. They also began the use of the Kobo Toolbox- an Android application that will make the data collecting processing more efficient and less prone to human error.

Component 3 decided to accept AKU-IED's research proposal for the Early Grade Reading study. This was an essential step to jumpstart a previously delayed deliverable. The PPP research study was also on track with the research group starting field visits during the reporting period.

Component 4 accelerated the speed of their ICT training significantly at all levels. For instance, where they had trained a total of 198 teachers till before January 2017, they trained 105 teachers in just this one quarter. 805 students had been trained in ICT for the entire duration project before January 2017 and 537 new students were trained in just the January to March quarter. 773 out of school children had been trained before 2017 and 531 were trained this quarter. They also increased the gender parity for out of school children and adults and thus 54% of out of school people trained were girls and women. They also started work on the PPP Toolkit, which is expected to be finished in the next quarter.

Some of the challenges that continue to hinder the work carried out include frequent changes of government officials at the top level of SED, PMIU, and D.G. M&E. Government delays are also common which often leads to a slower pace of work. Lack of committed skilled personnel staff at PMIU and in the government generally also continues to deter the progress of the project. It is hoped that the above challenges are countered through better relationship building with the government for better project outcomes.





# 1. Introduction

Sindh Basic Education Program (SBEP) is a five-year long program between USAID and Government of Sindh, Pakistan to achieve “increased and sustained student enrollment in primary, middle and secondary schools’ in seven districts of Sindh and five districts in Karachi

SCDP is a three-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education Department (SED).

SCDP was assigned 44 deliverables for the life of the project which is divided into its four components. The majority of its deliverables are in process as it is mid of the project and some are ongoing support activities. During the quarter in March 2017, new Chief of Party (CoP) Mr. Abdus Sami Khan has joined SCDP as a project lead. A Public Sector Specialist (PSS) has also been hired to support the activities of component-1 and developing manuals for PMIU.

<b>Total number of deliverables</b>	<b>44</b>
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<b>Progress Status</b>	<b>Number of deliverables</b>
Completed	4
In Process	25
Ongoing	5
Pending	10

Deliverable wise activities details are provided in Program Activities section which describes each activity status and the reasons where delay exist. To monitor the progress, indicators have been assigned against each deliverable, the report also describes progress during the quarter and cumulative progress till end of the quarter.

There are 10 indicators assigned by SBEP M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

## 1.1 SBEP M&E Indicators for SCDP

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Dec 2016	Jan 2017	Feb 2017	Mar 2017	Till March 2017	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	198	-	-	105	303	38%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	805	84	453	0	1,342	33.55%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	773	84	447	0	1,304	32.6%
4	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs <b>(Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)</b>	1,000	305	-	208	0	513	51.3%
5	<b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting	240	-	-	-	-	0	0%
6	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	TBD	4	-	-	-	4	
7	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	0	1	0	0	1	100%
8	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	40	0	0	0	40	28%
9	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD to effectively carry out its mandate	TBD	3.5	-	-	-	3.5	
10	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	0	0	0	0	0	0%

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets, annual targets for the year 2016-17, actual progress in the year so far and total progress:

S.No.	Indicators	LOP	Target Oct 2016- Sep17	Actual Oct 2016- Sep 17	Total Progress
1.	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1000	639	252	513
2.	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	106	04	40
3.	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	1	1

### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress in Current Quarter	Progress till March 31, 2017
Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	6	-	-
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	-	8
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	40	-	-
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	-	-
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	9	-	5
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10	-	-
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	-	-
<b>Total</b>	142	-	40

## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

**Total Number of Deliverables** 12

Progress Status	
Completed	1
In Process	8
Ongoing	1
Pending	2

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary	Status
1.	<b>1-a-1</b> Based on capacity need assessment exercise, a customized capacity building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	-	-	Draft sent to PMIU for review	<b>In Process</b>
2.	<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards [Target=100%]	Ongoing	Ongoing	Implementation of PFMRAF recommendation ongoing. Further assistance not yet requested.	<b>Ongoing</b>
3.	<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently [Target=Rating 5]	-	-	Note for Chief Secretary for audit committee notification approved. Notification from SGA&D awaited. Reporting of the head of IA changed to PSC. Draft of IA	<b>In Process</b>

					manual submitted and input received for finalization	
4.	<b>1-a-4</b> <b>Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.</b>	Number of administrators and officials trained with USG support [Target=142], 40 for C=1	-	-	Four Nominations for SAP training have been forwarded to Finance Department by PMIU.	<b>In Process</b>
5.	<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared [Target= TBD]	On demand; not requested yet	-	Initial rounds conducted with PMIU team.	<b>In Process</b>
6.	<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Number of PC-3, PC-4 and PC-5 prepared [Target=TBD]	-	-	Not due till the end of the report. PC-4 and PC-5 reports shall be drafted after the completion of the project.	<b>Pending</b>
7.	<b>1-b-3</b> Annual financial evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted [Target=3]	-	-	Subsequent instructions have been received from USAID to proceed with External Financial Evaluation.	<b>In Process</b>
8.	<b>1-b-4</b> Annual financial reports, risk mitigation reports, accounts, and tax reports with regard to the PMIU prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted [Target=3 each]	-	-	Not requested yet	<b>Pending</b>
9.	<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E	Number of Manuals prepared and translated	-	-	Manual for HR developed and submitted to PMIU for input. Shortlisting and	<b>In Process</b>

	that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	[Target=4 manuals]			testing completed for staff to be hired, awaiting interviews. JDs prepared and submitted with Staff Rationalization analysis has also been made part of the manual.	
	<b>1-c-2</b> Minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	3	8	Subject to finalization of capacity building plan.	<b>In Process</b>
	<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	-	-	Subject to manuals development	<b>In Process</b>
10.	<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	-	1	Achieved	<b>Completed</b>

## Progress Update:

### General Update

Progress in this quarter continued as before with ongoing support tasks conducted when PMIU requested them. However, progress was still made on several other deliverables with one deliverable coming close to being achieved.

### Preparation of Capacity Building Plan

The drafting of the Capacity Building Plan was one of the most significant achievements of the quarter for Component 1 with the deliverable nearing achievement this quarter. The team drafted the capacity building plan with input from multiple stakeholders and taking specifically the PFMRAF and AGP recommendations into account. The draft was finished in March and sent to PMIU for review. After extensive meetings and comments, a version incorporating comments from PMIU, USAID and other stakeholders was drafted and is under internal review.



The deliverable is behind on its target due date, but now the process has accelerated and the team is hopeful that the deliverable would be achieved in the next quarter.

### **Preparation of Manuals for PMIU**

One major deliverable of this quarter was the creation of draft outlines of HR, Finance, Internal Audit and M&E manuals. The manuals provide a comprehensive set of guidelines to PMIU to carry out tasks in an effective and efficient manner. Submission of the manuals is one of the major deliverables of Component 1. Moreover, the team is intending to draft the manuals in a way that would allow them to be sustainable beneficial documents to various government agencies even after SBEP project is complete. The hiring of the Public Sector Specialist towards the end of February 2017 expedited the manual drafting process that had been slow in the last quarter as he provided valuable support into the workings of the government.

While this deliverable is falling behind on the target due date set in the work plan, work on most of the draft has been completed and is anticipated to be finished in the first week of April 2017 and sent to PMIU for review and is on track to be finished in the next quarter.

### **Assistance in hiring employees for PMIU**

The Component 1 team was asked by USAID to assist PMIU in their hiring process. SCDP made arrangements with SZABIST, a local university, to hold a Computer-Based Test that assessed the language and math skills of the applicants as well as their knowledge of the function area in which they wanted to work on. The entire hiring activity was a transparent efficient process where access to questions was controlled carefully and the test results were submitted to PMIU the same day. While hiring as a result of this activity has still not taken place, the activity certainly sped up the hiring process and may ensure that capable staff members are hired at PMIU.

### **Support Provided for Internal Audit Functions**

Support for the internal audit functions continued steadily with Component 1 team providing assistance to PMIU Finance team to improve their pre-audit functions. While Component 1 is continuing their activities, there are delays caused by the government as the audit committee has yet to be constituted, an important step in the internal audit process.

### **SAP Training Nominations**

The SAP training is still pending from the government's side. However, one significant activity is that PMIU has nominated four people to the Finance Department so they can receive SAP training.

### **Other Deliverables**

Deliverables such as PC-3 and PC-4 reports will not be due in the life of the project. The financial evaluation of PMIU is scheduled to be worked on in the next quarter. And some of the training deliverables are dependent on the finalization of the capacity building plan. However, overall the progress has been substantial.

## **Major Activities during the Quarter:**

### **1.1 Support for Audit and Pre-Audit Functions**

SCDP provided on the job support to the PMIU Finance team to improve their international and pre-audit functions. A part of this task was to increase the extent of the review of system and PFMRAF reporting while also identifying capacity building areas for the plan.

A summary explaining the internal audit requirements was sent to the Chief Secretary. However, apart from receiving confirmation from the Finance Department, there has been no new development as the constitution of Internal Audit Committee has not taken place.

Similarly, the request for access to SAP is also pending with the GoS Finance Department as the concerned Additional Secretary was traveling for work.

Pre-audit support through staff deployment to the finance function continued. In the following weeks, the finance staff will be initiating and executing the function.

The audit committee notification is pending approval from the SGA&D department and is being followed up with.

## **1.2 SAP Training**

Follow-up continued with SAP's training arrangements and the Audit Committee's notification. The Public Sector Specialist worked closely with PD PMIU to respond to certain communications. The nomination for SAP training has been forwarded to Finance Department. Currently, the team is waiting for a response regarding access from the Finance department who in turn are waiting for a response from CGA, Islamabad. The team will continue to follow this up.

## **1.3 Engagement of Public Sector Specialist**

Public Sector Specialist (PSS) was engaged during the reporting period and contributed significantly to systems review and program planning. PSS also conducted several discussions with PMIU, USAID, and Halcrow representatives.

The PSS also provided significant input on the financial and policy matters being faced by PMIU while also providing comments on the PC-1 currently being revised.

## **1.4 Draft Manuals**

Draft outlines of the manuals were shared with PD PMIU and relevant area personnel for consultation on the contents of the manuals being drafted. Drafting for the Human Resources, Procurement and M&E manuals continued during the latter part of the month and are anticipated to be completed in April with the involvement of Public Sector Specialist.

## **1.5 Capacity Building Plan**

The Capacity Building Plan development approach was altered after a meeting with PMIU and USAID. In the meeting, it was decided that system's review on all SBEP related areas would be undertaken where the staff would also proactively identify areas for improvement. In addition, capacity building plan and other interventions will take account of findings and recommendations in PFMRAF report and AGP reports.

Consultation meetings were held with PD PMIU in addition to the meetings with individual functions in the past to finalize the draft of Capacity Building Plan which was completed in March and shared with PMIU for PD's input. This was followed by detailed interactions with the PMIU staff to understand their systems. Since M&E is an area where significant reliance is on SCDP support, SCDP M&E team's input was also sought. For procurement, two detailed meetings were held with the construction consultant, Halcrow for their role in the procurement cycle as highlighted by the PFMRAF filled questionnaire. The meetings provided significant insights into the development of capacity building plan that is now under internal management review and will soon be shared with USAID and PMIU for their comments.

## **1.6 SCDP support to PMIU in testing and Hiring of Staff**

Deloitte provided assistance to HR by initiating recruitment and procurement processes for expert testing service. PMIU Selection Committee will primarily use this service.

In connection with the ongoing recruitment process at PMIU, USAID requested SCDP to assist in arranging a test planned by the PMIU management for the shortlisted candidates. After necessary budgetary approval, services of SZABIST were procured to arrange a computer-based test for which test papers were compiled by SCDP. All necessary logistical and administrative arrangements were made keeping relevant personnel in the loop including PMIU and USAID. The test was conducted satisfactorily and results were communicated immediately for PMIU's perusal.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	
<b>Completed</b>	1
<b>In Process</b>	5
<b>Ongoing</b>	-
<b>Pending</b>	4

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary	Status
11.	<b>2-a-1</b> M&E Plan of SBEP implemented and its implementation resulting in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	-	4	Annual exercise. Will take place in Sept 2017. In Sept 2016, PMIU rated SCDP 4 out of 5.	<b>In Process</b>
12.	<b>2-a-2</b> Quarterly monitoring report and consolidated annual monitoring report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	1	5	4 Quarterly Monitoring Reports and 1 Annual Monitoring Report have been prepared and shared with USAID/ SBEP Partners.	<b>In Process</b>
13.	<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP in a timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	1	5	4 Quarterly Progress Reports and 1 Annual Progress Report of SBEP have been prepared and shared with USAID/ SBEP Partners.	<b>In Process</b>
14.	<b>2-a-4</b> Technical reports and third party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third Party Validation	-	-	TBD- Not requested till date.	<b>Pending</b>

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary	Status
		Reports prepared and submitted [Target=TBD]				
15.	<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC' members trained in monitoring and reporting [Target=240]	-	-	An Activity Plan with complete methodology and scope of work has been prepared and shared with PMIU for inputs and suggestions.	<b>In Process</b>
16.	<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	-	-	The activity has not yet been initiated, planning to work on it in the coming quarter.	<b>Pending</b>
17.	<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases develop [Target=1]	-	-	Database for SCDP indicators has been prepared and will be presented to PD and USAID in the coming weeks; work on other partner's data is in progress.	<b>In Process</b>
	<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	-	27	Target achieved and 27 participants have been trained.	<b>Completed</b>
18.	<b>2-b-3</b> Support provided to M&E Directorate to develop a strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	-	-	New DG joined in the first week of January 2017. SCDP M&E team and PMC member conducted one meeting with new DG and other officers. As a result of the meeting, one focal person from	<b>In Process</b>

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary	Status
					DG M&E to start working on the concept of Strategic Plan.	
19.	<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal [Target=TBD]	-	-	Not started yet, the developer has been hired and the team plans to start this activity in the coming quarter.	<b>Pending</b>

## Progress Update:

### General Update of the Monitoring and Evaluation Component

A significant achievement that will certainly help the team is the appointment of the new Chief of Party for SCDP this quarter. The Chief of Party has already provided valuable guidance to the M&E team and began the hiring process for a team leader for Monitoring, Evaluation, and Research. A candidate, Dr. Fatima Dar, was selected and her name was sent to USAID for vetting. This is a major accomplishment as the position of Team Leader was vacant for several months and the new Team Leader will be available to provide critical input needed to improve the quality of deliverables.

### Successful Validation of Indicators through Field Monitoring

The team successfully carried out the Quarterly Monitoring Visit to validate progress each partner reports against its targets and note sustainability issues. The team managed to validate progress on 7 indicators. Another victory was the debut of the Kobo Toolbox- an android application where forms can be filled on a smartphone and data is stored in a secure database. The use of the Kobo Toolbox along with paper-based monitoring tools may help in lessening data entry errors and allow the team to verify the data they collected. Additionally, it will make data entry faster and more efficient.

The M&E Team disseminated the quarterly monitoring report to internal and external stakeholders on March 27<sup>th</sup> describing the details of their visit and the validated indicators. One area where the team fell short was meeting the deadline on the quarterly monitoring report. The team also noticed that the quality of the report was not quite up to the standards it could be. Thus, the hiring process for a quality assurance specialist also began. Hopefully, these new additions to the team will improve the timeliness and deliverables of all the reports.

### SCDP and SBEP Progress Reports Circulated

The team continued with writing SCDP monthly and quarterly progress reports as well as providing substantial support to SBEP's monthly and quarterly reports. In the quarter, they wrote 3 monthly reports and one SCDP quarterly progress report. The SBEP quarterly report, in particular, were consolidated by SCDP using the progress report each partner submitted to USAID. As with the monitoring report, the team noticed that the progress reports, too, could

be written better and thus took steps to remedy this problem by hiring a quality assurance specialist. Thus, while the deliverable continues to be on track, the team is taking steps to improve the quality of the deliverable.

### **Decisions Taken in Monitoring Process Meeting**

A meeting was held with the M&E teams and Chief(s) of Party of SCDP, SCMP, and SRP to ensure that the partners agreed on certain key elements of the monitoring process. Some of the major decisions that all the partners committed to were that partners would share their annual and quarterly targets for each indicator assigned to them and that there will be pre and post validation meetings after the monitoring and evaluation visit. This agreement was a major step that would play a part in improving both the monitoring reports and more importantly the quality of information being sent to USAID by measuring how well each partner is doing against the target they set for themselves and if the program is on track.

### **Activity Plan of SMC Training**

A major achievement of the deliverable was designing an activity plan for the training of 240 SMC members. This activity plan provides not only the rationale and objective of the particular activity but also lists out the steps the team needs to take to carry out this activity. The team also hopes to model other activity plans after this. While timelines have been set in the activity plan, SCDP will have difficulty meeting the original due date. However, the team has taken steps to start the hiring process for a consultant to carry out the activity and is on track to achieve the deliverable by September 2017.

### **Activity on M&E Database**

SCDP and PD PMIU M&E teams worked together to create an SCDP indicator database. While the team continues to lag behind on the target deadline originally assigned, some progress has been made such as the hiring of an SCDP IT specialist to assist in this task. The team has agreed to take a more proactive approach towards this deliverable next quarter and set timelines and engage all the stakeholders to ensure that this delayed deliverable is achieved in the next two-quarters.

### **M&E Strategic Plan & Dissemination Strategy**

Work began on the strategic plan with a meeting with Directorate General Monitoring and Evaluation- Sindh. However, this is a deliverable that the team has fallen behind on. Moreover, the M&E dissemination strategy has not been worked on at all. The new Team Leader appointed has experience with monitoring and evaluation in education and will hopefully accelerate the progress of both these deliverable after she joins.

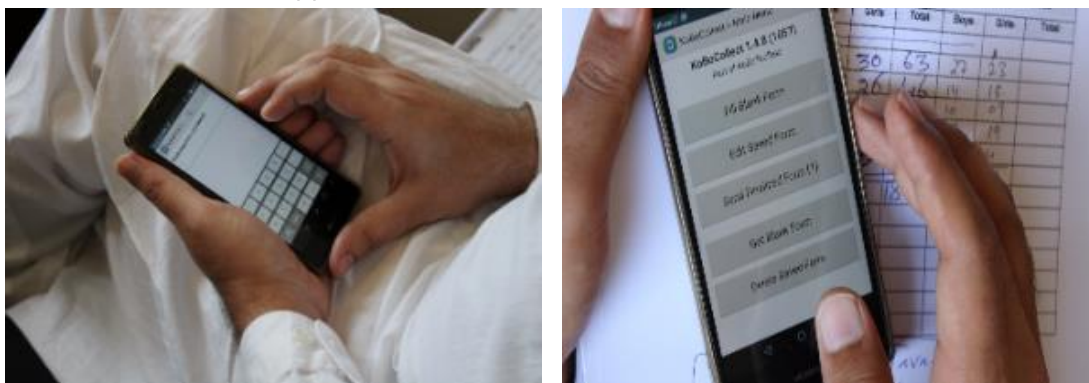
## **Major Activities during the Quarter:**

### **2.1 Quarterly Monitoring visit**

SCDP M&E team along with PMIU M&E team conducted quarterly monitoring visit to document and validate progress and challenges under SBEP during the period of October- December 2016. The Progress was made to validate the data reported to PMIU and USAID by the implementing partners during the reporting quarter. The purpose was to observe and document evidence and observations against the selected SBEP M&E Indicators. The visit was made on February 12 -22, 2017 in three program

districts namely Larkana, Kambar Shahdad Kot and Khairpur and three towns of Karachi including Gadap, Orangi, and Lyari.

During the visit, the teams debuted the use of Android application Kobo Tool Box through their smartphones for collecting data. As a precautionary measure, both e-forms and manual forms were used. After this successful experience, monitoring teams will use Kobo Toolbox application in future visits



**Data Collection through Android Based Mobile Application**

## **2.2 SBEP Monthly Progress Reports**

SCDP provided technical support to PMIU to prepare the Monthly Progress Reports for the months of January, February and March 2017.

## **2.3 SBEP Quarterly Progress Report**

SCDP prepared SBEP Quarterly Progress Report for the quarter October–December 2016 and was shared with the PMIU and USAID. SCDP received the quarterly progress reports of SCMP, SRP and compiled them together to generate the summarized copy of the report.

## **2.4 SBEP M&E Focal Persons Meeting**

M&E focal person' meeting of all SBEP Partners was conducted at the SCDP Office. The meeting discussed the overall findings of last quarterly monitoring visit and feedback of partners on shared draft report. Partners input and suggestions were also noted for future visits.

## **2.5 SBEP Stakeholders Meeting**

SCDP M&E team and CEO Deloitte Pakistan participated in the SBEP Stakeholders meeting organized at the Sindh Reading Program (SRP) office. SCDP presented the summary of findings from last quarterly monitoring visits. This meeting was held on 31<sup>st</sup> January 2017.

## **2.6 Monitoring Process Session with SCMP and SRP**

A meeting was conducted with SCMP and SRP on 14th March 2017 and the Chief of Party(s) along with the M&E teams attended the meeting. A four-point agenda was discussed and some important decisions were made. The four-point agenda included;

- Review of the monitoring framework and process
  - Confirmation of figures (M&E Matrix 2015-16)
- Feedback from SRP and CMP on M&E Annual Report findings
- Agreement on structure of M&E process and structure
- Reporting and timelines

**Following action points were agreed**



- Reporting against the targets and achievements will be quarterly and annually as per the frequency of the indicators. Where targets are not met, an explanation may be added at the time of reporting. The format has been shared by SCDP.
- There will be pre and post validation meetings among all the SBEP M&E teams before the quarterly monitoring visit.
- The use of generic words such as some/often/frequent should not be used in monitoring reports.
- SCDP has revisited the data collection tools which will be shared with the partners by this Friday.
- SBEP Partners will go through the tools prepared by SCDP and will share feedback by 24th March 2017.
- M&E Focal Person meeting will be called on 2nd week of April 2017 to work on SBEP M&E Plan.
- Operational Plan (M&E Plan) after focal group meeting will be shared with USAID CORs for further comments.
- M&E Teams of SRP and CMP will sit with their Chief of Partys to orient on PIRS requirements and alignment with respective programs.
- Sampling methodology was already shared with USAID M&E team, any modification or changes will be informed accordingly.
- SCDP is tasked to develop M&E Database Dashboard for PMIU. It is already in progress and the first view of M&E Database Dashboard will be shared with partners.



**Discussion on SBEP M&E Process by SBEP's partners**

## **2.7 Activity Plan for SMC Training**

An Activity Plan with complete methodology, the scope of work and schedule of activities prepared and shared with PMIU for inputs and suggestions.

## **2.8 SBEP M&E Database**

Database for SCDP indicators has been prepared by PMIU and SCDP M&E teams. A series of consultation sessions were made to finalize the database requirements and methodology of work. The initial stage will be shared with PD PMIU and USAID for clearance and activity schedule will be prepared for other partner's data.

## **2.9 Strategic Plan for Directorate General M&E**

A planning session was conducted with DG M&E Director General and staff on the development of Strategic Plan for the Directorate. The focal person was assigned the task to initially start working on the key documents required as per agreed format.

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	
<b>Completed</b>	0
<b>In Process</b>	2
<b>Ongoing</b>	1
<b>Pending</b>	2

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	
20.	<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	-		Both the studies have been awarded. Research work is underway	<b>In Process</b>
21.	<b>3-b-1</b> Research dissemination strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	-	-	Work is underway for preparing the strategy. A meeting was held with the research team of the PPP study.	<b>In Process</b>
22.	<b>3-c-1</b> Support provided to the ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of ELD's role in policy and program reform [Target=4]	-	-	The activity is on hold since adequate staff at R&D Unit has not yet been appointed by SED.	<b>Pending</b>
23.	<b>3-d-1</b> Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the	Rating of ELD's capacity in conducting research [Target=4]	-	-	The activity is on hold since adequate staff at R&D Unit has not yet been appointed by SED.	<b>Pending</b>

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	
	baseline/benchmarks					
24.	<b>3-e-1</b> Support provided to the PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	Number of Communication strategies prepared [Target=1]	-	-	Editing and desktop publishing support provided to PMIU for its Quarterly newsletter	<b>Ongoing</b>

## Progress Update:

### General Update

Work on this component in the said quarter had a few major breakthroughs that will speed up some of the pending work especially with regard to the research studies. However, the pending deliverables may continue to be delayed but some significant stakeholder engagement process has been initiated and the team is coming up with solutions to work on some pending deliverables.

### Major Decision Reached About Research Study

One of the team's biggest achievements was deciding the organization that would carry out the second research study based on the Early Grade Reading intervention SBEP is implementing. Component 3 was tasked by USAID to engage external research organizations to carry out two research studies studying two interventions carried out by SBEP. While one research study on Public Private Partnerships has already been awarded, the second research study had been on hold due to a lack of quality proposals as well as changes in the intervention model. In order to resolve the lack of quality proposals problem, the team on the advice of PMC, directly contacted well-known research organizations to ask them to submit proposals. AKU-IED showed interest and submitted a proposal, which was reviewed by PMC. PMC finally decided to award AKU-IED the research project when they submitted a revised proposal that met what they had envisioned. Thus, while this deliverable is delayed and is unlikely to be achieved by December 2017, work is underway and this has been a major breakthrough in the component that will speed up a previously halted project.

### First Round of Field Visits

The research study on Public Private Partnerships awarded to consultant Dr. Muhammad and his team has also made a noteworthy step this quarter as the team has conducted the first round of field visits. The team expects to start analyzing the gathered data soon. This bodes well for the research study as actual activity has now started.

### Clarification of Communication Support Provided to PMIU

Another meeting with PMIU Communications Team was held to set expectations and clarify their scope of work. For the past few quarters, there had been a growing concern that SBEP PMIU had not been utilizing the communication support SCDP was providing. Thus, a clarification of expectations from both sides was needed to ensure that the team was building SBEP's communication department's capacity development and performing high-level tasks

that PMIU could not perform in-house instead of performing tasks ad hoc. This achievement and clarification of roles are expected to increase the level of support SCDP can provide to PMIU.

### **Stakeholders Engagement**

There is still a chance that the team will not be able to meet their deliverable to provide capacity training to R&D unit of SED because the R&D unit currently does not have enough available personnel to be trained and the two staff members available do not seem interested in the training. However, steps are being taken to remedy this particular problem as well. The team has asked the new SCDP Chief of Party to connect with PD PMIU to reach out to different government officials in SED to build ownership within the government and engage them in the process.

## **Major Activities during the Quarter:**

### **3.1 Research Work**

Research work on the study “Public Private Partnership for Better Service Delivery” continued in this quarter. Inception report of the study was reviewed by the stakeholders and comments/suggestions were incorporated by the consultant. The first round of field visits and interviews with stakeholders was completed.

### **3.2 Research Proposals**

In response to the Request for Proposals for the study “Improving Early Grade Reading through Innovations”, 8 proposals were received. A meeting of the Evaluation Panel was held on January 20, 2017. Proposals were reviewed and the ranking was finalized.

A meeting of the Project Management Committee (PMC) was held on February 10, 2017, to review the shortlisted proposals. Shortlisted candidates were called to present to the PMC on February 16, 2017. Both the firms were asked to re-submit their proposals after incorporating the comments/suggestions made by the PMC.

The revised proposals on EGR study submitted by two selected firms— Management & Development Centre and Info Tech—were rated as below average by the Project Management Committee (PMC) on the basis of the quality of technical proposal and capacity of proposed research team to undertake the assignment. Considering the situation that two rounds of issuing Request for Proposals had not yielded the desired results, PMC suggested that research institutions having strong technical capacity and experience in the required field be contacted directly to submit proposals if they are interested. In this regard, Oxford Policy Management (OPM) and Aga Khan University Institute for Educational Development (AKU-IED) were contacted. OPM did not show any interest due to the limited available budget for the study while AKU-IED agreed to submit a proposal and were invited to present after they submitted the proposal.

AKU-IED team presented the proposal. AKU-IED was requested to submit a revised proposal in accordance with the comments/suggestions made by the PMC. The revised proposal was evaluated and approved by the Evaluation Panel. AKU-IED was requested to submit the financial proposal. The study will be awarded after review of the financial proposal.

### **3.3 Communication support by SCDP**

Two meetings of SBEP Communication Group were held in January and February 2017. A Communications Associate was hired during January 2017 to work on implementing Research Communication Strategy and for providing support to PMIU for implementation of SBEP Communication Strategy. A meeting was also held with Manager Communications PMIU to have detailed discussion on the nature and scope of SCDP’s support to PMIU regarding the implementation of SBEP Communication Strategy.

### **3.6 SBEP coverage on Social Media**

In order to boost up posts on SBEP Facebook page, two short video posts were selected on a trial basis including 'School based activities in GHS Abad Lakha Sukkur' and 'A girl child expressing delight at her new school building'. The first post has reached more than 28,000 people and the video was watched by 6,000 viewers. About 32,000 people saw the second post and 7,800 people watched the video.

Desktop publishing support was provided to PMIU for backdrop/panels to be placed on the SBEP staff at Karachi Literature Festival (KLF).

**Component 4:****Strengthen capacities, systems, and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	17
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<b>Progress Status</b>	
<b>Completed</b>	2
<b>In Process</b>	12
<b>Ongoing</b>	1
<b>Pending</b>	2

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	Status
25.	<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	-	1	Already Completed	<b>Completed</b>
26.	<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	-	3.5	Rating Tool will be updated at the end of Sept 2017. This is the rating given at the end of Sept 2016.	<b>In Process</b>
	<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer indicator 5.	-	-	TBD after joining of new HR Personnel, approved by the CM.	<b>Pending</b>
27.	<b>4-a-4</b> Standardized PPP toolkits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	-	-	Planned in the current year. First Draft of the Outline of PPP Guide & Toolkit has been prepared.	<b>In Process</b>
28.	<b>4-a-5</b> Education specific PPP management information system developed and support	Number of Education Specific PPP MIS developed	-	-	A concept paper has been developed and the activity will start next	<b>Ongoing</b>

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	Status
	provided to the ELD for its effective utilization.	[Target=1]			quarter.	
29.	<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	-	-	Advisor PPP visits PPP Node Office on an almost daily basis and provides support to director PPP as needed.	Ongoing
30.	<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in the effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	105	303	Females: 31% (209 Male, 94 Female)	In Process
31.	<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning especially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	537	1,342 Students in Grades 6-10	37.7% Females (835 boys and 507 girls)	In Process
32.	<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	531	1,304 OOS Adolescents and Adults	53.9% Females (600 male and 704 female participants)	In Process
33.	<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 11-19) residing in project villages participate in ICT literacy programs. <b>(Note: this indicator is a sub set of Sub-Obj-2.2.c above and its</b>	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	208	513		In Process



Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	Status
	<b>figures are included in the referred indicator)</b>					
34.	<b>4-c-1</b> Assist ELD for the development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]	1	1	Already Completed and given to the Chief Minister for approval.	<b>Completed</b>
35.	<b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.	Number of ALP Policy Implementation Framework develop.	-	Revised Draft of Implementation Framework shared with Directorate of L&NFE.	Draft Implementation Plan ready for sharing with ALP/NFE Task Force Subcommittee to get their feedback.	<b>In Process</b>
36.	<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Number of best practices and lesson learned documents prepare [Target=TBD]	-		ALP Specialist will prepare an outline of the process for the collection of best practices.	<b>Pending</b>
	<b>4-d-1</b> Capacity needs assessment conducted and shared with ELD and USAID.	Refer indicator-25.	-	-	TNA already completed for all 3 tiers.	<b>In Process</b>
	<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US-based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	-	5	TNA for 3 of the remaining 4 has been completed. TNA questionnaire for Chief Secretary has been given to him but has not yet been completed by him.	<b>In Process</b>

Ind. No	Deliverables	Indicators, Targets	Progress January-March 2017	Progress till March 31, 2017	Activities Summary during the Quarter	Status
	<b>4-d-3</b> Tier-2: A minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.		-	TNA for Tier-2 officers conducted. Anticipated date of travel is September 2017.	<b>In Process</b>
-	<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.		-	TNA for Tier-3 officers conducted. Anticipated date of travel is May 2017.	<b>In Process</b>

### Progress Update:

#### General Update:

The component has made substantial progress in this quarter and one of the main improvements has been the acceleration of speed at which some of the targets have been achieved. The team has adjusted mostly well to the new Chief of Party and the PPP Advisor hired in the last quarter has been making progress in the PPP area.

#### ICT Trainings:

One major achievement has been the number of ICT trainings conducted this quarter. ICT trainings teach teachers, schoolchildren, out of school children and adults valuable basic computer skills. While previously the ICT training had been progressing steadily, in this quarter the team systematically set out to almost double the progress made last year. They increased the number of teachers trained from 198 to 303. The number of in school students increased from 805 to 1342 and the number of out of school children increased from 773 to 1304. The hiring process for the new training and learning coordinator also began towards the end of the quarter to further improve progress on the ICT trainings.

Another major victory for the project has been improving the gender balance for out of school children and adults who participate in the training. While training for in-school students is restricted to schools with computer labs, which are disproportionately boys' schools, the training for out of school children and adults does not have those particular limitations. They noted this learning for future use, to ensure proportionate allocation of computers to girls'

schools when new computers for schools came in. The team then decided to improve the gender balance in the ICT trainings wherever possible. Thus, by the end of the reporting period, the percentage of out of school girls and women who had been taught ICT skills was 54% of the total out of school children and adults. Thus 704 out of 1304 people trained were female.

While progress made in the ICT trainings has been substantial, there is a large chance that the team will not be able to achieve the deliverable by the due date specified because there are not enough computers in schools for training in school students. This issue has been conveyed to the other partners and USAID, and one of the partners has agreed to purchase computers for the schools. This deal is currently in process and has been delayed by external factors. Thus, unless the transaction is completed, the progress will most likely come to a halt by the middle of the next quarter due to this reason.

### **PPP Node**

One substantial achievement of this quarter has been the progress made on the PPP toolkit. While this deliverable is not due until next year, work was started on this deliverable because some of the other PPP related work had slowed down due to bureaucratic delays. The toolkit was seen as a deliverable that can be achieved in-house without substantial support from external agencies. Thus, a draft outline of the toolkit was written and submitted to stakeholders for input. The toolkit is on track to be finished by end July 2017 and then disseminated to other stakeholders for input.

The ongoing support tasks that the PPP Advisor provides have continued from the last quarter, with PPP advisor preparing note and note sheets in order to further public-private partnerships with EMOs. However, despite best efforts from the team, the process of renting PPP Node office and the process of hiring PPP officials at ELD remain slow. One reason for this is bureaucratic delays and frequent changes in interpreting the recruitment rules. As a result, neither of these activities has been conducted despite efforts by PPP advisor to support the government in these tasks.

### **Implementation of ALP Strategy:**

Building on the success of the launch of the ALP policy from last quarter, the team has sent the policy to the Chief Minister for approval. The team also developed an implementation framework for the ALP policy and held meetings with both USAID and the government of Sindh on how to best implement it. While work on implementation framework has only just begun, these early meetings have provided substantial input. Similarly, an important meeting was held between the Secretary of Education, SCDP delegation led by Asad Ali Shah and SCDP COR, Lila Ram. The meeting allowed SCDP to update the Secretary on important developments of the project and incorporate his valuable input.

### **Training of Government Officials:**

While the training of government officials is not going to be achieved by their due date, there has still been some progress and TNAs of almost all of the Tier 1 officials completed. The team also plans to pick up speed by creating activity plans for both tiers of training in the next quarter and setting appropriate timelines.

## **Major Activities during the Quarter:**

### **4.1 PPP Node**

#### **4.1.1 Renting of office for PPP Node, SED**

In order to rent the PPP Node Office, the SCDP team conducted several meetings with the PPP Node and School Education Department. One of the first tasks undertaken as a result of those meetings was the formation of a Procurement Committee to handle the procurement of good and services (specifically to pay the real estate fees associated with renting the office). The Procurement Committee was notified on January 25<sup>th</sup>, 2017.

In a follow-up meeting with the Secretary of Education, the Procurement Committee was withdrawn in the first week of March 2017, because it was erroneously believed that the correct due process had not been followed for notifying the Committee. However, after a detailed meeting with the Secretary, the misunderstanding was cleared up and the notification of the Procurement Committee stands valid and operative.

Draft Bidding/Tender Document for renting the office space is being prepared currently. A few potential office spaces have been shortlisted. However, the Chairman of the Procurement Committee will make the final decision.

#### **4.1.2 Recruitment Rules**

SCDP and PPP Node team prepared Note for Chief Secretary, for approval of the Recruitment Rules. The Selection Committee for the hiring of PPP Node officials was initiated by the Secretary SED, which was duly approved on February 9, 2017. Recently, SED informed SCDP that Chief Minister is the authority for the approval of the Recruitment Rules, not the Chief Secretary. Therefore, a Summary for Chief Minister was drafted and initiated on this matter, so that the SED could notify the Recruitment Rules. However, that may no longer be needed as the Recruitment Rules Committee has been reconstituted by the Government, and is the most competent forum for the approval of Recruitment Rules.

#### **4.1.3 Notification for Selection Committee**

SCDP and PPP Node office also continued meetings in order to get the Selection Committee notified.

The procedures have been completed. A note was prepared for Chief Secretary which has been approved by him and the committee is expected to be notified during the month of April.

#### **4.1.4 Legal research on contractual employment at PPP Node**

Legal research on the process of recruitment of contractual employees including the approval of Recruitment Rules was conducted, and a brief Note was prepared on the process of contractual recruitment of employees in Government of Sindh.

#### **4.1.5 EMOs**

As a support for PPP Node, SCDP drafted Note for Chief Secretary, Note Sheet and Draft Notification for re-constitution of Technical & Financial Evaluation Committee (TFEC) for the EMOs Reform Project under PPP node. As a support for PPP Node, the SCDP prepared the Note Sheet for handing over the management of Teacher Training Institutes to EMOs under the PPP framework.

#### **4.1.6 PPP Toolkit**

First draft outline of the PPP Toolkit has been prepared, which has been shared with few stakeholders for their review and comments.

### **4.2 ICT Trainings**

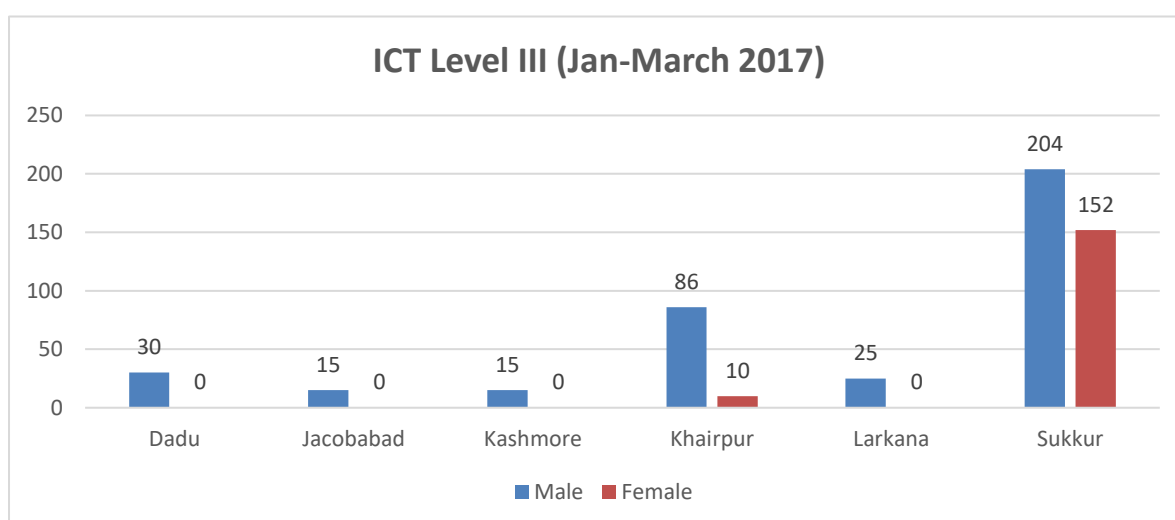
#### 4.2.1 Teachers Training-ICT

During the reporting quarter, **105** teachers have been trained including the level 1 and level 2. Thus the progress in this indicator is 303 including 209 males and 94 females in 6 districts.

#### 4.2.2 In School Children ICT

During the reporting quarter, 537 in school children have been trained in Dadu, Jacobabad, Kashmore, Larkana, Khairpur and Sukkur. The total progress in this indicator is 1,342 students including 835 boys and 507 girls. Following is the list of trainings organized during the reporting quarter:

S. No.	Date	District	Male	Female	Total
1.	January12-January,23, 2017	Dadu	30	0	30
2.	January12-January,23, 2017	Jacobabad	15	0	15
3.	January12-January,23, 2017	Kashmore	15	0	15
4.	January12-January,23, 2017	Larkana	25	0	25
5.	February 01,-February 11, 2017	Khairpur	42	6	48
6.	February 01, -February 11, 2017	Sukkur	102	76	178
7.	February 15, -February 25, 2017	Khairpur	44	4	48
8.	February 15, -February252017	Sukkur	102	76	178
	<b>Total</b>		<b>375</b>	<b>162</b>	<b>537</b>

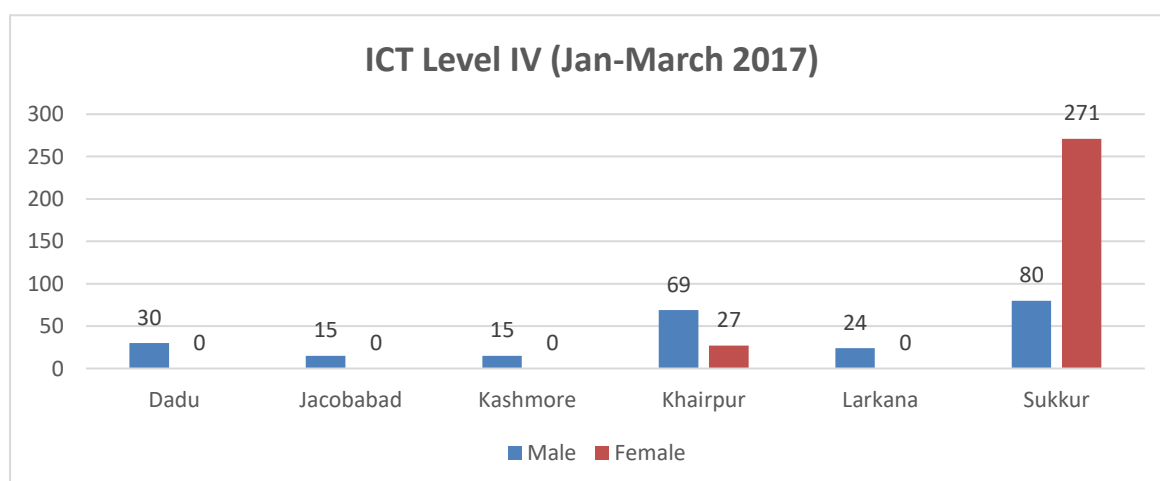


### 4.2.3 Out of School Children (OSC) ICT Training

During the reporting quarter, 531 out of school children have been trained and the district covered during the reporting quarter were Dadu, Jacobabad, Kashmore, Larkana, Khairpur and Sukkur. The total progress in this indicator is 1,304 students including 600 males and 704 females with overall progress of 32.6%

Following is the list of trainings organized during the reporting quarter:

S. No.	Date	District	Male	Female	Total
1.	January 12 –January 23, 2017	Dadu	30	0	30
2.	January 12 –January 23, 2017	Jacobabad	15	0	15
3.	January 12 –January 23, 2017	Kashmore	15	0	15
4.	January 12 –January 23,2017	Larkana	24	0	24
5.	February 01, -February112017	Khairpur	39	9	48
6.	February 01 –February 11,2017	Sukkur	41	137	178
7.	February 15 –February 25,2017	Khairpur	30	18	48
8.	February 15 –February 25,2017	Sukkur	39	134	173
	<b>Total</b>		<b>233</b>	<b>298</b>	<b>531</b>



## **4.3 ALP**

After holding a conference on ALP/ NFE Policy at Avari Towers in Dec.2016, the team provided support to Directorate of Literacy & NFE, in preparing Notes on file and draft Summary for the Chief Minister seeking approval of the ALP/ NFE policy. CM Secretariat gave feedback with directions to seek comments from Secretaries of Finance department, and Boards and Universities. SCDP also assisted Sindh Education Department in issuing letters to Secretary Finance and Secretary Boards and Universities for their comments on draft policy. Technical support was provided to Directorate of Literacy & NFE in preparing Notes on file and for release and utilization of current financial year's ADP allocations for twin schemes of opening 100 Literacy Centres and 50 NFE Centres under PPP mode in 5 districts of Sindh.

### **4.3.1 Implementation framework of ALP Policy**

Draft Implementation Framework of ALP/NFE Policy has been prepared and shared with the Directorate and USAID and initial discussions held with both stakeholders.

### **4.3.2 Meeting with Secretary Education**

A delegation of officers of SCDP headed by Mr. Asad Ali Shah, Managing Partner-Deloitte and Engagement Leader-SCDP along with Mr. Lila Ram- COR, had an exclusive meeting with the new Secretary School Education Department on Jan. 18, 2017 to brief him on ongoing vital activities under the Project.

### **4.3.3 Administrators Trained (C-4)**

For the 4th batch of Tier-1 Officer training at Harvard Kennedy School, almost all pre-departure formalities were completed for Minister Education & Literacy, Chief Secretary and Finance Secretary GoS for the Feb. 2017 session. However, none of them could be accommodated in February session of HKS training. Their registration has been submitted to HKS for the same course to be held in October 2017.

# 3. Obstacles / Challenges Faced

During the quarter, there were a few challenges that the team faced that caused delays in reaching targets.

## 1.1 Delays in getting approval at the government level

This is one of the major obstacles that Components 1 and 4 especially face which inevitably results in slowing down their efforts to achieve their deliverables. For instance, the renting of the PPP office was delayed as there was a lack of clarity about the process to go about notifying the procurement committee and multiple meetings were held to clarify that SCDP did follow the correct process to notify the procurement meeting. Similarly, access to SAP for the Component 1 team was pending as approval was needed from a secretary who was traveling for work. These delays often had their most impact when they resulted in slow hiring the appropriate personnel which led to another challenge.

## 1.2 Vacancies and lack of capacity in the government

One of the problems faced by multiple components is the vacancies at various levels of the government, including at PMIU, which plays a part in curtailing the effort of SCDP to capacity build as there is not enough personnel staff to train or to carry out tasks needed. For instance, with regards to the PPP Node, lack of staff often translates into the Director PPP engaging in administrative rather than strategic tasks which are limiting the ability of the PPP Node to achieve its intended goal. Similarly, the M&E team at PMIU is understaffed which results in slowing down tasks. Moreover, even within the personnel, the capability of the staff is often not on par with the tasks and training. Outside of the PMIU, personnel changes at other government posts also cause unnecessary hurdles such as changes in officers nominated for capacity training are changed frequently often after their pre-departure preparations are complete.

## 1.3 Lack of government officials buy-in

Another issue affecting the work is the lack of buy-in of government officials which can result in sustainability problems as teachers trained in ICT can sometimes be reluctant to bring their training to schools or head teachers hint at a financial incentive to have training for their schoolchildren. Some government officials are also not committed to the ALP policy which is again slowing down the process.

## 1.4 Allocation of Government's Budget

There are also some problems occurring as a result of government not having assigned budgetary resources to certain important tasks such as there is no budget for field activities for NFE activities or for PPP Node Activities.



## 4. Operational Issues

### Human Resources:

One of the most significant changes in the project was the appointing of a new Chief of Party, Mr. Abdus Sami Khan, to lead the project. The hiring process for the Monitoring and Evaluation- Team Leader, Dr. Fatima Dar, was also approved internally by SCDP during this time and her name was sent for vetting to USAID. A new Team Leader for Administration and Logistics was also hired in this quarter. Other personnel hired were the backend developer and frontend designer for ERP and M&E database. Moreover, an internal auditor was also hired during this time period.

One of the key challenges encountered by the human resources department was the long vetting process. The appointment of the new Chief of Party took almost a month to be approved by USAID. However, relationship building with USAID staff has eased this process to some extent and hopefully, vetting processes will not be this long for new hires in the next quarter.

### Logistics and Administration:

The hiring of a new Team Leader for Logistics and Administration, Major Faheem Shaikh, took place towards the end of February and was a significant achievement to ensure administrative processes run more smoothly. A month after joining, the Team Leader Administration took the lead in organizing a hiring activity for PMIU with Component 1. Standards of Procedure was created for this activity and a number of key SCDP employees were engaged to ensure the activity was efficiently and effectively conducted.

A challenge during the quarter was the delay in approvals for expenses which sometimes slowed down work at SCDP. One of the reasons identified by the team was a lack of follow-up by SCDP staff to check with Deloitte's Procurement Department about the approval of expenses. SCDP has now resolved this issue with timely and consistent follow-up to ensure that delays are not happening on their part and is now working with Deloitte Procurement staff to make sure that there are no holdups on their end.

# 5. Reflections

## Aiding in school education

### i) Fida Hussain – student Class-IX, GPilot HSS, Larkana

The introduction of computer-based skills is very important to children in primary and secondary schools as firstly it is easy to learn these skills early in life and it gives them the opportunity to make full use of ICT's for their educational advancement.

Fida Hussain is a ninth grader at one of the oldest educational institutes in Sindh i.e. Govt. Pilot Higher Secondary School Larkana which was built in 1926 by British colonialists. However, the students have not had the opportunity to work with basic ICT and when FIDA under the USAID program- started his ICT training, it was his first time using a computer. Initially, he struggled with even simple things such as holding the mouse, describing that his hands felt inflexible. But by the second day, he had grown much more comfortable and with uninterrupted practice in the next few days, he could open MS Word on his own and format timetables on it. He felt that his teachers had done a good job teaching him useful skills and the skills he gained would be very helpful for his academic activities.



### ii) Sidra Kanwal - Grade X student in Govt Girls High School, Sukkur



a short amount of time.

Although Sukkur is the 3<sup>rd</sup> largest city in the province of Sindh – the most schools and colleges have not introduced the use of ICT's in their institutes and hence, most students are completely untrained in their usage.

Sidra was finding it fairly challenging to get used to using computers and learning the concept behind them. However, after the initial struggle - she adjusted quickly to using computers and programs such as MS Word for her school work. She is especially grateful to her ICT teachers for having patience with her and teaching her the basics in such

## Creating Opportunities for Out of School Children

### i) Abdul - An Out of School Child of Ghospur



In Pakistan, the rate of out of school children is very high and this is even higher for school drop outs. The reasons for this vary but mostly it is due to financial constraints of the family and the children are put to work at an early age.

Abdul Sattar is a 16-year-old from Ghoshpur which is a small village in district Kashmore and about a 100 km from Sukkur. He has been working as a photocopier operator in the village shop after he dropped out of school in the 10<sup>th</sup> grade and had to start working in order to contribute to the family's income. The local school teacher had always seen untapped potential in Abdul and when he heard about the free ICT training being offered under the USAID program – immediately suggested it to Abdul. Abdul Sattar quickly decided to sign up for the

program, seeing it as an opportunity rarely available for out of school children like himself. At first, he could not even switch on the computer but he quickly learned all the basic skills such as operating MS Word, MS Excel, and internet connectivity. The trainings have developed in him the necessary skills to expand his role at the shop and now he can process documents by using the computer. As nowadays even in rural areas – everything is being digitized and only computer processed documents are accepted by the government etc. Now with Abdul's expanded and sought after skill base – he is the village resident's only option and aspires to open his own shop one day.

### ii) Nosheen Javed – Grade 10 dropout

**Nosheen Javed** was in the tenth grade when she dropped out of school to help earn an income for her family by taking in embroidery work. There was a lot of competition in her town but Nosheen noticed that most of the work done revolves around copying familiar and traditional patterns.



She signed up for the ICT training to see if computers or the internet could make a difference to her work. When she started out, she was not familiar with even basic ICT terminology or workings of a computer but soon became fairly proficient.

Nosheen now searches for new and modern embroidery patterns online – as the same information and resources are available to her as are to citizens of even the most developed countries. She can see how useful the use of ICT's is for her embroidery work and wished she could continue these trainings and further advance her skill base.

## 6. Picture Gallery:

### Level- III and Level IV ICT Trainings



## Level- III and Level IV ICT Trainings



## Meeting with SBEP Partners on Quarterly Monitoring Process



## ICT Level-I Training for Master Trainers





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# SINDH CAPACITY DEVELOPMENT PROJECT

## Quarterly Progress Report

April to June 2017



Submission: July 31, 2017

Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

ADS	Automated Directives System	PITE	Provincial Institute of Teacher Education
ALP	Alternative Learning Pathways		
AMEP	Activity Monitoring and Evaluation Plan	PMIU	Program Management and Implementation Unit
AOR	Agreement Officer's Representative	PMU	Performance Management Unit
ASER Report	Annual Status of Education	R&D	Research and Development
BOC	Bureau of Curriculum (now called DCAR)	SEMIS	Sindh Education Management Information System
COR	Contracting Officer's Representative	SBEP	Sindh Basic Education Program
DCAR	Directorate of Curriculum & Research	SCDP	Sindh Capacity Development Project
DO	Development Hypothesis	CMP	Community Mobilization Program
DMO	District Monitoring Officer	SED	School Education Department
EGRA	Early Grade Reading Assessment	SMC	School Management Committee
EGMA	Early Grade Math Assessment	SRP	Sindh Reading Program
EMIS	Education Management Information System	STEDA	Sindh Teachers Education Development Authority
G2G	Government to Government	TA	Technical Assistance
GIS	Geographic Information System	TLA	Teaching and Learning Assistant
GoS	Government of Sindh	USAID	United States Agency for International Development
HANDS	Health and Nutrition Development Society	USG	United States Government
ICT	Information and Communication Technology	VTT	VTT Global Strategy and Management Consultancy
IP	Implementing Partner		
IR	Intermediate Result		
IRD	International Relief & Development		
LOP	Life of Project		
M&E	Monitoring and Evaluation		
MEP	Monitoring and Evaluation Plan		
MEP	Monitoring and Evaluation Program		
MSI	Management Systems International, Inc.		
MSF	Mission Strategic Framework		
PC-1	Planning Commission Form 1		
PITB	Punjab Information Technology Board		

## Executive Summary

This is the eighth quarterly progress report of the Sindh Capacity Development Project (SCDP) for the quarter April-June 2017. It is based on the progress, achievements and major activities of each component under the project during the given quarter. The report includes general updates including major personnel changes, progress against the SBEP M&E indicators, progress against project deliverables and summary of activities of each of the four components, as well as description of challenges they faced during the reporting period. The report ends with a reflections and a photo gallery comprising of pictures taken on the field.

Overall, the progress of the project has improved considerably this quarter with both the pace and quality of work increasing. Of the 43 deliverables, 5 deliverables had already been completed before the start of the quarter. Out of the remaining 38, 25 deliverables are in process and are expected to be finished before the project ends. 9 deliverables are ongoing support tasks that will continue throughout the life of the project. SCDP has not yet begun work on 1 deliverable and there are 3 deliverables on hold for reasons outside of SCDP's purview.

One of the biggest achievements in component 1 was the drafting of manuals. The training plan for training PMIU and SELD staff on manuals was also a major achievement. Another major achievement for component 1 was that the Internal Audit Manual and the Internal Audit Plan 2017-18 were finalized and sent to PMIU for approval. Component 1 also received the approval of SOW from USAID after PMIU's input that has been circulated to the list of auditors received from USAID.

The greatest achievement for component 2 in this quarter was the consensus reached on the M&E Dissemination Framework by the M&E Focal Group. The team also initiated work on M&E strategy proposal plan which had been sent to PMIU earlier for review. Other major achievements were the 5<sup>th</sup> quarterly monitoring visit and report for the quarter of January to March 2017. The component was also able to submit the Annual Monitoring Report in April. One of the other accomplishments for this quarter was the approval of the SMC Training Activity Plan by PD PMIU.

One of the major achievements for component 3 was awarding the EGR to Aga Khan University, Institute of Educational Development. Another significant achievement for this quarter was the initiation of a joint effort with all the SBEP implementing partners (SRP, CMP, SCDP, and PMIU) for the preparation of an integrated communication work plan of SBEP. Component 3 during this quarter also organized a brainstorming session where stakeholders discussed how to use research findings to effectively influence policy making and awareness-raising.

The biggest achievement for Component 4 was that it was able to develop a draft of the PPP Toolkit in this quarter. Moreover, the draft outline for the PPP Best Practices was developed and discussed internally. Another achievement for the reporting quarter was the submission of a working paper and presentation on the ALP Policy to the Sindh Cabinet meeting. Other major achievements included the registration of two government officials for the Tier-1 training at the Harvard Kennedy School. The Ministries of Education in Malaysia and Vietnam nominated focal persons to coordinate the Tier-2 trips to each country and progress on the ICT trainings also continued in this quarter. 28 teachers were trained bringing progress against life of project to 41.3% of the target. 98 out of school learners were trained this quarter, thus bringing the total life of project progress to 35%. 100 in school students were also trained this quarter, bringing life of project progress to 36%.

One challenge that continues to hinder the work carried out is the slow pace of approvals from the Sindh government. A corollary challenge is the slow pace of approval in recruiting new government employees which impacts SCDP's training deliverables. In component 4, continuation of training of teachers, students and other learners in basic skills of ICT has been jeopardized owing to the non-availability of IT Labs in SBEP schools.

However despite these challenges, one particularly important source of assistance is the new PD PMIU appointed in the January to March quarter. SCDP can attest the speeding up of many of the deliverables to his vision and leadership. As a result, SCDP is optimistic that it can improve its level of performance in the remaining quarters especially with the support of PMIU and other stakeholders.

# 1. Introduction

Sindh Basic Education Program (SBEP) is a five-year long program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrollment in primary, middle and secondary schools” in seven districts of Sindh and five districts in Karachi.

SCDP is a three-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP for the life of the project which have been divided into four major components. Since the project is only halfway through, a majority of its deliverables are still in process while a few others are ongoing support activities. During the quarter April to June 2017, a new Team Leader for M&E, Dr. Fatima Dar joined the project.

The following table shows the total number of indicators and their progress against one of the following status labels: completed, in-process, ongoing, pending, not started and on hold. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID as such. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. ‘On-going’ refers to the deliverables that will continue throughout the life of project and include deliverables which consist of tasks that occur on a recurring basis. ‘Pending’ refers to the deliverables on which work by SCDP has not begun work yet. ‘Not-started’ refers to the deliverables that have not been initiated yet because SCDP is awaiting instructions and approval from USAID, PMIU and other relevant partners. ‘On-hold’ refers to the deliverables that cannot be initiated because of external factors outside of SCDP’s purview.

Of the 43 deliverables assigned, 5 deliverables had already been completed before the start of this quarter. Of the remaining deliverables, 25 are currently in-process, 9 are on-going till the end of the project, 1 is pending, and 3 deliverables are on hold for reasons mentioned in the report.

<b>Total number of deliverables</b>	<b>43</b>
<b>Progress Status</b>	<b>Number of deliverables</b>
<b>Completed</b>	<b>5</b>
<b>In Process</b>	<b>25</b>
<b>Ongoing</b>	<b>9</b>
<b>Pending</b>	<b>1</b>
<b>Not Started</b>	<b>0</b>
<b>On Hold</b>	<b>3</b>

Deliverable-wise activities' details are provided in Program Activities section which describes each activity's status and the reasons for different activities' delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## 1.1 SBEP M&E Indicators for SCDP

There are 10 indicators assigned by SBEP M&E plan to monitor the progress of SCDP. A snapshot of the indicators and the progress is reported below. However, the details of activities are presented in Section 2: Program Activities.

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Mar 2017	Apr 2017	May 2017	Jun 2017	Till June 2017	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	303	28	0	0	331	41.3%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	1,342	100	0	0	1,442	36.05%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	1,304	98	0	0	1,402	35.05%
4	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs <b>(Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)</b>	1,000	513	0	22	0	535	53.5%
5	<b>Sub-Obj-3.1-d</b> Number of SMC' members trained in monitoring and reporting	240	-	-	-	-	0	0%
6	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	TBD	4	-	-	-	4	
7	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	0	1	0	0	1	100%
8	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	40	-	-	-	40	28%

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Mar 2017	Apr 2017	May 2017	Jun 2017	Till June 2017	
9	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	TBD	3.5	-	-	-	3.5	
10	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	0	0	0	0	0	0%

ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets, annual targets for the year 2016-17, actual progress in the year so far and total progress:

S.No.	Indicators	LOP	Actual Apr 2017- Jun 17	Total Progress
1.	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1000	22	535
2.	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	0	40
3.	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	1



### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress in Current Quarter	Progress till July 31, 2017
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	6	-	-
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	-	8
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	40	-	-
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	-	-
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	9	-	5
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10	-	-
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	-	-
<b>Total</b>	142	-	40

<sup>2</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>Total Number of Deliverables</b>	12
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<b>Progress Status</b>	
<b>Completed</b>	1
<b>In Process</b>	8
<b>On-going</b>	3
<b>Not Started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>1-a-1</b> Based on capacity need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	Reminder for the approval of Draft Capacity Building Plan has been sent to PMIU.	<b>In Process</b>
<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards [Target=100%]	Implementation of PFMRAF recommendation is on-going. Further assistance not yet requested.	<b>On-going</b>
<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently [Target=Rating 5]	First meeting of Audit Committee held; minutes containing approval under circulation; first audit activity initiated for the quarter July-September 2017	<b>In Process</b>
<b>1-a-4</b> Functionaries at PMIU/ELD <sup>3</sup> trained to use SAP for project	Number of administrators and officials trained with USG support	Follow up has been made with Controller General	<b>In Process</b>

<sup>3</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

management and accounting under PIFRA framework.	[Target=142], 40 for C=1	Accounts (CGA) for SAP training.	
<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared [Target= TBD]	Support provided through Public Sector Specialist on PC-1 revision based on Planning Commission rules PMIU was advice that PC-1 can be revised only on completion of 75% of the work. However a separate request of extension of the time period could be sent. Assistance in preparation of sub-Project PC-1 not requested by PMIU staff.	In Process
<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Number of PC-3, PC-4 and PC-5 prepared [Target=TBD]	SCDP approached PMIU for sharing of PC-3 for assistance in its preparation.	On-going
<b>1-b-3</b> Annual financial evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted [Target=3]	In accordance with approved SOW, proposal has been requested from USAID provided list of audit firms.	In Process
<b>1-b-4</b> Annual financial reports, risk mitigation reports, accounts, and tax reports with regard to the PMIU prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted [Target=3 each]	SCDP reviewed the documents sent by PMIU to USAID, these did not contain any risk mitigation reports, tax reports etc. PMIU personnel did not request any assistance in the filing.	On-going
<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and	Number of Manuals prepared and translated [Target=4 manuals]	All four manuals have been submitted to PMIU, out of these three have been approved by PMIU and the fourth has been discussed and edits have been made based on PMIU input. Comments from USAID have	In Process

observed to be used by the PMIU.		also been received on these manuals	
<b>1-c-2</b> Minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	Capacity building plan not yet approved for finalization of areas where training may be needed.	In Process
<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Preparation of Training Plan has been prepared and is under review. Trainings are dependent on manuals' finalization	In Process
<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	Achieved	Completed

## Progress Update

### Development of PMIU Manuals

The most significant achievement for Component 1 this quarter was that SCDP was able to submit all four manuals to PMIU. Out of the four manuals, three were approved by PMIU. A presentation was also made on these manuals for PMIU management to facilitate the review of manuals. This has been a major achievement on a deliverable that had previously been delayed as it was expected in the January – March 2017 quarter. Progress on this deliverable had continued steadily in this quarter, culminating in the approval of the 3 manuals. The deliverable is expected to be achieved by the end of July, depending on PSC approval.

### Training of PMIU on Manuals

Another major achievement of the Component was the drafting of the training plan for training PMIU and SELD staff on manuals. This activity was delayed for several months as the manuals were being prepared. As the manuals are anticipated to be approved soon, an initial draft of the Training Plan for four manuals has also been formed. This deliverable is expected to be completed by the end of next quarter.

### Internal Audit Function of PMIU

Another major achievement for this quarter was that the Internal Audit Manual and the Internal Audit Plan 2017-18 were finalized and sent to PMIU for approval from Audit Committee.

The Audit Committee constitution continues to be a significantly delayed aspect of this activity, however, the team looks forward to Audit Committee meeting that is expected to be held on July 06, 2017 to approve the foundation documents and Internal Audit Plan for 2017-18. Thus, progress on this deliverable is expected to accelerate next quarter.

### External Financial Evaluation of PMIU

Another major achievement was the approval of SOW for external Financial Evaluation of PMIU from

USAID after PMIU's input. SOW has also been circulated to the list of auditors received from USAID. The external financial evaluation is expected to take place in the next quarter.

### **SAP Training**

The team continues to follow-up with the Finance Department through the Public Sector Specialist for SAP training of PMIU staff but there has been no progress with CGA.

### **Capacity Building Plan**

Capacity Building Plan for PMIU had been submitted to PMIU in the last quarter but no update was received on the draft in the current quarter and thus no new progress could be made on this deliverable.

### **PC-1**

Component 1 continued to help PMIU with the revision of the PC-1 report.

### **Financial Bookkeeping Maintained at the PMIU**

Assistance in Financial Bookkeeping has not been requested by PMIU yet. Work on implementing PFMRAF recommendations is ongoing including working on the capacity building plan as part of the PFMRAF recommendations.

### **Training of PMIU Staff**

The trainings recommended in capacity building plan for PMIU staff are dependent on the approval of the capacity building plan.

### **PC-3, PC-4, PC-5 Reports.**

SCDP approached PMIU and provided them assistance in the preparation of PC-3.

### **Annual financial reports, risk mitigation reports, accounts, and tax reports**

SCDP reviewed the reports that PMIU sent to USAID. These did not contain any risk mitigation report. This deliverable is ongoing and SCDP will provide support as and when required.

### **Achieved Deliverables**

Staff rationalization analysis deliverable has already been achieved.

## **Major Activities during the Quarter**

Following are the major activities that took place in this quarter from April to June 2017:

### **Approval of Capacity Building Plan from PMIU**

Draft of Capacity Development Plan was submitted to PMIU in March 2017 but there was no update on approval of this document. PD PMIU was requested through written communication and in-person meetings for finalization of the draft but the document is still in approving process.

### **Internal Audit Function at PMIU**

In April, the Internal Audit Committee of SBEP was notified through the efforts of PMIU and SCDP teams. Internal Audit Manual along with the Internal Audit Plan for the year 2017-18 was finalized after incorporation of comments and sent to PMIU for approval. Other core documents of Internal Audit function i.e. Audit Committee Charter, Internal Audit Department Charter and Statement of Ethics and Business Practices that were finalized in last quarter will also be presented to Audit Committee for approval. The Audit Committee Meeting is expected to be held on July 06, 2017.

### **PMIU/SELD Staff Trained to Use SAP**

Coordination was facilitated by SCDP on SAP trainings between Finance Department, Govt. of Sindh

and PMIU. Follow-up continued through Public Sector Specialist with the Finance Department but there has been no progress with CGA. A request has been sent to trace the communication sent by Finance Department to CGA.

### **Revise and Prepare PC-1 Report**

An internal review of the revised PC-1 was undertaken and SCDP assisted PMIU staff in completing the final draft in this quarter. Moreover, the Public Sector Specialist has also helped PMIU in this regard and provided the necessary support.

### **External Financial Evaluation of PMIU**

An approval for SOW for External Financial Evaluation of PMIU was received from USAID after PMIU's input and was circulated to the list of auditors received from USAID to submit their proposals.

### **Development of PMIU Manuals**

All four manuals, Procurement, Human Resource, Monitoring & Evaluation and Financial Management, were submitted to PMIU. Presentations on three manuals were also given to the PD and the relevant PMIU teams in order to facilitate their understanding of these manuals. Three manuals, Procurement, Human Resource and Monitoring and Evaluation, have been approved by the PMIU. Comments from USAID on Procurement and Monitoring and Evaluation manuals have also received after subsequent approval from PMIU. Updation of responses and USAID's comments on these manuals is in drafting process to further update PD PMIU.

### **Training Plan for Manuals Training**

During this quarter, the team was able to develop an initial draft of the Activity Plan for the training of 40 relevant government officials on manuals. The manuals have been prepared and are in the process of approval from PSC. The trainings will be scheduled, after the approval of these manuals from PSC.

## **Challenges**

- Approval of the Capacity Building Plan took more time than anticipated due to workload of PD and understaffing at PMIU.
- Assistance in bookkeeping can only be provided if the same is requested or allowed to be provided and the terms of engagement of the said assistance is clearly laid out and agreed among USAID, SCDP and PMIU.
- There was a delay in processing by Finance and CGA departments for SAP training. Processing from CGA is awaited.
- There is lack of clarity on requirements for preparation of annual financial reports, risk mitigation reports, accounts and tax reports by PMIU and mode of engagement for these reports in light of USAID requirements, if any.
- Although support was provided by Public Sector Specialist on PC-1 revision, based on Planning Commission rules, GoS advised PMIU that PC-1 could be revised only on completion of 75% of the work.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	
<b>Completed</b>	1
<b>In Process</b>	5
<b>On-going</b>	4
<b>Pending</b>	0
<b>Not Started</b>	0
<b>On Hold</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>2-a-1</b> M&E Plan of SBEP implemented and its implementation resulting in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	M&E focal group met to fine-tune the SBEP log frame and align the indicators with the work done in the field and with Pak info indicators.	<b>On-going</b>
<b>2-a-2</b> Quarterly monitoring report and consolidated annual monitoring report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	Quarterly Monitoring Report was sent on June 15, 2017.	<b>On-going</b>
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual progress reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	Support provided to PMIU on SBEP Monthly Progress Report for the month of May 2017. SBEP Quarterly progress report was submitted to PMIU on June 15, 2017.	<b>On-going</b>
<b>2-a-4</b> Technical reports and third party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third Party Validation Reports prepared and submitted	USAID requested for a Gender Analysis of the G2G component. SOW prepared and sent to the USAID.	<b>On-going</b>

	[Target=TBD]		
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC' members trained in monitoring and reporting [Target=240]	PD PMIU has approved an Activity Plan for the deliverable and training consultant has been hired.	<b>In Process</b>
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	M&E dissemination strategy activity plan approved. Dissemination framework developed in a consultative meeting with the M&E focal group.	<b>In Process</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases developed [Target=1]	Summary version of the data is being uploaded by partners. SCDP data uploading is complete. This task will be completed by other implementing partners by mid-August 2017	<b>In Process</b>
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	-	<b>Completed</b>
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	A concept paper has been prepared and shared with PD PMIU for approval.	<b>In Process</b>
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal [Target=TBD]	The activity plan has been drafted for this deliverable.	<b>In Process</b>

## Progress Update

In this quarter, Component 2 had multiple personnel changes. The most important of these changes was the new team lead joining on April 26, 2017. As anticipated in the last quarterly report, her arrival allowed Component 2 to work on three deliverables that had mostly been pending- M&E Dissemination Strategy, Web Portal and M&E Strategic Plan. A new Quality Assurance Specialist was



also hired by SPDC in the beginning of April and currently she works with the M&E team on report development. Moreover, the Senior Monitoring and Evaluation Officer's position was also filled on June 5, 2017.

### **M&E Dissemination Strategy**

The greatest achievement for this quarter was the consensus reached on the M&E Dissemination Framework by the M&E Focal Group. This was a deliverable that had not been worked on earlier as the team noted in the last quarterly progress report. However, with steady progress and cooperation with the M&E focal group, the first draft of the dissemination strategy will be shared with the stakeholders by mid-July for comments and later sent to PD PMIU for approval. SCDP anticipates achieving this deliverable in the upcoming quarter.

### **M&E Strategy Proposal Plan**

Another significant achievement for this quarter was the M&E strategy proposal plan which jumpstarted work on a deliverable that had not been worked on previously. The proposal plan was sent to PMIU for review at the end of May 2017. This was a major achievement as supporting DG M&E in developing a strategic plan is one of the deliverables that supports knowledge transfer from SCDP to SELD. Moreover, the plan is likely to be followed up with, even after the project is wrapped up and thus, is one of the more sustainable deliverables. While the deliverable is unlikely to be achieved by the proposed due date in the work plan, it is likely to be achieved by November 2017.

### **Quarterly Monitoring Visit**

A third major achievement was the 5<sup>th</sup> quarterly monitoring visit for the quarter January to March 2017. The visit took place in the month of May 2017 and 14 indicators were validated. Quarterly monitoring visit is one of the key features of the implementation of the M&E plan. The planning for the next quarterly visit, which is anticipated in August 2017, will take place in the month of July 2017. SCDP anticipates 5 more quarterly monitoring visits till the project ends.

### **Quarterly and Annual Monitoring Report**

Following the quarterly visit, Component 2 produced the quarterly monitoring report, which was submitted for partners' feedback on June 15, 2017. This is a recurring task that takes place every three months. In the previous quarters, SCDP had been unable to meet the deadline set by USAID. However, this quarter, with a complete team available, SCDP met the deadline set by USAID.

Another major achievement was the submission of the Annual Monitoring Report in April 2017. This report had been pending since November 2016 because this was the first annual monitoring report ever drafted by the project. However, in April 2017, the team managed to successfully finish and submit the report.

### **Approval of Activity Note on SMC Trainings**

A second major accomplishment for this quarter was the approval of the SMC Training Activity Plan by PD PMIU that had been drafted in the previous quarter. This approval means that Component 2 team can continue with the proposed activity of training 240 SMC members. SMC training is scheduled to begin in September 2017 when the schools reopen. The training consultant has been hired and will be joining SCDP full time in the first of week of July 2017 and training implementation is anticipated to begin right after her joining.

### **Work on M&E Database**

Another significant achievement of the month is the uploading of the summary version of M&E data by all implementing partners. The data is expected to be uploaded by August 15, 2017 by all partners. Although this deliverable is significantly delayed, it is hoped that the M&E team achieves the deliverable by the next quarter.

### **Web Portal**

Another major achievement in this reporting period was the drafting of an activity plan for the SBEP

Web Portal. This is a significant achievement because previously there had been no work done on this deliverable and the drafting of the activity plan jump-started this work. The deliverable is anticipated to be achieved in November 2017 depending on the progress of the M&E database.

### **SBEP Monthly and Quarterly Progress Report**

The team helped SBEP in developing the SBEP Monthly Progress Report for the months of March, April and May 2017. SBEP Quarterly Progress Report was submitted on June 15, 2017. As the report was due in May 2017, it was submitted considerably late. However, to ensure that this does not happen again, the team has developed calendars for each report and assigned focal people to collect, consolidate and edit the data.

### **SCDP Monthly and Quarterly Reports**

SCDP submitted SCDP monthly progress reports for March, April and May 2017. The May report was late by a few days but Component 2 has worked on rectifying this problem by creating detailed calendars and getting Team Leaders on board with submitting their progress updates on time. SCDP also completely revised the templates of SCDP Monthly and Quarterly Progress Reports to fit USAID's guidelines. Using the new templates, SCDP submitted a revised SCDP Quarterly Progress Report on May 31, 2017.

### **Technical Reports**

USAID has requested for Gender Analysis of the G2G component. The scope of work has been prepared and sent to USAID. Once the approval is received, planning on the Gender Analysis will be started.

### **Achieved Deliverables**

Staff members' training has already been completed.

## **Major Activities during the Quarter**

Following are the major activities that took place during this quarter from April-June 2017:

### **SBEP M&E Plan**

The team conducted a meeting with the M&E focal group on June 6, 2017, to work on aligning the SBEP log frame with the field activities of implementing partners. The meeting resulted in framing some key recommendations subject to the approval by relevant COPs and CORs. The recommended changes included the removal of inconsistency between the Pak info and LFA indicator language. The inconsistency of language was reported in indicators presented to USAID PAK info but not assigned to SRP as per SBEP log frame and the indicators assigned to SRP as per SBEP log frame but not present in USAID PAK info. Apart from the above-mentioned recommendations, the M&E focal group also recommended removal of a few objectives from the SBEP log frame. However, all the suggestions were subject to the approval of the higher authorities.

### **Quarterly Monitoring Visit**

Two M&E Focal Group meetings were conducted with the SBEP M&E teams in April 2017. The agenda was to revisit data collection tools for monitoring visit and suggest ways to make the upcoming monitoring process more efficient. Tools were updated after receiving partners' comments and suggestions were noted for future visits.

The quarterly monitoring visit was conducted from May 8-19, 2017. The Monitoring and Evaluation team comprising of the SCDP M&E team and PMIU Senior M&E Manager visited 4 districts in Sindh. They visited Kambar-Shahdakhkot, Jacocabad, Dadu and Larkana. The field team used both paper-based tools as well as the newly developed Kobo Toolbox, which was a mobile based application. The team validated 5 of the 14 indicators on the field as well as gathered ancillary data regarding the ground realities of the communities.

Upon return from their field-monitoring visit, the team first completed desk validation where they validated 9 of the 14 indicators against which progress was reported. After the desk validation was completed, the M&E team decided to modify the structure of the report to ensure that it was more reader friendly. The data was analyzed on three levels of analysis: progress against targets, progress rate, and validation analysis. The report was then drafted and submitted to partners for feedback on June 15, 2017. By the end of the reporting period, only PMIU had submitted their feedback on the report.

### **SBEP Quarterly Monitoring Report**

In this quarter, SBEP Quarterly Monitoring Report for the quarter January-March 2017 was prepared, finalized and circulated to SBEP implementing partners.

### **SBEP Annual Monitoring Report**

SBEP Annual Monitoring Report 2015-16 was finalized, presented, and shared with all SBEP implementing partners. The report shows annual targets, achievements, and percentage of validation of each indicator through monitoring process for the year 2015-16. A detailed presentation was given to PD PMIU on SBEP Annual Report to receive his feedback and suggestions for future monitoring process.

### **SBEP Quarterly Progress Report**

The team contacted PMIU to share the reports of the other two partners. Using the 3 partners' reports, the team drafted a consolidated SBEP Quarterly Progress Report. PMIU's data was added by combining the updates from the past three monthly reports. The report was then edited to ensure a relevant, coherent narrative. It was sent to PMIU on June 15, 2017.

### **Technical Reports**

USAID requested a Gender Analysis of the G2G component as part of the deliverable to write technical reports for USAID. The M&E team and the COP sent a scope of work on June 21, 2017. Feedback and comments from the USAID were received on June 30, 2017, and modified version of SOW would be shared with USAID soon.

### **Trainings of 240 SMC Members**

In April 2017, the Activity Plan for SMC training was prepared and shared with PMIU for their comments. The Plan contained the scope of work, methodology, timelines, and outline of training contents.

In May 2017, the Activity Plan with complete methodology and scope of work was approved by PD PMIU. Moreover, the initial discussion on finalization of indicators with M&E Focal Group took place on May 31, 2017. The indicators decided in the meeting are going to be shared with the IT team so that technical support is provided in order to develop Android based applications.

### **M&E Dissemination Strategy**

During the reporting period, SCDP first drafted a concept note and submitted the note to PMIU on June 8, 2017, for which the approval was received on June 9, 2017. The team then held a meeting with the M&E Focal Group on June 21, 2017, at PMIU to discuss the dissemination framework. During the course of the meeting, the M&E Focal Group agreed on the dissemination framework. Currently, the M&E Dissemination strategy is being formulated and the first draft is expected to be ready by the end of the first week of July 2017.

### **M&E database**

In April 2017, phase one of SBEP M&E database was completed which included uploading the data of SCDP indicators. A detailed session was held between SCDP, PMIU M&E, and IT teams to finalize the structure and layout of the database. It was decided that the SCDP will give a demonstration to all partners and request them to share respective data for their indicators.

An initial dashboard of the database had already been prepared by the IT team at SCDP before the reporting period. It was shared with the M&E focal group in a meeting scheduled on May 31, 2017. After mutual consensus from all stakeholders, the dashboard was finalized and user ids were generated for other implementing partners for data sharing of the summary sheets on the M&E database.

In a meeting organized in June 2017, with CMP and SRP, some recommendations were noted regarding the data entry process and changes have been made accordingly in the summary database with the support of the IT Team. User IDs for each partner were provided by SCDP IT team and shared with the partners. SCDP has uploaded 90% of its data while SRP and CMP have also started data entry against all the indicators. All data is expected to be uploaded by mid-August 2017. A meeting with the IT personnel was also held to gain further understanding of the Functional Specification Form for the detailed version of the database.

### **M&E Strategy Development Plan**

One of the tasks of SCDP is to enhance the scope of M&E through strategic planning and strengthen the capacities of DG M&E and PMIU with more process and outcome-based monitoring systems for effective school improvement. For this, an M&E strategy along with implementation plan both at departmental and provincial levels was developed and sent to the PD PMIU on May 29, 2017, for formal approval. Once formal approval is given, DG M&E and PMIU will be taken on board for conducting the situational analysis followed by the developing the strategic plan and working on the implementation of the plan.

PMIU requested the team on June 23, 2017, to re-examine the M&E strategy development calendar of activities. The team has been asked to develop a new timeline to share with the Directorate M&E.

### **Web Portal**

A planning session was held internally by the M&E team to discuss the Web Portal and to figure out how to best ensure a linkage with M&E Directorate. The findings of the meeting were used to form the basis of an action plan unpacking this deliverable. The updated web portal of SBEP will create a linkage between the M&E data of SBEP and M&E Directorate for knowledge transfer. It is expected that the M&E Directorate closely follows the M&E work projected in the M&E database since it will strengthen its own structure through the process.

### **SCDP Progress Reports**

During the quarter, SCDP sent three SCDP monthly progress reports. The quarterly progress report for the January to March 2017 quarter was sent to USAID on May 03, 2017. Upon USAID's suggestion, SCDP reworked their progress report incorporating comments suggested by USAID and sent the revised report on May 31, 2017. A third version of the report with some minor changes was sent in the first week of June, 2017.

### **SCDP Internal Review**

SCDP COP and team leaders determined that there was a need for an internal SCDP review. The M&E team first conducted a quantitative analysis by comparing the progress of each SCDP deliverable against its target due date. The M&E team then collected qualitative data by interviewing all four team leaders, COP, COR and some other key personnel. Once all the interviews were conducted, the M&E team analysed both sets of data, discovered some common issues that every component was facing and proposed general solutions. The Internal Review was presented to the COP and the Team Leaders on May 29, 2017.

SCDP Mid-Year Progress Review was conducted on April 27, 2017. Team Leaders of all components shared their respective components' progress till March 31, 2017, and the challenges they faced in achieving their deliverables.

## Challenges

- Some approvals from PMIU with regard to the achievement of a few targets took more time than anticipated. For instance, PMIU took more time on approving the activity note for the SMC training which meant that preliminary work on the deliverable could not start.
- Another challenge that the M&E component faced was the delay in submitting progress against deliverables which got translated into missed deadlines for progress reports. However, the team is working with other components to resolve this problem and ensure that deadlines are met timely in the future. This problem has since been resolved.
- There were also some differences of opinion with the partners with regard to summary and detailed versions of the M&E databases. This led to more time for negotiations than was anticipated originally.
- Data entry with regard to the M&E database on the partners' end was slower than anticipated. They were expected to finish their data entry by the end of June 2017. However, the partners now anticipate finishing data entry by mid August 2017 as they are short of data entry operators. This is likely to cause delays in the database timeline.
- The Consultant for SMC training was anticipated to join in June 2017. However, she was unable to join in June due to some health problems. She will officially join the office in the beginning of July 2017.

**Component 3:**

**Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	
<b>Completed</b>	0
<b>In Process</b>	2
<b>On-going</b>	1
<b>Pending</b>	0
<b>Not Started</b>	0
<b>On Hold</b>	2

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activities Summary</b>	<b>Status</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	Research work on both studies is underway.	<b>In Process</b>
<b>3-b-1</b> Research dissemination strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	Work is underway for preparing the strategy.	<b>In Process</b>
<b>3-c-1</b> Support provided to the ELD <sup>4</sup> 's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of ELD's role in policy and program reform [Target=4]	The activity is on hold since adequate staff at R&D Unit has not been appointed by SED yet.	<b>On Hold</b>
<b>3-d-1</b> Support provided to the ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks	Rating of ELD's capacity in conducting research [Target=4]	The activity is on hold since adequate staff at R&D Unit has not been appointed by SED yet.	<b>On Hold</b>

<sup>4</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

<p><b>3-e-1</b> Support provided to the PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.</p>	<p>Number of Communication strategies prepared [Target=1]</p>	<p>Four meetings of SBEP Communication Working Group were held for the implementation of SBEP communication strategy.</p>	<p><b>On-going</b></p>
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## Progress Update

### Research Studies

One major achievement for the component was the awarding of the EGR study to Aga Khan University, Institute of Educational Development (AKU-IED). This was a major achievement for the quarter because the component had faced many obstacles in recruiting a quality researching team. As noted in the previous quarterly progress report, AKU-IED had been internally approved by PMC members and SCDP was set to award the study to AKU-IED in this quarter. The Inception Report for this study was submitted at the end of June 2017.

Work is also in progress for a research study on Public Private Partnerships awarded to consultant Dr. Muhammad Babar and his team. The research team submitted an interim report on this study on June 30, 2017.

Progress on this deliverable considerably accelerated with work on both research studies finally under way. Both the research studies are on track and are anticipated to be completed by December 2017, the target due date.

### SBEP Communication Strategy

Another significant achievement for this quarter was the initiation of a joint effort, with all the SBEP implementing partners (SRP, CMP, SCDP, and PMIU) for the preparation of an integrated communication work plan of SBEP. The pace of work on this deliverable has substantially increased as a result of the close and frequent interaction with the partners.

### Research Dissemination Strategy

An achievement of this component during this quarter was organizing a brainstorming session where stakeholders discussed how to use research findings to effectively influence policy making and awareness-raising. The input from this session will inform the research dissemination strategy and thus constitutes an important step in achieving this deliverable. Progress on this deliverable, as a result, is continuing and the first draft of the deliverable is expected to be accomplished by July 7, 2017.

### Capacity Building & Support to SELD

In this quarter, these activities are on hold due to non-availability of SELD designated staff at R&D unit. A meeting with SCDP and SPDC was held to discuss an alternative plan. In this regard, a concept note is being developed which will be shared with USAID soon.

## Major Activities during the Quarter

Following are the major activities that have taken place during this quarter from April to June 2017:

### Research Work

As per the recommendation of the Project Management Committee, Aga Khan University Institute for Educational Development (AKU-IED) was awarded the study on Early Grade Reading (EGR)

Innovations for Quality Education: Prospects for Scaling Up during this quarter.

The EGR study focuses on the interventions that are being implemented by Sindh Reading Program (SRP). An introductory meeting of the AKU-IED team was held with SRP on April 28, 2017. SRP also facilitated an introductory school visit in Karachi for the research team. A meeting with the AKU-IED research team, SCDP and SRP was held to discuss the sampling framework on June 8, 2017. Subsequently, a meeting with the AKU-IED team and SRP was held to finalize the sampling of schools. During this quarter, the AKU-IED team also submitted an Inception Report for the study that mainly covered the literature review, research methodology, and the revised work plan. As per the revised work plan, the study would conclude by December 31, 2017.

Research work on the study "Public Private Partnership for Better Service Delivery" continued in this quarter. A debriefing on the first round of field visit was made by Dr. Muhammad Babur and his team. A meeting with the research team was also held on May 25, 2017, in which SCDP was briefed on the field visit to selected schools in Khairpur and Sukkur. Activity plan for the study was also discussed during this meeting. The research team submitted an Interim Report on June 30, 2017, that mainly covered the literature review, research methodology, and the revised work plan. As per the revised work plan, the study would conclude by December 31, 2017.

### **Research Dissemination Strategy**

A brainstorming session on Research Dissemination Strategy was held on May 16, 2017. Participants included research teams of both the studies, SCDP team and representatives from PMIU and USAID to discuss the key elements of research dissemination, targets audience and communication channels with a particular focus on the studies being conducted. The participants shared their views and experiences about using research findings in a strategic manner to influence policy making and awareness-raising.

### **Support in Revamping SBEP's Website**

During this quarter, SBEP Communication Group's meeting was held on April 12, 2017, in which the main agenda item was revamping the SBEP's website. A Search Engine Optimization (SEO) Audit had been conducted by SCDP and was presented in the meeting. SCDP was also requested to provide support to SBEP for identifying a web developer to undertake the assignment of revamping the website.

A proposal for revamping SBEP's website was obtained from a consultant and shared with SBEP in this quarter. It was decided that SCDP would explore the options for providing support once a formal request was received from SBEP detailing the objectives of assignment and the nature of the work to be undertaken.

### **Communication Support by SCDP**

A meeting of CoP and SCDP communication persons was held with Manager Communications PMIU on May 29, 2017, to discuss the nature and scope of SCDP's support to PMIU regarding the implementation of SBEP Communication Strategy. It was agreed that SBEP should have an integrated communication work plan for implementation of SBEP communication strategy.

In this regard, a proactive approach was adopted by SCDP that involved a series of weekly meetings of SBEP Communication Working Group; three of such meetings were held during the reporting quarter. All the implementing partners prepared and shared their initial communication work plans in accordance with the objectives of SBEP Communication Strategy, which would provide a base for the integrated work plan. Implementation plan for some of the proposed activities that were deemed urgent was agreed upon. These activities included preparation of a short document (brochure) and a short video on Frequently Asked Questions on EMO initiative, review of SBEP website from the communication perspective, and short videos on the achievement of various segments of SBEP.



## Challenges

- The draft strategy document for the Research Dissemination Strategy could not be submitted by Consultant Dr. Shakil Ghori, as per the plan, due to his illness. It will now be submitted by July 7, 2017, which will be followed by a workshop with stakeholders to discuss and finalize the strategy.
- The development of the research capacity of SELD remains a challenge as the negotiations are still underway in determining the modus operandi of the deliverable.

**Component 4:****Strengthen capacities, systems, and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	16 (4-b-4 is a sub indicator)
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<b>Progress Status</b>	
<b>Completed</b>	3
<b>In Process</b>	10
<b>On-going</b>	1
<b>Pending</b>	1
<b>Not Started</b>	0
<b>On Hold</b>	1

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD <sup>5</sup> conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Already Completed	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	1. Visits almost daily made to the PPP Node office by Advisor PPP for providing support to Director PPP Node, as and when needed. 2. Rating Tool will be updated at the end of September 2017. Present rating of 3.5 was given on September 30, 2016.	<b>On-going</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer indicator 5.	Dependent on the hiring of PPP staff by the GoS.	<b>On Hold</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Planned in the current year. First Consultative Session on the PPP Guide & Toolkit has been conducted in the presence of PD PMIU,	<b>In Process</b>

<sup>5</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

		officers of PPP Unit FD and PPP Node, SELD.	
<b>4-a-5</b> Education specific PPP management information system developed and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	The first draft of Concept paper was developed by former Associate-PPP who left the Project in early October 2016. The activity will be re-started by Ms. Hajira Hamid- the new incumbent of the position in the next quarter.	<b>Pending</b>
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to SELD [Target=TBD]	Initial draft Outline / Concept Paper has been prepared on PPP Best Practices, and has been shared for review internally.	<b>In Process</b>
<b>4-b-1</b> Min. <b>800</b> govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	Total 331 (41.3%) trained (216 Male, 115 Female) Females: 34.74%	<b>In Process</b>
<b>4-b-2</b> Min. of <b>4,000</b> students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in-school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	Total 1442 (36.0%) trained (887 boys and 555 girls) 38.49 % Females	<b>In Process</b>
<b>4-b-3</b> Min. of <b>4,000</b> out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	Total 1402 (35.0%) trained (657 male and 745 female participants) 53.14% Females	<b>In Process</b>
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. <b>(Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)</b>	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	Total 535 adolescent girls aged 10-19 years trained (53.5% trained)	<b>In Process</b>

<p><b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.</p>	<p>Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]</p>	<p>Already completed.</p> <p>As per directions of CM, comments from Finance Department and Board and Universities department have been obtained and submitted to SELD for consideration in the cabinet meeting.</p> <p>Presentation and working paper on ALP/NFE policy for Cabinet meeting prepared and sent to Secretary, SELD</p>	<p><b>Completed</b></p>
<p><b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.</p>	<p>ALP Policy Implementation Framework developed.</p>	<p>Revised Implementation Framework and plan shared with NFE Task Force Subcommittee on NFE Policy. Two meetings of the subcommittee have been held in June 2017 to review the implementation framework.</p>	<p><b>In Process</b></p>
<p><b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.</p>	<p>Best practices and lesson learned document prepared [Target=TBD]</p>	<p>Plan prepared to develop best practices</p> <p>Outline for collecting best practices also prepared</p>	<p><b>In Process</b></p>
<p><b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.</p>	<p>Refer indicator-25.</p>	<p>TNA already completed for all 3 tiers.</p>	<p><b>Completed</b></p>
<p><b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.</p>	<p>Refer indicator-4.</p>	<p>TNA of all 9 nominated and willing officials, completed. Registration of Secretary Finance, GoS and new PD-PMIU arranged for Executive Education course, "Leadership Decision Making."</p>	<p><b>In Process</b></p>
<p><b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.</p>	<p>Refer indicator-4.</p>	<p>List of 13 officers proposed by Secretary SELD, for exposure tour to Malaysia and Vietnam finalized. Correspondence with Ministries of Education of both countries initiated to finalize details. Anticipated date of Study visit is September / October 2017.</p>	<p><b>In Process</b></p>
<p><b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or</p>	<p>Refer indicator-4.</p>	<p>Approval of Secretary SELD obtained for proposed nomination of 13 officers of SELD to Punjab and 13</p>	<p><b>In Process</b></p>

sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.		officers to KP. Anticipated date of exposure visit is end-August / early-September 2017.	
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## Progress Update

One of the major updates for Component 4 during this quarter was the hiring of the PPP Associate for SCDP. This position had been vacant for several months and will be necessary for developing the best practices document and for working on the PPP MIS. Another major update is the achievement of the deliverable 4-d-1 on June 12, 2017. This marks the achievement of the third deliverable of Component 4 with 2 deliverables already completed.

### Capacity Needs Assessment Conducted for All 3 Tiers

This deliverable was achieved this quarter on June 12, 2017 when Component 4 team completed the TNA of PD-PMIU and Harvard Kennedy School confirmed the acceptance of his application. While this deliverable is complete, if in the future someone else is recommended (with USAID's approval) to be included in Tier 1 training, his/her Capacity Need Assessment will be carried out as and when required.

#### Tier 1 Training of Government Officials

A major achievement was the registration of two government officials for the Tier 1 training at the Harvard Kennedy School. PD PMIU and the Secretary of Finance have both been approved for Tier 1 training and have been officially registered for the training session from October 15 to October 20, 2017. Planning for the remaining two officials in this Tier is still under way.

#### Tier 2 Training of Government Officials

In Tier 2, an achievement was that the Ministries of Education in Malaysia and Vietnam nominated focal persons to coordinate the trips to each country. This deliverable is on track to be achieved in the October - December 2017 quarter.

#### Tier 3 Training of Government Officials

Tier 3 training is on track to be achieved by the end of August/early September 2017. While this is later than the original due date set for the training, progress on this deliverable continues to move steadily.

#### PPP Toolkit

One of the major achievements of the quarter was the drafting of the PPP Toolkit in the month of May. It was a significant achievement because the deliverable was due in 2018 but Component 4 decided to fast track this deliverable. In the previous quarterly progress report, Component 4 had estimated that the outline would be finished by July 2017. However, Component 4 outperformed the expectations and finished the draft in May 2017. PPP Guide & Toolkit is expected to be finished by the end of the upcoming quarter, July - September 2017.

#### PPP Best Practices Documents

Another achievement in this reporting period is that the draft outline for the PPP Best Practices has been developed and discussed internally. This deliverable was jump started with the arrival of the new PPP Associate in the last quarter. It is expected to be achieved in the January - March 2018 quarter.

#### PPP Support Tasks

SCDP also continued to provide support to the PPP Node as part of an ongoing deliverable by drafting documents for PPP Node. The process of renting PPP Node office continues to be slow. However, progress has been made and a potential office has been chosen by Secretary SELD and PPP Node Director.

### **PPP Capacity Training**

The hiring process for PPP Node employees is also slow, which, in turn, impacts the ability of SCDP to carry out capacity development training. As a result, neither of these deliverables have been achieved despite efforts by PPP Advisor to support the government in these tasks.

### **PPP MIS**

No work was done on the PPP management information system. However, a concept paper on developing PPP-MIS prepared by the former Associate-PPP was shared with the new Associate- PPP and work on this deliverable has been planned for the upcoming quarter.

### **Implementation of ALP Policy**

One of the biggest achievements for the ALP Policy during this quarter was the submission of a working paper and presentation to the Sindh cabinet meeting. This means that the deliverable concerning the implementation of of ALP Policy is continuing. The target due date is anticipated to be August 2017.

### **NFE Best Practices Document**

A concept paper for this deliverable has been sent to USAID for approval. This deliverable is expected to be achieved by December 2017.

### **ICT Trainings**

Progress on the ICT trainings continued in this quarter. 28 teachers were trained bringing progress against the life of the project to 41.3%. 100 in-school students were trained under Level-3 ICT training, bringing progress against the life of project (LOP) target to 36%. Likewise, 98 out of school students and adults were trained under Level-4, bringing the progress up to 35% against LOP target of 4,000. A major achievement that continued in this quarter was gender parity in the teacher and out of school trainings. Currently, 37.4% of the teachers trained are female and 53.7% of the out of school children are female.

However, progress has considerably slowed down during this quarter as compared to the last quarter. In the previous quarter, around 200 teachers had been trained whereas, in this quarter, only 28 teachers could be trained. One major reason for this slow down was that no work could take place during the month of June as summer holidays began on May 26, 2017. Another major reason was that schools with computers had been exhausted in the previous quarter. As a result, SCDP could not train more teachers this time. SCDP faced similar problems with Level-3 ICT trainings of in-school students and Level-4 ICT trainings of out of school children and adults. SCDP anticipates it will face a considerable challenge in meeting this deliverable until availability of computers/ laptops through CMP, who is procuring 97 laptops for this purpose.

### **Achieved Deliverables**

Two deliverables from this component had already been completed before the reporting period.

## **Major Activities during the Quarter**

Following are the major activities that have taken place during this quarter from April to June 2017:

### **Hiring of Human Resources at PPP Node, SELD**

In April, support was provided to PPP Node to send a letter to SGA&CD for notification of the Selection Committee for the hiring of human resource in PPP Node. The revised Recruitment Rules for the hiring of human resources at the PPP Node have been drafted and gotten approved by the

Secretary, SELD. In June, the draft Recruitment Rules need to be placed before the Recruitment Rules Committee – I, headed by the Secretary (I&C), for final approval and concurrence. Therefore, a letter for the approval of draft Recruitment Rules has been sent to Secretary (I&C), SGA&CD, dated May 29, 2017.

Moreover, the Selection Committee for the hiring of human resources at the PPP Node has already been approved by the Chief Secretary, Sindh, through a Note for Chief Secretary. However, its notification is still being awaited from the SGA&CD.

### **Renting of office for PPP Node, SELD**

The issue was raised in a meeting with Secretary SELD and PD PMIU, where it was proposed that the Bungalow/Office Space of Monitoring & Evaluation (M&E) was being vacated, as they needed a larger space. Therefore, the office space might be given to PPP Node for its operationalization. The Director PPP Node was satisfied with the proposal and was asked to wait for a short while till the M&E team vacated it.

In a follow-up meeting, Secretary SELD indicated that he preferred having all the offices in one place so he suggested to the PD PMIU to shift the office of PMIU and the PPP Node to the same State Life Building. The matter has not yet been decided and will be followed up in the coming meeting with the Secretary SELD and PD PMIU.

Director PPP Node under the support of SCDP has requested a visit to the proposed office of PPP Node in the identified State Life Building. Following the visit, the Tender Notice for office premises will be published, subject to the approval of the Procurement Committee. A draft has already been prepared.

### **Support for PPP Node**

Under support to PPP Node, SCDP prepared the Note Sheet for handing over the management of Teacher Training Institutes/Centers to EMOs under the PPP framework, which has duly been approved by the PPP Policy Board. SCDP also drafted Note Sheet and a Draft Notification for the constitution of Complaints Redressal Committee (CRC) for the EMOs Reform Project under PPP mode.

SCDP drafted Note Sheet and Draft Letter for Finance Secretary from SELD for the allocation of funds for SELD-PPPs/EMOs in the budget of coming FY 2017-18. SCDP followed up with the Finance Department, Govt. of Sindh for the release of this year's budget for SELD-PPPs/EMOs, which was eventually released to the SELD.

Moreover, SCDP assisted the Director Education PPP Node in having his contract renewed, which was successfully extended for a further period of one year via notification dated June 19, 2017. It also presented the Fund Flow of payments to EMOs, including Escrow Mechanism, to the Secretary SELD and PD PMIU, and further supported the PPP Node in getting the non-cheque book system approved for payments from Escrow Account(s) to Project Account(s) for the EMOs reform.

Under support to PPP Node, SCDP prepared the Expression of Interest (EoI) and Draft Letter to SPPRA for procurement of consultant/transaction advisors for Teacher Training Institutes / Centres under the PPP mode. SCDP also drafted the summary for Chief Minister for the launching of Cambridge and Comprehensive Schools Project in Sindh under PPP mode. The approval from the CM will subsequently be ratified by the PPP Policy Board.

### **PPP Guide and Toolkit**

During this quarter, the first draft of PPP Guide & Toolkit was prepared and shared internally for review and comments. The draft will shortly be shared with the PPP Node, PMIU, and other relevant stakeholders. A Consultative Session on the first draft of PPP Guide & Toolkit was held at the PMIU dated June 16, 2017. Following were the participants of the session:

- i) PD PMIU,
- ii) DG PPP Unit,
- iii) Director Legal PPP Unit FD,

- iv) Director Finance PPP Unit FD,
- v) Director Education PPP Node SELD,
- vi) Chief of Party – SCDP,
- vii) Team Leader (Education, Reforms & Policies) – SCDP,
- viii) Advisor PPPs – SCDP,
- ix) Associate PPPs – SCDP.

Following the first Consultative Session, the revised draft document of PPP Guide & Toolkit has been shared with all the participants for their further input.

### PPP Best Practices

First Draft Outline of the PPP Best Practices has been developed and discussed internally. It will be further developed after meetings with the stakeholders. These meetings are currently being planned and are expected to be held shortly.

### ICT Trainings of Teachers – Level 2

From April 12 to April 17, 2017, ICT Training for 28 Level-II participant teachers (21 Females & 07 Males) was conducted in Government Elementary College of Education for Women, Sukkur. More women than men were deliberately chosen to improve the gender balance. Thus, of the 28 teachers trained this quarter, 75% were females. The total number of teachers trained is 331 which means 41.3% of the life of project of 800 teachers trained has been achieved. 216 of these total teachers are males and 115 are females.

The following table summarizes the details of ICT trainings of teachers this quarter:

Sr.No	District	Male	Female	Total
1	Khairpur	7	4	11
2	Sukkur	0	17	17
	Total	7	21	28

### ICT Trainings of In School Students – Level 3

From April 21 to May 04, 2017, Component 4 trained 100 in-school students in 4 schools. 48 of the hundred students were females and 52 were males. The four schools were GBHS Kouro Goth and GBHS Tando Mir Ali in Khairpur and GGHS Arain and GGELS Bedil Bekas in Sukkur. A total of 887 boys and 555 girls have been trained bringing the total of in-school of students to 1442 against a target of 4000 students. Thus, 36% have been reached. 38.49% of the total students are girls.

The following table summarizes the details of ICT trainings of in school students this quarter:

Sr.No	District	School	Male	Female	Total
1	Khairpur	GBHS Kouro Goth	18	12	30
2	Khairpur	GBHS Tando Mir Ali	19	11	30
3	Sukkur	GGHS Arain	0	20	20
4	Sukkur	GGELS Bedil Bekas	15	5	20
	Total		52	48	100



#### **ICT Training of Out of School Learners – Level 4**

During May 15 to 25, 2017, 98 out-of-school children were trained in 4 EMO- Managed schools of two districts of Sukkur and Khairpur. The same schools, GBHS Kouro Goth and GBHS Tando Mir Ali in Khairpur and GGHS Arain and GGELS Bedil Bekas in Sukkur, which were used for in-school students' training, were used to train out of school children. 41 female learners and 57 male learners were trained this quarter. Thus, almost 42% of the out of the school learners are females. The total progress in this indicator has increased to 1,402 learners against 4000 out of school students, bringing the total progress to 35.05%. This includes a total of 657 males and 745 females and thus, 53.14% of the learners are female.

The following table summarizes the details of ICT trainings of out of school learners this quarter:

<b>Sr.No</b>	<b>District</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>1</b>	Khairpur	GBHS Kouro Goth	25	3	28
<b>2</b>	Khairpur	GBHS Tando Mir Ali	17	13	30
<b>3</b>	Sukkur	GGHS Arain	0	20	20
<b>4</b>	Sukkur	GGELS Bedil Bekas	15	5	20
	Total		57	41	98

#### **Approval of ALP/ NFE Policy**

In April, comments were received from the Finance Secretary on NFE policy. The team provided support to Directorate of Literacy & NFE, in preparing Notes for file and draft Summary for the Chief Minister seeking approval of the ALP/ NFE policy. CM Secretariat returned it with the directions to seek comments from Secretaries of Finance Department, Boards, and Universities.

SCDP assisted Sindh Education Department in issuing letters to Secretary Finance and Secretary Boards and Universities for their comments on draft policy. Letters containing comments on NFE Policy have been obtained from Finance Department, GoS and Board and Universities section/ STEVTA after persistent follow up.

SELD has sent a letter to the Secretary-GA to place the NFE policy item on the agenda of Sindh Cabinet meeting. A power-point presentation to present the ALP/NFE Policy to the Cabinet has been prepared and shared with Secretary SELD. Moreover, a draft working paper for Cabinet meeting has also been prepared and submitted to Secretary for his approval.

#### **Implementation framework of ALP/NFE Policy**

In April 2017, discussions on Implementation Framework and Result Framework for NFE policy with Directorate NFE were made. Meetings with Director PPP were held to check the possibility of Non-Formal Education schemes through PPP.

Draft Implementation Framework of ALP/NFE Policy was prepared and shared with the Directorate and USAID and initial discussions held with both stakeholders. An exclusive meeting of Sub-Committee of NFE Sub-Committee on Policy was arranged on May 25, 2017 at SCDP premises, in which Implementation framework was discussed and reviewed by the participants.

#### **Tier-1 Officials' Study Visit to HKS- USA (C-4. d)**

For the 4th batch of Tier-1 Officer training at Harvard Kennedy School (HKS)- USA, all of the officers were advised to get themselves registered for October 2017 session of the same course. However, only Finance Secretary, GoS sent his confirmation to HKS for attending October session. PD-PMIU

was transferred and hence, after completing TNA of the new incumbent of the post (Mr. Abdul Wahab Soomro), SCDP facilitated his registration in Executive Education course "Leadership Decision Making" scheduled from October 15-October 20, 2017. Harvard Kennedy School Executive Education Admissions Committee has confirmed acceptance of his registration.

#### **Tier-2 Officials' Exposure Visit to Malaysia & Vietnam (C-4. d)**

In April, a proposal for Tier-II Training in regional countries was developed and submitted to the PD PIMU. In May, the proposal was developed and submitted to the PMIU for seeking approval of Secretary-SELD. A meeting also took place with PD PMIU in which he was briefed about the tier-II and tier-III trainings/exposure visits.

In Tier-II training plan, Secretary SELD proposed a list of 13 Officers (against 10 persons mentioned in the SCDP Contract) for a regional visit which will require the approval of USAID within the available budget. On finalization of the list of 13 officers by Secretary SELD for the Tier-II study exposure tour to Malaysia and Vietnam, contacts were made with Ministries of Education of both countries for nominating some focal persons before starting official correspondence. These nominations have been received from both countries and official communication will be initiated shortly after the return of Secretary- SELD from leave. Draft letters for both countries have been prepared and sent to PD-PMIU for further processing.

#### **Tier-3 Officials' Inter-Provincial Exposure Visit to Punjab & KP (C-4. d)**

In April, Proposal for Tier III training was developed and is under review. For Tier-III training/ inter-provincial exposure visit of district level education managers, approval of Secretary SELD was obtained for proposed nomination of 13 officers of SELD to Punjab and 13 officers to KP, as part of capacity development support under SCDP. A committee comprising of PD- PMIU will interview all 26 nominated officers before sending them to provinces. A representative of SCDP will also interview them to ascertain their potential and keenness to learn from the visit and support the reforms in SELD.

### **Challenges**

- There continues to be a delay in recruiting employees at the PPP Node which means that SCDP team cannot conduct capacity training.
- Notification of Selection Committee was approved by the Chief Secretary for the hiring of PPP-N staff. However, the selection committee also needs to be notified by S&GAD- Government of Sindh, thus further delaying the process.
- Continuation of training of teachers, students and OOSC & adults in basic skills of ICT under SCDP has been disturbed, owing to the non-availability of IT Labs in SBEP schools. The training will only resume once the procurement of 96 Laptops is received through CMP.
- Under Tier-1 officials' study tour to HKS-USA, Minister, Education & Literacy and the Chief Secretary, GoS showed their inability to attend HKS Executive Education course in October 2017 due to their pressing engagements.

## 3. Operational Updates

### Human Resources

There has been an expansion of the team at various levels with ongoing support of HR. A notable achievement during the quarter has been greater gender equity in the SCDP team. The appointment of a female team lead and senior officer M&E are two major examples. The M&E team now, with the appointment of an SPDC consultant and M&E intern has an equal number of men and women. Similarly, the new PPP Associate recruited is also female hence making the SCDP team more gender-balanced than before when only there was only one female member in the staff.

The provision of assistance to PMIU hiring continued in this quarter and some critical positions have been filled, which were previously vacant or not envisaged in the PC1. One successful hire has been the HR manager at PMIU who has started recruiting more people in his unit.

Currently, SCDP HR is in search a replacement for new Team Leader for Education Reforms and Policies as the current incumbent will leave on 1<sup>st</sup> September 2017. An advertisement for the position has already been uploaded on the website and also advertised in leading newspapers. The potential applicants are undergoing review for shortlisting.

### Logistics and Administration

During this quarter, a major achievements of the Administration, Logistics and Security Team were the revamping of the staff seating capacity due to more staff members joining the SCDP team. The team installed new workstations, recarpeted office area, and installed double windows in the conference room for sound proofing. The team carried out fumigation of the premises. They also updated the SOPs on Security.

Another achievement during this quarter included providing the necessary support and arrangements for the SCDP quarterly monitoring visit by the M&E team, the ICT training, government officials meeting, USAID meeting and various office functions. Despite being provided with short deadlines, which at times were inevitable, the team usually carried out the tasks in a timely manner.

In the upcoming quarter, some of the major plans are to create more office space through rearrangements in present setup, installation of an additional air conditioner, a bigger generator, security door, and a fire alarm system. SCDP also currently needs to hire more support staff. The hiring is in the pipeline currently.

## 4. Reflections

### i) Bringing Back Children to School through the Use of ICT

17-year-old Aqib Hussain is a resident of the Allah Dino Amir village in district Khairpur. Even though Aqib wanted to study further, in 2014 he had to discontinue his education after tenth grade because of financial issues in the family. Instead, he had to help his father at the farm to make ends meet.

More than half of the working population in Khairpur is associated with farming and agriculture and the majority of this population is not literate. Given such circumstances in the area, it was difficult for Aqib's father to cover both living costs and the education expenses of his children.

The financial condition of Aqib's family eventually improved but this meant that Aqib's connection with education was disrupted which made it difficult for him to go back to school. It was around this time that Aqib got to know through a friend that an Information and Communications Technology training was being held by USAID in a nearby village. He was always fascinated by computers but never himself had the chance to use one. This fascination led him to attend the ICT training which was being conducted in Government Boys High School, Tando Mir Ali. Aqib would travel for an hour and 30 minutes every day to attend this training but his determination was inspirational. Aqib had to say the following about the training:

*"When I used the computer for the first time, I really liked it. I had never used a computer before this. I want to do a diploma in ICT after this."*

After attending the training, Aqib expressed that the exposure had reinvigorated his passion for continuing his education and he intended to enroll himself in college.

Aqib's story is unique but it points towards a larger phenomenon as well. Thousands of children not only in Khairpur but across Sindh, drop-out every year. Programs such as the one mentioned earlier not only provide ICT skills to such students but also inspire them to continue their education. When these individuals go back to their communities, they serve as a critical mass in mobilizing other members to benefit from education opportunities like these.



Under the USAID Sindh Capacity Development Program (SCDP), more than 3000 individuals have been trained in Information and Communications Technology. These include both in-school and out-of-school children and teachers. The program aims to train a total of 4800 individuals by August 2018. The content of this training includes the basics of operating a computer, surfing the internet, sending emails and using MS Office.

## 5. Picture Gallery

**ICT Training L-3 In-School Children in four schools of Khairpur & Sukkur from April 21- May 04, 2017**

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**ICT Training L-2 Participant Teachers from April 12-17, 2017 held at Government College of Education Women, Sukkur**

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**Pictures from the Quarterly Monitoring Visit  
From 8<sup>th</sup> to 18<sup>th</sup> May 2017**

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# SINDH CAPACITY DEVELOPMENT PROJECT

Quarterly Progress Report

October to December 2017



Submission: January 31, 2018

Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

ADS	Automated Directives System	PDR	Planning Development & Research
AKU	Aga Khan University	PFMRAF	Public Financial Management Risk Assessment Framework
ALP	Alternative Learning Pathways	PIFRA	Project to Improve Financial Reporting & Auditing
AMEP	Activity Monitoring and Evaluation Plan	PITB	Punjab Information Technology Board
AOR	Agreement Officer's Representative	PITE	Provincial Institute of Teacher Education
BOC	Bureau of Curriculum (now called DCAR)	PMIU	Program Management and Implementation Unit
CBP	Capacity Building Plan	PMU	Performance Management Unit
COR	Contracting Officer's Representative	R&D	Research and Development
DCAR	Directorate of Curriculum & Research	RSU	Reform Support Unit
DEO	District Education Officer	SEF	Sindh Education Foundation
DO	Development Objectives	SEMIS	Sindh Education Management Information System
EGRA	Early Grade Reading Assessment	SBEP	Sindh Basic Education Program
EMIS	Education Management Information System	SCDP	Sindh Capacity Development Project
G2G	Government to Government	SCMP	Sindh Community Mobilization Program
GoS	Government of Sindh	SELD	School Education & Literacy Department
HANDS	Health and Nutrition Development Society	SMC	School Management Committee
ICT	Information and Communication Technology	SPDC	Social Policy and Development Centre
IP	Implementing Partner	SPPRA	Sindh Public Procurement Regulatory Authority
IR	Intermediate Result	SRP	Sindh Reading Program
IRD	International Relief & Development	STEDA	Sindh Teachers Education Development Authority
LOP	Life of Project	TA	Technical Assistance
LSU	Local Support Unit	TLA	Teaching and Learning Assistant
M&E	Monitoring and Evaluation	TTI	Teacher Training Institute
MEP	Monitoring and Evaluation Plan	USAID	United States Agency for International Development
MEP	Monitoring and Evaluation Program	USG	United States Government
MSI	Management Systems International, Inc.		
MSF	Mission Strategic Framework		
NFE	Non Formal Education		
PC-1	Planning Commission Form 1		

## Executive Summary

This is the Quarterly Progress Report of Sindh Capacity Development Project for the quarter October to December 2017. It discusses the progress, achievements and major activities of the project that have taken place during this quarter. It gives a detailed account of the general as well as the specific progress that each component has made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 assigned deliverables, 11 deliverables were completed till December 31, 2017. There are 22 deliverables in-process of completion and are expected to be completed before the end of the project. Further, 9 deliverables are of an ongoing nature that will continue till the end of the Project. One deliverable is on hold for reasons outside of SCDP's control.

The key accomplishment for Component 1 was provision of assistance to PMIU in the revision of PC-1, PC-4 and PC-5 reports. Also, as requested by PD-PMIU, PC-4 and PC-5 reports were prepared and shared with PD-PMIU with updated information. Additionally, translation of manuals into Urdu and Sindhi have started. Moreover, a document is also being prepared which illustrates the current status of recommendations suggested in Capacity Building Plan and Public Financial Management Risk Assessment Framework (PFMRAF) reports.

Component 2 showed significant accomplishment as the M&E team assisted PMIU on their 7th quarterly monitoring visit from November 8-23, 2017. A total of 17 indicators were validated. In addition to that, SBEP's 7<sup>th</sup> Quarterly Monitoring Report was submitted to partners on time. Also, a field visit to the Education Management Organization (EMO) schools for gender analysis of the G2G components took place from December 11-18, 2017. The findings of the visit were shared with Project management Committee (PMC)-SCDP on December 19, 2017. Moreover, for SMC Trainings an Android-based Mobile application was developed which was pilot tested in two construction schools in Karachi on November 22, 2017.

A noteworthy feature of Component 3 was the completion of the Research Dissemination Strategy draft. Data collection was also completed for EGR study in all the sampled districts of North Sindh hence progress for Early Grade Reading remained steady. Also, a consultant was hired to conduct the situational analysis of SELD department's research capacity and the work was initiated.

Component 4 had major achievements in this reporting quarter. The Launch Event of the PPP Guide & Toolkit was successfully organized and executed on November 7, 2017. PD PMIU went to attend a course on "Leadership Decision Making" at Harvard Kennedy School, USA from October 15-20, 2017. Moreover, under the tier-II contract, ten senior officers of School Education and Literacy Department visited Malaysia from November 20-23, 2017. Also, a meeting of Sindh cabinet was held on October 5, 2017, where the Non-Formal Education (NFE) policy was approved in principle and minutes were issued on October 16, 2017.

Progress has been slower than envisioned in a few areas. SAP training for PMIU continued to be delayed due to slow response from DG Financial Accounting and Budgeting System, Islamabad regarding SAP connection to PMIU and training of staff. The training of School Management Committees on IT based monitoring was affected by the SMC election process in districts under which new members would be elected. Also, laptops for ICT trainings were awaited from CMP; these have been received and insurance arrangements are underway. Despite the follow ups, nominations were not provided by the Directorate of Curriculum Assessment and Research and Sindh Textbook Board for Research Capacity Development workshops.

# 1. Introduction

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrollment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a three-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. Since the project is at its closure and only two more quarters are left, many of its deliverables are completed and some are in process while a few others are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed, in-process, ongoing, pending, not started and on hold. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID as such. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. ‘On-going’ refers to the deliverables that will continue throughout the life of project and include deliverables which consist of tasks that occur on a recurring basis. ‘Pending’ refers to the deliverables on which work by SCDP has not begun yet. ‘Not-started’ refers to the deliverables that have not been initiated yet because SCDP is awaiting instructions and approval from USAID, PMIU and other relevant partners. ‘On-hold’ refers to the deliverables that cannot be initiated because of external factors outside of SCDP’s purview.

Of the 43 assigned deliverables, 11 deliverables have already been completed. Of the remaining deliverables, 22 are currently in-process, 9 are on-going till the end of the project and 1 is on hold for reasons mentioned in the report.

<b>Total number of deliverables</b>	<b>43</b>
<b>Progress Status</b>	<b>Number of deliverables</b>
<b>Completed</b>	<b>11</b>
<b>In Process</b>	<b>22</b>
<b>Ongoing</b>	<b>9</b>
<b>On Hold</b>	<b>1</b>
<b>Pending</b>	<b>0</b>
<b>Not Started</b>	<b>0</b>

Deliverable-wise activity details are provided in the Program Activities section which describes each activity's status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## 1.1 SBEP M&E Indicators for SCDP

There are 9 indicators assigned by SBEP M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Sep 2017	Oct 2017	Nov 2017	Dec 2017	Till Dec 2017	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	352	0	0	31	383	48%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	1,778	0	0	0	1,778	44%
	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	1,712	0	0	0	1,712	43%
3	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs <b>(Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)</b>	1,000	753	0	0	0	753	75%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	240	0	0	0	0	0	0%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	3	4/5	0	4	0	4/5	NA
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	1	1	1	1	100%
7	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	116	1	10	0	127	89%

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Sep 2017	Oct 2017	Nov 2017	Dec 2017	Till Dec 2017	
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	3	3.5/5	0	0	0	3.5/5	NA
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	0	0	0	0	0	0%

ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets and actual progress in the October to December quarter 2017:

S.No.	Indicators	LOP Target	Progress till Sep 2017	Actual Progress Oct – Dec 2017	Total Progress till Dec 2017
1	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	753	0	753
2	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	116	11	127
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	1	1

### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress till Sep 2017	Progress Oct – Dec 2017	Progress till Dec 2017
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	6	-	-	0
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	8	-	8
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	40	48*	-	48
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	-	-	0
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	9	5	1	6
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10	-	10	10
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	28**	-	28
<b>Total</b>	142	116	11	127

\*The total number of officials trained were 55. However, 7 participants were also part of the previous trainings and thus were not included in these numbers.

\*\* The total number of officials trained were 30. However, 2 participants had taken part in previous trainings and thus were not included in these numbers.

<sup>2</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)



## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>Total Number of Deliverables</b>	12
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<b>Progress Status</b>	<b>Number of Deliverables</b>
<b>Completed</b>	3
<b>In Process</b>	6
<b>On-going</b>	3
<b>On-hold</b>	0
<b>Pending</b>	0
<b>Not Started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>1-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed. [Target=1]	Achieved.	<b>Completed</b>
<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards. [Target=100%]	A document was prepared to explain the modalities of achieving certain deliverables and outline the assistance that was required by PMIU. The document was approved by PD-PMIU and shared with USAID. It was decided that continued assistance in implementing PFMRAF and CBP recommendations was needed to complete this deliverable.  A combined document is being prepared that explains the current status and action plan regarding the implementations of the recommendations suggested in these documents.	<b>On-going</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently. [Target=Rating 5]	Supported the first Internal Audit (IA) function of PMIU for the quarter July to September 2017. The draft findings were shared by the Internal Audit Team with the relevant stakeholders for management comments.	In Process
<b>1-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	Number of administrators and officials trained with USG support. [Target=142], 40 for C=1	For SAP licensing and training, concerned personnel from DG-Financial Accounting and Budgeting System (FABS) were aligned with Manager IT and Finance Officer of PMIU.	In Process
<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared. [Target= TBD]	A comparing document was prepared and shared with PD-PMIU. The document highlighted the revisions made in Revised PC-1 document and the responses against outstanding queries raised by Planning Commission.	In Process
<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Number of PC-3, PC-4 and PC-5 prepared. [Target=TBD]	PMIU agreed to share PC-3 with component 2's team for assistance regarding the preparation of the monthly report development. PC-4 and PC-5 reports were sent to PMIU with updated information available till date.	On-going (PC-3)
			In Process (PC-4; PC-5)
<b>1-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted. [Target=3]	Fieldwork for first Annual Financial Evaluation of PMIU directed by USAID is completed and draft report has been shared.	In Process
<b>1-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU prepared and submitted to USAID, as	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted. [Target=3 each]	SCDP reviewed the documents that were sent by PMIU to USAID. These did not contain any Risk Mitigation Reports, Tax Reports etc. As per discussions with PMIU	On-going

Deliverables	Indicators, Targets	Progress Activity Summary	Status
per set guidelines and frequency.		management, no such reporting guidelines are established by USAID. PMIU sends monthly expenditure reports with bank reconciliation of the foreign currency assignment account. In this process, PMIU has confirmed that no assistance is required. A request was made to USAID for clarification and confirmation on the subject.	
<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated. [Target=4 manuals]	For translation of all four manuals into Urdu and Sindhi, a translator was selected, and an agreement was signed. Translation of manuals is under process.	<b>In Process</b>
<b>1-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	Capacity Building Plan was approved by PSC. Training will be delivered in accordance with the recommendation provided in Capacity Building Plan and PFMRAF report in coming months.	<b>In Process</b>
<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted. [Target=1]	Achieved.	<b>Completed</b>

## Progress Update

There has been significant progress in Component 1 during this quarter with regards to the remaining deliverables. A connection between DG Financial Accounting and Budgeting System (FABS), and PMIU relevant staff has been established for SAP licensing and training. Furthermore, a translator has been selected to start the translation of manuals into Urdu and Sindhi. During the reporting quarter, a document was prepared which highlighted the comparison between PC-1 and Revised PC-1 documents. It also consisted of replies to queries raised by Planning Commission of Pakistan. As requested by PD-PMIU, PC-4 and PC-5 reports were also prepared and shared with PD-PMIU with updated information. Moreover, a document is being prepared which shows the current status of recommendations suggested in Capacity Building Plan and PFMRAF reports.

### Manual Translation

The biggest achievement for this quarter was that SCDP has initiated work on the translation of manuals on Human Resources, Procurement, Financial Management and Monitoring and Evaluation. A translator was selected, and an agreement was signed. Translation of manuals is currently under process.

### Internal Audit for the quarter July to September 2017

In this quarter, a draft on Internal Audit reports was prepared after discussion with relevant stakeholders and issued for management comments. The final report will be issued after the completion of the review process along with final input from the management.

### External Financial Evaluation of PMIU

Fieldwork for the first Annual Financial Evaluation of PMIU, directed by USAID, is under process and the draft report will be shared in the first week of January 2018.

### SAP Access and Training

During this quarter, DG Financial Accounting and Budgeting System (FABS) Islamabad was connected with relevant Finance and Accounts Officer, and Manager IT at PMIU for necessary requirements for SAP licensing and training. However, to date the liaison has not yet resulted in any concrete steps towards the initiation of training.

### Revised PC-1

As per the requirement of PD PMIU, a document was prepared and shared with PD PMIU which compared PC-1 with a Revised PC-1 document during this quarter. This document also contains replies to the outstanding queries of Planning Commission of Pakistan.

### PC-4 and PC-5 Reports

An updated version of PC-4 and PC-5 were prepared and shared with PD-PMIU. As these are documents that would become due periodically after the close of the project, all information cannot be included at this point of time. The forms were filled as per current information and are expected to guide the PMIU as and when those two reports become due.

## Major Activities

Following are the major activities that took place in this quarter from October - December 2017:

### Manual Development

PSC approved Human Resource Management, Procurement, Financial Management and Monitoring & Evaluation manuals of PMIU. The manuals were written in English. SCDP is required to translate these manuals into Urdu and Sindhi. In this quarter, SCDP has initiated the process of translation as a translator has been selected and an agreement has been signed. Currently the translation is under process.

### **Internal Audit Activity**

SCDP continued to work on the draft of the internal audit report in this quarter as well. The draft report has been shared with relevant stakeholders for management comments. Other activities covered in this quarter were Entity Level Control Review, internal audit of Financial Management and Information Technology functions.

### **External Financial Evaluation of PMIU**

Field work for External Financial Evaluator was under process during the month of October. Work Plan was shared by the evaluator and draft report was shared in mid of November 2017. SCDP coordinated an external financial evaluation of PMIU. BDO Ebrahim & Co were selected to conduct this evaluation. The evaluation is in progress during the reporting period. The Draft report will be shared in the first week of January 2018.

### **SAP Access and Training**

During this quarter, correspondence with the staff of DG FABS, and PMIU took place more frequently. DG FABS shared the requirements with Manager IT PMIU for SAP installation and training.

### **Revised PC-1**

A comprehensive document was prepared and shared with PD-PMIU that consisted of an item-by-item comparison of PC-1 with the Revised PC-1 document during this quarter. The document also contained replies against outstanding queries of Planning Commission of Pakistan.

### **PC-4 and PC-5 Reports**

PC-4 and PC-5 reports were prepared as per the requirements of PD-PMIU in this quarter. These reports have also been shared with PD-PMIU. The reports highlighted the project's progress and outcomes which are prepared for the end of the project. SCDP has added available information till date to these reports.

### **Challenges**

- There was slow response from DG Financial Accounting and Budgeting System (FABS), Islamabad regarding SAP connection to PMIU and training of staff. Despite connecting with them, no progress has been made on SAP access and training.
- USAID's input is being sought on requirements for preparation of Annual Financial Reports, Risk Mitigation Reports, Accounts and Tax Reports by PMIU, and mode of engagement for these reports. However, PD PMIU is of the view that such reports are not a requirement from USAID. Emails regarding this have already been shared with the COR, who has further asked for a joint meeting to resolve the requirement of this deliverable.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	<b>Number of Deliverables</b>
<b>Completed</b>	2
<b>In Process</b>	4
<b>On-going</b>	4
<b>On hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan. [Target=4]	Rating of the M&E capacities of PMIU done in the reporting quarter and information regarding the same was sent to PD-PMIU for reference on November 9, 2017.	<b>On-going</b>
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted. [Target =12 Quarterly, 3 annually]	Quarterly Monitoring report was submitted to partners for input on December 15, 2017.	<b>On-going</b>
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted. [Target =12 Quarterly, 3 annually]	SBEP Annual Progress Report for 2016-17 was submitted on November 15, 2017.  Work on the SCDP Quarterly Progress Report was in process. The submission deadline is January 31, 2018.	<b>On-going</b>
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third-Party Validation Reports prepared and submitted. [Target=TBD]	Gender Study field visit for the G2G component took place from December 11-18, 2017.	<b>On-going</b>

		The findings of the visit were shared with PMC members on December 19, 2017.	
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting. [Target=240]	SCDP was planning to conduct the trainings in the reporting period, however, due to the ongoing elections of SMC members in districts, the trainings had to be delayed. SCDP is now planning to conduct SMC trainings in February 2018.  Pilot testing of android based mobile application was done on November 22, 2017	<b>In Process</b>
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented. [Target=1]	Quarterly check on the implementation of the policy is in process.	<b>Completed/Ongoing</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases developed. [Target=1]	Summary version of SBEP M&E database was uploaded on the new server acquired by PMIU on December 20, 2017. Work proceeded on finalizing the reporting format for the detailed version of the database for SCDP.	<b>In Process</b>
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy developed. [Target=1]	A meeting was held with DG M&E on December 13, 2017 to discuss the findings of the situational analysis of SELD partner organizations. The final report is in the process of	<b>In Process</b>

		completion and will be sent in January 2018.	
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal.  [Target=TBD]	Linkage of M&E database (summary version) was created with SBEP web portal on November 22, 2017.	<b>In Process</b>

### Progress Update

SCDP has made significant progress regarding the deliverables for this quarter. SBEP Quarterly Monitoring Report was submitted to the implementing partners on time. Also, a field visit to EMO schools took place from December 11-18, 2017 to collect data for the gender analysis study of the G2G component. The findings of the visit were shared with PMC-SCDP on December 19, 2017. Furthermore, SBEP M&E database was uploaded on PMIU's server on December 20, 2017. M&E team went on their 7<sup>th</sup> Quarterly monitoring visit from November 8-23, 2017. Moreover, pilot testing of android based mobile application for SMC training was done on November 22, 2017. Furthermore, SBEP Annual Progress Report was submitted on November 15, 2017. Further, a summary version of the M&E database was put live on SBEP's website on November 22, 2017. A rating was also conducted by SCDP on PMIU's implementation of the M&E plan. Furthermore, SCDP demonstrated a summarized version of the database to PD PMIU. As part of strategic planning for DG M&E, the situational analysis of SELD partner organizations regarding M&E was conducted and findings were shared with DG M&E.

### Quarterly Monitoring Visit

This quarter, SCDP assisted PMIU in carrying out the monitoring of SBEP indicators. The main achievement of the month was the submission of the SBEP Quarterly Monitoring report based on the visit of the previous month. The report was submitted on time for partners' comments. A great achievement of the quarter was the 7<sup>th</sup> Quarterly Monitoring Visit that took place from November 8-23, 2017. Monitoring visits were conducted in districts Dadu, Jacobabad, Kashmore, Sukkur, Khairpur, Lyari, Gadap, Keamari and Bin Qasim towns of Karachi.

A total of 17 indicators were validated. Out of 17, 13 were validated through field monitoring, while 4 indicators were validated through desk monitoring. Work on SBEP Quarterly Monitoring Report was in process.

### Technical Reports

SCDP was tasked by USAID to conduct a gender analysis of the Government to Government (G2G) component of SBEP. This comprised of both construction and consolidated SBEP schools. A senior consultant was hired for the purpose who submitted an Inception Report on November 2, 2017. Based on the latter, a field visit to EMO schools took place from December 11-18, 2017. The findings of the visit were shared with Project Management Committee (PMC) of SCDP on December 19, 2017. This deliverable is expected to be achieved in the January to March 2018 quarter.

### M&E Database

SCDP is developing a database which will project data of all SBEP indicators. The summarized version of SBEP M&E Database was uploaded on PMIU's newly acquired server on December 20, 2017. Work on the detailed version of the database is underway.



### **M&E Strategic Plan**

SCDP is supporting Directorate General Monitoring and Evaluation of SELD, in developing a strategic plan. The first step of the process was a situational analysis of DG M&E. The second step involved conducting a situational analysis for various departments of SELD. All departmental heads of the associated departments of SELD were interviewed and their opinions were sought for possible linkages with DG M&E. The findings of the situational analysis was shared with DG M&E on December 13, 2017 and the situation analysis report is being finalized and will be shared with DG M&E in January 2018.

### **SMC Training**

SCDP is mandated to conduct trainings on IT based monitoring for 240 School Management Committee (SMC) members to carry out E-monitoring of SBEP-focused schools using mobile phones. Thus, another major achievement by SCDP was the successful completion of the mobile application development for the SMC Training. The mobile application was tested on November 22, 2017 and queries concerning the application were resolved. SCDP has made significant progress with respect to the said deliverable. One noteworthy accomplishment was the completion of the requirement specification document for the development of the mobile application together with completion of the procurement process on the same. Moreover, the contract with Arittek Solutions, an Information Technology (IT) firm was finalized for signing off.

The initial plan to conduct the trainings in the reporting period was affected by the ongoing election process of SMCs in districts. The trainings have thus been delayed. SCDP is now planning on conducting SMC trainings in February 2018. The trainings will be carried out in two cohorts. Cohort 1 includes districts Sukkur, Khairpur, Larkana and Karachi and Cohort 2 consists of Jacobabad, Kashmore, Qambar Shahdadkot and Dadu districts.

### **SBEP Annual Progress Report**

SCDP is mandated to support PMIU in the development of SBEP quarterly and annual reports. The Second Annual Progress Report for Sindh Basic Education Program (SBEP) for the year 2016-2017 was submitted to PMIU on November 15, 2017.

### **SBEP M&E Plan**

SCDP is mandated to rate PMIU's M&E team's capacity to execute the SBEP M&E plan independently. The rating was done in the reporting quarter and the final rating document containing the consolidated rating for the year 2016-2017 was sent to PD PMIU for his records on November 9, 2017.

### **SBEP Monthly Report**

SCDP supported PMIU to develop the SBEP Monthly Progress Report for September 2017. This was an ongoing deliverable and SCDP anticipates providing similar support tasks in the future.

## **Major Activities during the Quarter**

Following are the major activities that took place in this quarter from October - December 2017:

### **SBEP M&E Plan**

SCDP developed a new rating mechanism to rate PMIU on their capacity to independently implement the M&E plan. After the rating mechanism was approved at the end of September, SCDP began the process of rating PMIU. SCDP visited PMIU on October 10, 2017 and rated PMIU on two specific areas: Organizational capacity of M&E section of PMIU and M&E Specific Skillset. Deputy PD PMIU also rated PMIU using the same tool. The final rating was based on the average rating given by both SCDP and PMIU. For this year, PMIU received a rating of 4 out of 5. A rating document was prepared and shared internally in SCDP on October 20, 2017. The information regarding the same was communicated to PD PMIU on November 9, 2017.

This completed the rating of PMIU's M&E capacity for the year 2016-17.

### **M&E Database**

Work on the detailed version of the M&E database is in progress. During the quarter, SCDP was involved in finalizing the reporting format of the detailed version of the database. The work was done in close alliance with SBEP partners. Work also took place on aligning SCDP's own data with the SBEP's database requirements. Simultaneously, queries regarding the summary version of the database were also addressed. A detailed demonstration on the summary version of the database was given to the PD PMIU on October 11, 2017. Furthermore, a summary version of the SBEP M&E database was made live on the SBEP website on November 22, 2017. Furthermore, a summary version of the SBEP M&E database was uploaded on PMIU's newly acquired server on December 20, 2017. A detailed document on the business specification requirement for the detailed version of the database was also prepared with the assistance of the Deloitte's IT team.

### **M&E Strategic Plan and Implementation**

SCDP continued the situational analysis of various stakeholders of SELD to analyse their M&E capacities and seek possibilities of linkages with DG M&E. Detailed meetings were held with Directorate of Non-Formal Education (NFE) and PDR on September 27, 2017, Sindh Education Foundation (SEF) on October 10, 2017, with Sindh Textbook Board (STBB), Directorate of curriculum, Assessment and Research (DCAR) and Directorate of Teacher Training Institutes (TTI) in Jamshoro and Hyderabad on October 26, 2017 and Director General, Provincial Institute of Teacher Education (PITE) on November 30, 2017. The main findings of the report suggested a lack of internal and external monitoring systems in SELD associated departments. Moreover, DG M&E and other SELD departments had a clear disconnect and worked in isolation to implement monitoring protocols. Furthermore, in the absence of defined standards and benchmarks to measure quality and performance the linkage among various SELD organizations could not be clearly sought. The findings of the situation analysis were shared with DG M&E on December 13, 2017. The situation analysis report will be shared with DG M&E in January 2018.

### **SMC Training**

During the reporting month, several activities took place regarding the E-monitoring tool development for SMC training. A business specification document was drafted and shared internally with the Deloitte IT team on October 3, 2017 to assist the development of the mobile application. The Paper Tool Testing report was drafted and shared internally on October 6, 2017. The Paper tool was translated into Urdu and Sindhi which would be added into the mobile application. A complete training plan with tentative dates for each district was developed and shared internally on October 17, 2017. The training plan also contained logistical arrangements, planned budget, and quotations from different vendors. After internal delays caused initially in the finalization of the appropriate vendor followed by a considerable delay in signing off the terms and conditions, the contract was finally signed on November 14, 2017.

During the reporting month, SCDP worked on the logistics and administrative tasks to prepare for the SMC training. A detailed SOP for mobile phone handling was prepared and disseminated to the concerned personnel at SCDP. The efficiency of mobile phones, to be handed over to SMC Members, was checked with the support of SCDP Admin and IT staff. Furthermore, user instructional manuals in English, Sindhi and Urdu were prepared and made ready for the printing process.

The mobile application was also pilot tested with two-selected construction schools in Karachi, 1) Govt. High School Waheerabad, Kemari Town and Govt. High School, Gulistan Colony, Lyari Town Karachi. The SMC members themselves practiced using the E-monitoring tool through smartphones, and based on the bugs found in the piloting, the application was updated. SCDP was also engaged in finalizing the list of SMC members who would take part in SMC trainings. All the selected members were interviewed telephonically against set criteria to ensure their

suitability for the trainings. To build the capacity of SMC members to carry out the monitoring activity, SCDP had planned to conduct SMC E-Monitoring trainings in December 2017. However, SELD decided to restructure and reconstitute SMCs according to the newly notified SMC rules. This gave SCDP an added opportunity to contribute towards the initiated reform. Hence, the training process and identification of SMC Members became dependent on the reconstitution and elections of the SMCs so that the relevant members were trained. SCDP conducted a meeting with both CMP and RSU, and devised working mechanism to expedite this process. RSU notified DEOs to conduct elections at school level while CMP decided to facilitate the process. It is expected that the election process will be completed by the end of January 2018. SCDP is planning to conduct SMC Trainings in February 2018. The trainings will be carried out in two cohorts. Cohort 1 includes districts Sukkur, Khairpur, Larkana and Karachi and Cohort 2 consists of Jacobabad, Kashmore, Qambar Shahdadkot and Dadu districts.

### **Technical Reports**

The first draft of the inception report on the gender analysis of the G2G component was disseminated internally on October 4, 2017. The Consultant visited Karachi from October 23-27, 2017 to hold further meetings with stakeholders and incorporate comments and feedback in the inception report. On October 25, 2017, the consultant also met with representatives of CMP and PMIU to seek clarifications regarding the G2G component.

After further consultations with relevant stakeholders in the last week of October 2017, the consultant sent the revised inception report on November 2, 2017. With respect to the study, discussion continued gaining more clarity on the research methodology, analysis and sample. A tentative field plan was also shared by the consultant. Director PPP Node was requested to facilitate the consultant during field visits to Sukkur and Khairpur. Director PPP Node informed the focal persons of concerned EMOs to render full cooperation to the Consultant. However, the consultant requested for a focal person at SCDP to coordinate the above field visits. Based on the request of the Consultant, Manager M&E was assigned the task to coordinate the field visits.

Field visits to EMO schools formed the bulk of the work for this deliverable during the month.

The consultant hired to conduct the gender analysis visited EMO schools from December 11-18, 2017. The aim of the visit was to examine the progress made on the gender targets envisioned in the G2G component, study the gaps that impeded successful implementation of gender targets and analyse how the G2G component contributed towards outcomes. The consultant visited 5 schools in Sukkur and Khairpur where EMOs had taken over the management of the school. The main findings of the visit were that parents were incentivized to send their daughters to EMOs schools and enrolment of girls increased at the start of sixth, ninth and tenth grade. The new buildings were more secure and environmentally friendly. The student teacher ratio and quality of teachers was also appreciated by parents and community members. However, access to basic facilities was limited in most schools. Safe drinking water was not available in all schools. The consultant would submit the final report in the next reporting quarter.

### **Quarterly Monitoring Visit**

SCDP started work on the 7<sup>th</sup> Quarterly Monitoring Visit and sent out a requisition for data to 3 implementing partners (PMIU, SRP and CMP) on October 9, 2017. The requested data was received from all 3 partners by October 20, 2017. In addition to that, SCDP assisted PMIU as per the mandate on their 7<sup>th</sup> Quarterly Monitoring Visit from November 8-23, 2017. The purpose of this visit was to validate and monitor the data that was reported by the implementing partners (PMIU, SRP, CMP and SCDP) against the indicators defined in the Logical Framework of SBEP M&E plan. SCDP M&E teams and PMIU visited target areas in the following 6 districts: Dadu, Jacobabad, Kashmore, Sukkur, Khairpur and 4 towns of Karachi: Lyari, Gadap, Keamari and Bin Qasim. A total of 17 indicators were validated out of which 11 of them belonged to CMP, 4 to SCDP, 1 to SRP and 1 to PMIU. From the 17 indicators, 4 were validated through desk monitoring and the remaining 13 were validated in the field.

### **SBEP Quarterly Monitoring Report**

Based on the Quarterly Monitoring visit conducted from from November 8-23, 2017, SCDP drafted SBEP Quarterly Monitoring Report. The report described the approach, scope of work and method of the organization, progress of 17 SBEP indicators which was reported and validated. 1 indicator each belonged to PMIU and SRP. 11 indicators belonged to CMP and 4 indicators were from SCDP. 4 indicators were validated through desk monitoring and 13 indicators were validated through field monitoring. Moreover, significant issues that could affect SBEP's impact on the children and communities were also identified in the report for necessary actions by higher authorities. The report was submitted for partner review on December 15, 2017.

### **SBEP Monthly Progress Report**

SCDP supported PMIU by reviewing and editing the SBEP Monthly Progress Report. The report was submitted on October 13, 2017.

### **SBEP Annual Progress report**

Work began on SBEP's Annual Progress Report 2016-2017 on November 1, 2017. SCDP sent an email to PMIU asking for partners' progress reports on November 1, 2017. SRP's Annual Progress Report 2016-2017 was sent to SCDP on November 2, 2017. The team also worked on consolidating the PMIU section of the report using previous monthly and quarterly reports of the reporting period. However, CMP's Annual Progress Report 2016-2017 was not sent to SCDP until November 8, 2017, which caused a significant delay in compiling data. Once all three partner's reports were received, the team edited and compiled the final version. The final report was sent to PMIU for review on November 15, 2017.

## **Challenges**

- A major challenge was the initial delay in signing off the contract with the mobile application development firm that was supposed to assist SCDP in conducting the SMC training. This was due to the time taken in the finalization of appropriate vendor and respective terms and conditions. The contract was signed on November 14, 2017.
- A second challenge faced by the team was the drafting of the business specification document for the development of the detailed version of the M&E database. The document was drafted with the assistance of the Deloitte's IT team.
- The delay in receiving the CMP report from PMIU restricted the timeline available for the preparation and review of SBEP Annual Progress Report. However, the deadline of November 15, 2017 was still met.
- The detailed version of the database incorporating extensive data from all components require more programming hours. As the current programmer is also assisting in other IT related activities, additional resource support is being arranged.
- Training schedule for SMCs has been impacted as the government has decided to hold elections of SMCs in January 2018. Although RSU advised LSUs in districts to ensure the completion of election processes by the third week of December, it was unlikely that the elections would be held, and SMC member bodies would be finalized. The revised lists are expected to be received in January from CMP which will be verified further by conducting telephonic interviews. This fact coupled with RSU's process of arranging elections of SMCs will determine the revised timeline of SMC trainings.

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	<b>Number of Deliverables</b>
<b>Completed</b>	0
<b>In Process</b>	4
<b>On-going</b>	1
<b>On Hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activities Summary</b>	<b>Status</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated. [Target=2]	Research work on both studies is in progress. First draft of PPP study was reviewed.	<b>In Process</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented. [Target=1]	Research Dissemination Strategy and implementation plan was shared with USAID for review and comments.	<b>In Process</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of SELD's role in policy and program reform. [Target=4]	The activity is in process. It will start after research studies are completed.	<b>In Process</b>
<b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.	Rating of SELD's capacity in conducting research. [Target=4]	Consultant was hired for research capacity assessment of SELD. Nominations for capacity building activities from some of the participating organisations are yet to be received.	<b>In Process</b>
<b>3-e-1</b> Support provided to PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	Number of Communication strategies prepared. [Target=1]	A meeting of SBEP Communication Working Group was held to discuss the revamping of the SBEP website.	<b>On-going</b>

## Progress Update

For this component, there has been progress regarding various deliverables. One of the key achievements was the completion of data collection for EGR study in all the sampled districts. Also, the panel met twice to evaluate proposals for production of the short videos. The consultant was finalized to conduct the situational analysis of associated departments of SELD for research capacity and work was initiated. Moreover, a firm was selected to revamp the SBEP website and a meeting of SBEP Communication Working Group was held to discuss the revamping of SBEP website.

### Research Studies

In this reporting quarter, progress on the research study, Early Grade Reading (EGR) Innovations for Quality Education - prospects for scaling up, remained steady. Data collection in all the sampled districts, Dadu, Larkana, Kashmore, Sukkur and Karachi, was completed. First draft of PPP study was submitted by the consultant before the due date of December 31, 2017. A key achievement was the provision of the EGRA data and assessment tools by SRP. Field work started in the sampled districts during the last week of October 2017.

During this quarter, work was also in progress for the research study on Public Private Partnership (PPP) which was awarded to Dr. Muhammad Babar and his team (Consultant for PPP Study). The research team submitted a 'zero' draft of the study and made a presentation to PMC. The study is on track and is expected to be completed in the January-March 2018 quarter.

### Research Dissemination Strategy

Draft of the Research Dissemination Strategy and Implementation Plan prepared by the consultant was shared with USAID for review. Feedback from USAID was received and shared with the Consultant.

### SBEP Communication Strategy

A meeting with SEBP Communication Working Group was also held to discuss the work progress on SEBP website, preparation of short videos and other communication products. The evaluation process for short videos was also initiated as the panel met twice to evaluate the proposals for short videos during the reporting quarter. Moreover, the proposals received to revamp the SBEP website were also evaluated. A firm was selected to award the contract and work was initiated on revamping the SBEP website. In this regard, a meeting of SBEP Communication Group was also held during this quarter to discuss the revamping of the SBEP website.

### Research Capacity Building Support to SELD

Two meetings took place during this quarter with the participating organizations of SELD regarding research capacity building. A consultant was hired to conduct the institutional assessment of SELD with respect to its research capacity and work was initiated. The participating organizations were reminded to send nominations of their staff members for participation in the research training of SELD research capacity building. Nominations from DCAR, STBB and PDR are still awaited.

## Major Activities

Following are the major activities that took place in this quarter from October - December 2017:

### Research Work

Regarding EGR study, during this quarter the EGRA data and assessment tools were provided by SRP that are now being used for a quantitative survey on the EGR study. The data collection process started during the last week of October 2017 in the district of Dadu. Field survey was planned to be completed by the end of November 2017. AKU research team initially conducted field visits in the districts of Dadu, Larkana, Kashmore and Sukkur in November. Later, the AKU research team conducted field visits in Karachi for the EGR study. The task of data collection in

all the sample districts was completed. Meetings with AKU team were held on November 24, 2017 and on December 13, 2017 to discuss the work progress. Earlier, in December 2017, the team requested an extension of two months for completing the study since data collection was delayed due to the unavailability of EGRA data and assessment tools. SCDP agreed to grant an extension of two months. Due to the delay, AKU team was requested to submit a revised work plan for the remaining activities. Moreover, monitoring visit (regarding data collection) of a sampled school in Karachi was conducted on December 14, 2017.

The research team of the PPP study shared the preliminary findings with the Project Management Committee on October 6, 2017. A zero draft of the study was also shared by the team. Purpose of sharing the zero draft and preliminary findings was to get feedback from SCDP team and PMC, before conducting the last field visit that was planned for the first week of November 2017. Two meetings were held with the research team to discuss the comments and progress of work on November 28, 2017 and on December 20, 2017. Final field visit for the study was planned in the second week of December 2017. The team worked on writing a draft report after the completion of field work. The report will be submitted by December 31, 2017.

### **Research Dissemination Strategy**

Preparation of the implementation plan for research communication was initiated during this quarter. The strategy suggested various avenues of communications in accordance with the variety of target groups and the financial resources available for this activity. The implementation plan was finalized by November 2017.

Draft of Research Dissemination Strategy was shared with USAID and other stakeholders for review/comments and was finalized. The strategy document along with the implementation plan was shared with USAID for final approval. SCDP team also reviewed the strategy and the comments were communicated to the consultant.

### **Communication Support**

A pre-bid meeting was held in October with the shortlisted firms for production of short videos. The participants were given a presentation on the overview of SBEP and the objectives of the communication outputs (videos). It was followed by a Q&A session. The detailed ToRs were also provided to the participants. The videos are to be prepared on overall SBEP, SCDP and ICT trainings. Proposals for production of short videos were received from the short-listed firms in November. A panel was formed for evaluating proposals as per the criteria already shared with the shortlisted firms, and making recommendations to SCDP for awarding the contract. The panel consists of representatives from SCDP, SPDC and PMIU. Two meetings of the panel were held on November 9 and 23, 2017.

The proposals received for restructuring and re-designing the SBEP website were evaluated. A firm was selected and meeting was held to discuss the details of required tasks. The firm will start its work after finalization of the contract.

A meeting of SBEP Communication Working Group was held on October 26, 2017 at PMIU to discuss the work progress on SBEP website and preparation of short videos and other communication products. It was decided that an in-house short video on EMO initiative will be prepared with the technical support of SCDP. The video will focus on explaining the nature of PPP and addressing the concerns of various stakeholders including communities and teachers about the initiative. Another meeting of SBEP Communication Working Group (CWG) was held on December 8, 2017 to discuss the revamping of SBEP's website. A presentation was made by the representative of selected firm, M/s PotDrum Digital, to the CWG. The participants expressed their satisfaction on the proposal and suggested that the firm should submit an initial design of the website within two weeks after the finalization of the contract.

### **Capacity Building Support to SELD**

An orientation meeting was held on October 4, 2017 at the office of Secretary SELD, which was chaired by Mr. Syed Afzal Zaidi, Additional Secretary PDR. Participants included head of Curriculum Wing and representatives from DCAR, PITE, STBB, STEDA, and Directorate of Teacher Training Institutes. The meeting aimed to familiarize participants about objectives, nature and scope of SCDP's support for research capacity building of SELD.

Second meeting with the group was held on October 20, 2017 at SCDP's office. The purpose of the meeting was to finalize the criteria/guidelines for nomination/selection of candidates to be involved in research capacity building activities. Participants were requested to give their nominations as per the agreed guidelines. Nominations from PITE, Directorate TTIs and STEDA were received. A reminder was sent to the organizations by the Head of Curriculum Wing to expedite the process.

Two candidates were interviewed regarding the institutional analysis of SELD research capacity. They were also asked to submit brief technical and financial proposals. Work on assessment of research capacity of SELD and its associated organizations began. A consultant, Mr. Danish Rashdi, was hired for this assignment. A meeting was held with the consultant to discuss the scope of work and the work plan on December 26, 2017. Furthermore, for the research capacity building of SELD, nominations from DCAR, STBB and PDR are still awaited.

### **Challenges**

- The delay, caused due to gaining access to the EGR tool and data from SRP, affected the timelines of the EGR study.
- Despite the follow up, nominations have not been provided by DCAR, STBB and PDR for research training of SELD partner organisations. This has already considerably delayed the research training activity.



**Component 4:**

**Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	16 (4-b-4 is a sub indicator)
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<b>Progress Status</b>	<b>Number of Deliverables</b>
<b>Completed</b>	6
<b>In Process</b>	8
<b>On-going</b>	1
<b>On Hold</b>	1
<b>Pending</b>	0
<b>Not Started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted. [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate. [Target=4]	Advisor PPP visits PPP Node Office on an almost daily basis. He provides on-going support to Director PPP Node, as needed.	<b>On-going</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	This deliverable is on-hold since the beginning, as it is dependent upon hiring of PPP Node staff by the Govt. of Sindh. As soon as the recruitment process of PPP Node is concluded, and the officers and staff are on-board, the team shall work on this training deliverable.	<b>On Hold</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>

<p><b>4-a-5</b> Education specific PPP management information system developed, and support provided to the ELD for its effective utilization.</p>	<p>Number of Education Specific PPP MIS developed [Target=1]</p>	<p>A detailed conceptual and structural framework of the PPP MIS was developed. The preliminary consultation on the Concept Note was held with the PPP Node. The draft concept note will soon be initiated for approval.</p>	<p><b>In Process</b></p>
<p><b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.</p>	<p>Number of Best Practices recommended to ELD [Target=TBD]</p>	<p>Field visit to KP and Islamabad Capital Territory (ICT) was conducted to study PPP best practices.</p>	<p><b>In Process</b></p>
<p><b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.</p>	<p>Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)</p>	<p>Total 383 (48%) teachers trained (228 Male, 155 Female) Females: 40.46%</p>	<p><b>In Process</b></p>
<p><b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.</p>	<p>Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)</p>	<p>Total 1,778 (44.45%) in-school students trained (1,031 boys and 747 girls) Females: 42.01%</p>	<p><b>In Process</b></p>
<p><b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.</p>	<p>Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)</p>	<p>Total 1,712 (42.8%) OOSC &amp; Adults trained (720 males and 992 Females) Females: 57.94%</p>	<p><b>In Process</b></p>
<p><b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)</p>	<p>Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]</p>	<p>Total 753 adolescent girls (75.3%) 10-19 years old trained in ICT basic skills.</p>	<p><b>In Process</b></p>
<p><b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.</p>	<p>Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]</p>	<p>Formatting process of NFE policy is in process of printing and publication.</p>	<p><b>Completed</b></p>

<p><b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.</p>	<p>ALP Policy Implementation Framework developed.</p>	<p>Meetings with key stakeholders including JICA were held to discuss the NFE Implementation plan at SCDP office on December 08, 2017.</p>	<p><b>In Process</b></p>
<p><b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.</p>	<p>Best practices and lesson learned document prepared [Target=TBD]</p>	<p>Planning for NFE best practices study started. Meeting was held with SRP on December 5, 2017 to plan visits of the NFE Centers. NFE centers in Orangi Town were visited to record NFE best practices. Also, the team is coordinating with Education Department, Punjab for the visit.</p>	<p><b>In Process</b></p>
<p><b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.</p>	<p>Refer indicator-25.</p>	<p>TNA for all 3 tiers was completed in June 2017 and shared with SELD.</p>	<p><b>Completed</b></p>
<p><b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.</p>	<p>Refer indicator-4.</p>	<p>PD-PMIU attended Executive Education training course "Leadership Decision Making" at Harvard Kennedy School – USA from October 15-20, 2017.</p>	<p><b>In Process</b></p>
<p><b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.</p>	<p>Refer indicator-4.</p>	<p>Tier 2 training went underway in the reporting quarter. Subsequent to the pre-visit briefing session, the exposure visit was carried out from November 20-24, 2017. The post-visit workshop is expected to take place in January.</p>	<p><b>Completed</b></p>
<p><b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.</p>	<p>Refer indicator-4.</p>	<p>Final report is under preparation.</p>	<p><b>Completed</b></p>

## Progress Update

There has been a significant progress regarding the deliverables of Component 4 during this quarter as ten senior officers and heads of the organizations linked to School Education and Literary Department visited Malaysia under tier-II training / exposure visit from November 20 - 24, 2017. Another key achievement for this reporting quarter was the Launch of the PPP Guide & Toolkit, which was held on November 7, 2017. Moreover, Non-Formal Education (NFE) Policy got formally approved at a cabinet meeting, held on October 5, 2017. Furthermore, to strengthen the capacity of the PPP Node, the recruitment test for hiring officials of PPP Node was conducted by Sukkur IBA at NJV College Karachi on December 10, 2017. Similarly work continued for other key deliverables of Component 4.

### **Support to PPP Node, SELD**

The recruitment process of PPP Node was initiated in this quarter. Sukkur IBA (SIBA) was officially approached to conduct tests for the vacant posts of the PPP Node. The test was conducted in NJV College, Karachi on December 10, 2017.

Furthermore, SCDP in coordination with the PPP Node, drafted a summary for the Chief Minister for the revision of budget of PPP Node. The summary was initiated by Secretary, SELD on October 13, 2017.

The Mission and Vision of the PPP Node were discussed with the respective officers and subsequently finalised during this quarter. The final draft has been initiated on a Note Sheet for approval of the Secretary, SELD.

### **Public Private Partnership Guide & Toolkit**

Subsequent to the approval of the PPP Guide & Toolkit on September 28, 2017, the Launch Event was held on November 7, 2017 at Avari Towers, Karachi. The Honorable Minister for Education & Literacy Sindh, Mr. Jam Mehtab Hussain Dahar, was the Chief Guest at the event.

### **PPP Best Practices**

In this quarter, the field visits to Khyber Pakhtunkhwa (KP) and Islamabad Capital Territory (ICT) were conducted from December 4-13, 2017. The aim of the visits was to explore and study various PPP models being implemented in Punjab and KP. Findings from the visit were analyzed and documented.

### **PPP MIS**

Conceptual framework and structure of the PPP MIS was developed in this quarter. The preliminary consultation was held with the PPP Node on the Concept Note. Desk research of the existing MIS that is being used and managed by SELD was done. The draft concept note will soon be initiated for approval of the Secretary SELD. The deliverable is expected to be achieved in the January to March 2018 quarter.

### **ICT Trainings**

During the reporting period, 97 laptops along with 31 Wi-Fi devices and 8 printers were procured by SCMP and handed over to SCDP. It was decided that SCMP will get all the equipment insured before transferring them to SCDP. Accordingly, all requirements including insurance, have been completed.

For the transfer of equipment, an agreement was signed between SCMP and SCDP on November 29, 2017. Following the agreement, the equipment was handed over to SCDP on December 6, 2017.

After receiving the laptops, SCDP installed the required software(s) for ICT trainings. Furthermore, SCDP team got custom-made mobile cabinets to ensure convenient movement of laptops from school to school during ICT trainings, to ensure safety and good handling of the equipment.

Also, Level 2 ICT trainings for Participant Teachers were conducted from December 18-22, 2017. Trainings were conducted at GGHS Haji Allan Khan Jamali, Jacobabad and GGHSS Garhi Khairo, Jacobabad. A total of 31 teachers received training in ICT.

### **ALP/NFE Policy and its Implementation Framework**

NFE Policy was approved in the Cabinet meeting held on October 5, 2017. Furthermore, SCDP worked on formatting of ALP/NFE Policy document, before being printed and launched. The team started initial planning for the launch event of ALP/NFE Policy during this quarter.

A meeting was held on November 16, 2017 at the NFE Directorate, after which, the work on NFE Implementation Plan has begun. SCDP arranged a meeting of key stakeholders including JICA to discuss NFE Implementation Plan at SCDP office on December 08, 2017.

### **ALP/NFE Best Practices**

For this quarter, a Concept Paper describing the Best Practices visit, was updated. Also, a plan to visit Punjab and Khyber Pakhtunkhwa was prepared and submitted for approval to identify best practices in Non-Formal Education in both provinces.

Moreover, a meeting was held with the Sindh Reading Program (SRP) on December 5, 2017 to plan visits to the NFE Centres. Following the meeting, the ALP Specialist visited NFE centres in Orangi Town, Karachi, to record NFE best practices.

Also, SCDP is coordinating with the Education Department of Punjab to record NFE's best practices in Punjab. This deliverable is on-track and is aimed to be completed in the January to March 2018 quarter.

### **Training of GOS Officials**

Under Tier 1 training, PD-PMIU attended Executive Education training course on "Leadership Decision Making" at Harvard Kennedy School, USA from October 15-20, 2017. Further, a total of 10 senior officers and heads of the organizations linked to School Education and Literacy Department visited Malaysia under tier-II training / exposure visit from November 20-24, 2017. A pre-visit workshop was held on November 18, 2017 to brief participants about their travel, USAID guidelines, objectives and expected outcomes of the visit. Furthermore, during the visit, participants were informed about the education system of Malaysia, Education Plan (Bluebook 2013-25), Education Performance and Delivery Unit, School Education Division, Teacher Education Division, Quality Assurance Mechanism, Curriculum Development and Assessment Division, and Teacher and School Leadership.

In the previous quarter, 30 government officials (25 from districts and 5 from provincial level allied institutes) were sent on an exposure visit from September 11-15, 2017 to observe and experience the reforms and initiatives taken by Khyber Pakhtunkhwa and Punjab to improve quality of education. A post-visit workshop was conducted with all the stakeholders from October 16-17, 2017 at Pearl Continental, Karachi to reflect on learning experiences from the exposure visit. The purpose of this workshop was to engage all the stakeholders in a constructive dialogue and share feedback on the policy and planning practices of Sindh. Report with regard to the visit was under preparation in the reporting quarter.

## Major Activities

Following are the major activities that took place in this quarter from October - December 2017:

### **Tier-1 Officials' Study Visit to HKS- USA (C-4. d)**

For the reporting quarter, SELD formally nominated the Program Director, PMIU for the Tier-I visit. SCDP facilitated this process by getting a No Objection Certificate signed by the Secretary of Education, Sindh. After the formal nomination, SCDP supported PD PMIU in submitting paperwork related to J-1 visa, DS-2019 and acknowledgement of training objectives. SCDP also supported PD PMIU by assisting him in the process of enrolling in an American health insurance plan for the duration of his stay.

### **Tier-2 Officials' Exposure Visit to Malaysia & Vietnam (C-4. d)**

This quarter, 10 Senior Officers and heads of the organizations visited Malaysia from November 20-24, 2017 to observe initiatives and reforms taken by the Malaysian government to improve the quality of education. A pre-briefing session was held on November 18, 2017 to apprise the visiting officers regarding their travel plan, USAID guidelines of third country training and current reforms in Malaysia. During the visit the participants were briefed about the Education Performance and Delivery Unit, Teacher Education reforms and initiatives, changes in curriculum, in-service and pre-service teacher training programs, and Public Private Partnership in education, etc.

### **Tier-3 Officials' Inter-Provincial Exposure Visit to Punjab & KPK (C-4. d)**

For the quarter, a pre-visit workshop related to Tier 3 training was held on September 9, 2017, where SCDP discussed the main reasons behind the visit and the visit plan. Following the workshop, SCDP arranged the visit of 30 government officials to Punjab and KPK from September 10-15, 2017. A total of 25 officers were District Officers and 5 officers were Provincial Officers. 13 officers visited KPK and 17 officers visited Punjab. A post visit workshop was conducted from October 16- 17, 2017. Report of the visit is under preparation.

### **Support to PPP Node**

In this quarter, the mission and vision of the PPP Node were discussed with the respective officers and subsequently finalised during this quarter. The final draft has been initiated on a Note Sheet for approval of the Secretary SELD.

The recruitment process of PPP Node was initiated. Sukkur IBA (SIBA) was officially approached to conduct tests for the vacant posts of the PPP Node. The test was conducted in NJV College Karachi, on December 10, 2017. The results of the test have been uploaded on the website of SIBA, however, the results have not been officially communicated to SELD as of yet.

Under support to PPP Node in this quarter, SCDP drafted a summary for CM for upward revision of budget of PPP Node, as suggested by the Secretary. The summary proposed that the budget allocation, both salary and non-salary, of the PPP Node should be revised and broadly be brought in line with the pay packages being availed by the PPP Unit, Finance Department. Furthermore, due to budget constraints, office premises for the PPP Node could not be procured. The PPP Node, therefore, requested increment in the rent budget and other non-salary expenses in the revised budget. Nonetheless, it was sent back by the Minister twice. Furthermore, SCDP met with PPP Node to figure out how to urgently rent an office premises. However, a suitable place within the current allocated budget for rent could not be decided by the PPP Node.

Mr. Tauseef, Director Education PPP Node had requested SCDP to engage a Research Officer to assist him in research and other routine tasks. It was agreed to seek Mr. Wahab Soomro's (in capacity of Senior Director PPP Node) consent on the request. Subsequently, the issue was discussed with Mr. Wahab Soomro. He directed Mr. Tauseef to seek Secretary's approval on a Note Sheet. In this regard, SCDP made the draft Note Sheet, which was approved by the

Secretary on December 14, 2017. The post was advertised on SCDP / Deloitte’s website and the shortlisting process has already begun.

### **PPP Guide & Toolkit**

In coordination with the PPP Node SELD, SCDP, successfully organized and executed the Launch Event of the PPP Guide & Toolkit on November 7, 2017. The Toolkit document was jointly developed by PPP Node, SELD and SCDP under the aegis of USAID-funded Sindh Basic Education Program.

The PPP Guide & Toolkit was officially launched by the Chief Guest, Mr. Jam Mehtab Hussain Dahar, Honourable Minister for Education & Literacy, Sindh. Other dignitaries included, USAID acting Deputy Mission Director Mr. Oghale Oddo, Secretary School Education & Literacy Department, Dr. Iqbal Hussain Durrani, USAID Senior Policy Advisor & Manager, Dr. Randy Hatfield, Senior Director PPP Node, Mr. Abdul Wahab Soomro and other senior government officials. The event was highly attended by representatives of international donor agencies, academic institutions and civil society organizations that are actively contributing to the education sector of Pakistan.

### **ICT Trainings of Participant Teachers – Level 2**

In this quarter, Level-2 Participant Teacher ICT trainings were conducted for five working days from 18-22 December 2017. The trainings were conducted in Government Girls High School Haji Allan Khan Jamali and Government Girls Higher Secondary School Ghari Khairo in Jacobabad, wherein 31 female teachers were trained.

A total of 228 Males and 155 Females were trained, bringing the total number of master trainers and participant teachers to 383, against a target of 800 teachers. Thus, 47.87% of the target was reached. Out of the total, 40.46% of the teachers are females. The following table summarizes the details of ICT trainings of master trainers this month:

<b>Sr. No</b>	<b>District</b>	<b>Venue</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>1</b>	Jacobabad	GGHS Haji Allan Khan Jamali	0	15	15
<b>2</b>	Jacobabad	GGHSS Ghari Khairo	0	16	16
<b>Total trained:</b>					<b>31</b>

### **Approval of ALP/ NFE Policy and its Implementation Framework**

In this quarter, a meeting of Sindh cabinet was held on October 5, 2017, in which the ALP/NFE policy was approved by the Government of Sindh. Minutes of the meeting were issued on October 16, 2017 with a condition to incorporate comments of any cabinet member within a week. Since no comments were received, the policy was notified by the department after necessary formatting.

SCDP arranged a meeting of key stakeholders including JICA to discuss NFE Implementation Plan at SCDP office on December 08, 2017.

### **PPP Best Practices**

In the reporting quarter, SCDP’s PPP team coordinated with KP for a study visit on gathering PPP Best Practices. The visit was planned in the first two weeks of December 2017. Subsequently, meetings were held with Elementary Education Foundation (EEF) in KP from December 4-8, 2017. A total of 4 different EEF models were reviewed and the Education Voucher Scheme was

also examined. Visits to schools under the Education Voucher Scheme were also conducted. KP government officials, including PPP specialists working in the Change Management Unit, P&D department and Education department were interviewed to discuss reforms. Meetings were also held with the staff of an NGO called Khwendo Kor that works on School improvement and adaptation of schools from the government. In Islamabad, meetings were held with Aga Khan Foundation from December 11-13, 2017. The PPP models implemented by the Aga Khan Foundation in GB and Chitral were analyzed. Furthermore, meetings were also held with The World Bank and Asian Development Bank for an overview of their past, current and future projects in PPPs. Findings from the visit are being analyzed and documented.

## Challenges

- Implementation of ICT training sessions was delayed due to the non-availability of computers.
- The approval of revision of budget of PPP Node was a major challenge, as the renting of a suitable office space was dependent on the revised budget allocation. The hiring process of the PPP Node is already underway, therefore, office space is urgently required to make arrangements for the new employees.
- For the PPP Best Practices, USAID took more time than anticipated to provide approval on the research plan of PPP Best Practices phase II. Nevertheless, the approval was received, but the visit to Punjab is still pending. This may be attributed to the busy schedules of the Punjab Education Foundation (PEF) as the organisation has been busy with in-house evaluations and examinations. The visit will be planned when they agree to meet.



## 3. Operational Updates

### Human Resources

#### Major Activities

During the last quarter, HR was primarily engaged in meeting the human resource requirement. After the departure of Senior HR Associate in the month of October 2017, a new HR Associate was hired in the same month. The HR Associate handled day-to-day Human Resource operations, such as, recruitment and payroll for SCDP staff.

Adnan UI Hassan, Procurement Assistant was hired after having a detailed internal discussion on the workload pertaining to procurement related activities. His interview was conducted by Manager Administration, Mr. Zaeem Arshad. Also to support SCDP Administration function, several candidates were shortlisted and interviewed for position of Senior Administration Assistant. Ms. Fariha Mohsin was hired for the position and she joined from November 15, 2018. Interns were also hired during the quarter from October to December 2017 to support the M&E team. An office boy, Anil Banwari, also joined SCDP as a janitor.

Mr. Naveed Ahmed, a proposed candidate for the position of Team Leader, Education Reforms and Policy, was selected through the robust screening process by the HR Team and a concurrence note was sent to USAID on August 20, 2017. Upon getting USAID's feedback a week later on August 27, 2017, the proposed candidate was not approved. Later, the HR Team proposed a concurrence note for Mr. Fayyaz Khan on October 19, 2017, who was second in the list. The candidate refused the offer on November 8, 2017 as his request for a 15% raise on his existing salary was not approved. The third candidate, Mr. Arshad Saeed was not shortlisted because his expected salary was beyond the budget for this line item.

#### Challenges

- The team is still in the process of hiring a Team Leader for Education, Reforms and Policy.
- As the project is approaching its completion, it is becoming more challenging for the HR Team to find a resource who is willing to come on board on contractual basis for a short period of time.

## Logistics and Administration

### Major Activities

In the given reporting quarter, a post-visit workshop for Tier-III Training participants was arranged from October 16-17, 2017 at the Pearl Continental Hotel. It was a full-day session on both days and approximately 75 persons attended each day. Admin Department also arranged the photo and video coverage for the entire event. Moreover, preparations started for the PPP Toolkit launch ceremony by the end of October 2017 and all related tasks such as printing of manuals, certificate, invitation cards and preparation of shields were accomplished in-time. The ceremony was arranged at the Avari Hotel on November 7, 2017. It was a half-day ceremony attended by the Minister for Education, Sindh Education and Literacy Department and many other dignitaries. The event was covered both on video and camera.

In the month of November, planning and arrangements for Tier-II Training Visit to Malaysia took place. Air tickets and hotel bookings for the participants were arranged. The trip went smoothly and the participants did not face any problems during their trip. Prior to their departure, a Pre-Visit Workshop was also arranged for the participants at the PMIU premises on November 18, 2017.

Additionally, for safety and security purposes, a fire alarm system and security door lock system has been installed in the SCDP office premises. In order to familiarize the staff with the use, operation and types of fire extinguishers, an in-house demonstration and practice session was held during the month of November 2017.

In the last month of this quarter, 97 Laptops were received from CMP for ICT on December 6, 2017. The laptops were inspected and insured before they were delivered to SCDP. These laptops were safely kept in the SCDP premises and all the ICT training related softwares were installed beforehand for the participants. The plan for the safe transfer of these laptops to various schools in interior Sindh has been made along with the storage arrangements. This activity will be executed in the month of January 2018.

### Challenges

- The admin team had to work long hours, due to constant changes and delays in the finalization and printing of the material during the PPP Toolkit Launch Activity.
- Similarly, during the preparations for the Tier-II visit to Malaysia, the admin team had to face the challenge of constant changes in the plans and arrangements.

## 5. Picture Gallery

### Research Capacity Development Orientation Meeting at SELD – October 4, 2017



### Tier III Post Visit Workshop – October 16-17, 2017



### Launch Event of the PPP Guide & Toolkit – November 7, 2017



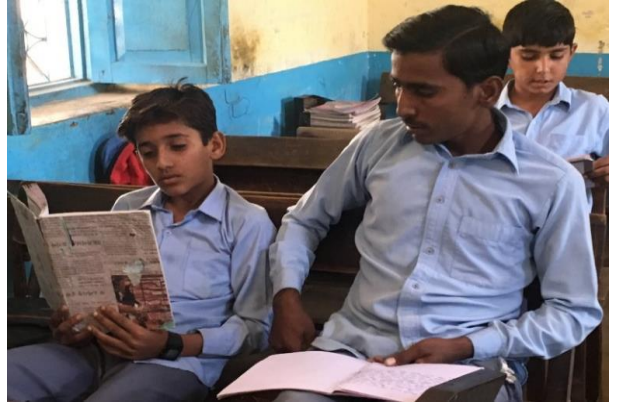
**Tier II Training, SELD officials visited Malaysia – November 20-23, 2017**



**SCDP ICT Trainings – December 18-22, 2017**



Quarterly Monitoring Visit November 8-23, 2017





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# SINDH CAPACITY DEVELOPMENT PROJECT

Quarterly Progress Report

January to March 2018



Submission: April 30, 2018

Sindh Capacity Development Program (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

AKU-IED	Aga Khan University – Institute for Educational Development	PIFRA	Project to Improve Financial Reporting & Auditing
ALP	Alternative Learning Pathways	PITE	Provincial Institute of Teacher Education
CBP	Capacity Building Plan	PMIU	Program Management and Implementation Unit
CWG	Communication Working Group	PPP	Public Private Partnership
DCAR	Directorate of Curriculum & Research	PSC	Project Steering Committee
DEO	District Education Officer	RFP	Request for Proposal
EGR	Early Grade Reading	RSU	Reform Support Unit
EMIS	Education Management Information System	SAP	Systems, Applications and Products
FABS	Financial Accounting and Budgeting System	SBEP	Sindh Basic Education Program
GoS	Government of Sindh	SCDP	Sindh Capacity Development Project
ICT	Information and Communication Technology	SCMP	Sindh Community Mobilization Program
IP	Implementing Partner	SELD	School Education & Literacy Department
JICA	Japan International Cooperation Agency	SEMIS	Sindh Education Management Information System
LOP	Life of Project	SLA	Sindhi Language Authority
M&E	Monitoring and Evaluation	SMC	School Management Committee
MIS	Management Information Systems	SPDC	Social Policy and Development Centre
MSF	Mission Strategic Framework	SPPRA	Sindh Public Procurement Regulatory Authority
NCHD	National Commission for Human Development	SRP	Sindh Reading Program
NFE	Non Formal Education	STBB	Sindh Textbook Board
NIT	Notice Inviting Tender	STEDA	Sindh Teachers Education Development Authority
NLA	National Language Authority	TA	Technical Assistance
OOSC	Out Of School Children	TNA	Training Needs Assessment
PC-1	Planning Commission Form 1	TTI	Teacher Training Institute
PC-4	Planning Commission Form 4	UNICEF	United Nations International Children's Fund
PC-5	Planning Commission Form 5	USAID	United States Agency for International Development
PD-PMIU	Program Director - Program Management and Implementation Unit	USG	United States Government
PDR	Planning Development & Research		
PFMRAF	Public Financial Management Risk Assessment Framework		
PHP	Hypertext Preprocessor		



## Executive Summary

This is the Quarterly Progress Report of Sindh Capacity Development Project for the quarter January to March 2018. It discusses the progress, achievements and major activities of the project that have taken place during this quarter. It gives a detailed account of the general as well as the specific progress that each component has made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 assigned deliverables, 13 deliverables were completed till March 31, 2018. There are 21 deliverables in-process of completion and are expected to be completed before the end of the project. Further, 8 deliverables are of an ongoing nature that will continue till the end of the Project. One deliverable is on hold for reasons outside of SCDP's control.

One of the biggest achievements of Component 1 was the documentation and submission of Capacity Building Plan and PFMRAF Report to PD-PMIU as per PMIU's requirement. Also, draft manuals translated in Urdu and Sindhi were submitted to Sindhi Language Authority (SLA) and National Language Authority (NLA) for authentication. Draft report of the first Annual Financial Evaluation of PMIU was shared with USAID and PD-PMIU for comments. PC-4 and PC-5 reports submitted by SCDP were acknowledged by PD-PMIU. Training Plan for remaining staff members of PMIU was approved by PD-PMIU and one staff member was trained during the quarter in accordance with the plan.

Component 2 demonstrated significant progress as SMC Trainings started successfully. Trainings were held in Karachi from March 20-22, 2018 and in Larkana and Jacobabad from March 27-29, 2018. Moreover, following reports were submitted: SCDP Quarterly Progress Report for the October to December 2017 quarter and SBEP Annual Monitoring Report 2016-17 on January 30, 2018 and January 31, 2018 respectively, 7th SBEP October-December 2017 Quarterly Progress Report on February 15, 2018. Besides, 8th SBEP Quarterly Monitoring Visit was held from February 7-21, 2018. Based on the visit, Quarterly Monitoring Report was shared on March 15, 2018. Furthermore, a demonstration of the 9 SCDP indicators and 13 CMP indicators, which are part of the SBEP's 33 indicators, was given to further strengthen the M&E Database on January 12, 2018 and February 22, 2018. In addition, the final draft of the Gender Analysis study of the G2G component was submitted after consultation on March 10, 2018.

One of the major achievements of Component 3 was the launch of Research Capacity Building program for SELD officers. In addition, the contract for the production of SBEP and ICT videos was finalized with IJ Films. A draft script of SBEP video, along with the shooting plan for SBEP and SCDP, were also prepared. Furthermore, report on preliminary analysis of EGR study and revised draft of PPP study were submitted by the respective research teams. Besides, meeting was held to discuss the success stories for the ICT video with Carving Productions by SCDP. Another meeting was held between SCDP team and PD-PMIU on the revamping of SCDP website.

The significant highlight of Component 4 was the launch of Non Formal Education Policy on February 27, 2018. In addition, Level 4 ICT trainings for Out of School children and adults, Level 3 ICT Trainings for In Schools Students, along with Level 2 of ICT Trainings for Participant Teachers, were conducted in January 2018. A total of 302 students, 40 teachers and 178 trainees received ICT training. In addition, Level 3 and 4 ICT trainings were also held in February 2018. A total of 233 in-school students and 87 out of school children and adults were trained. Also, Level 2 ICT training was held in Dadu from March 5-10 and March 16-22, 2018. A total of 52 teachers were trained. Moreover, Secretary SELD approved the PPP-MIS concept note. Furthermore, report writing for PPP best practices is in process and the final report is expected to be completed by the next quarter.

SCDP also faced a few challenges. Delay in responses from PMIU has been a significant challenge for component 1 during the reporting quarter. No progress has still been made regarding SAP connection to PMIU and training of staff from DG Financial Accounting and Budgeting System (FABS) Islamabad. Moreover, the posting of new DG M&E has impacted the timelines for strategy development. Furthermore, SELD research capacity building workshops were delayed due to slow response from the concerned departments. Also, approval of revised budget allocation for PPP Node has been a major challenge because the renting of office space is dependent on the budget.

## 1. Introduction

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrollment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a three-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. As the project is drawing towards completion (until extended), some of its deliverables are completed while others are still in process or are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed, in-process, ongoing, on hold, pending and not started. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. ‘On-going’ refers to the deliverables that will continue throughout the life of project and includes deliverables which consist of tasks that occur on a recurring basis. ‘On-hold’ refers to the deliverables that cannot be initiated because of external factors outside of SCDP’s purview. ‘Pending’ refers to the deliverables on which work by SCDP has not begun yet. ‘Not-started’ refers to the deliverables that have not been initiated yet because SCDP is awaiting instructions and approval from USAID, PMIU and other relevant partners. `

Of the 43 assigned deliverables, 13 deliverables have already been completed. Of the remaining deliverables, 21 are currently in-process, 8 are on-going till the end of the project and 1 is on hold for reasons mentioned in the report.

<b>Total number of deliverables</b>	<b>43</b>
<b>Progress Status</b>	<b>Number of deliverables</b>
<b>Completed</b>	<b>13</b>
<b>In Process</b>	<b>21</b>
<b>Ongoing</b>	<b>8</b>
<b>On Hold</b>	<b>1</b>
<b>Pending</b>	<b>0</b>
<b>Not Started</b>	<b>0</b>

Deliverable-wise activity details are provided in the Program Activities section which describes each activity's status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## 1.1 SBEP M&E Indicators for SCDP

There are 9 indicators assigned by SBEP's M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Dec 2017	Jan 2018	Feb 2018	Mar 2018	Till Mar 2018	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	278	40	0	52	370	46%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	1,778	302	233	0	2313	58%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	1,712	178	87	0	1977	49%
	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs <b>(Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)</b>	1,000	753	75	68	0	896	90%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	240	0	0	0	73	73	30%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	3	4/5	0	0	0	4/5	NA
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	-	-	1	100%
7	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	126	0	0	1	127	89%

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Dec 2017	Jan 2018	Feb 2018	Mar 2018	Till Mar 2018	
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	3	3.5/5	0	0	0	3.5/5	NA
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	0	0	0	0	0	0%

ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets and actual progress in the October to December quarter 2017:

S.No.	Indicators	LOP Target	Progress till Dec 2017	Actual Progress Jan – Mar 2017	Total Progress till Mar 2017
1	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	753	143	896
2	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	126	1	127
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1

### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress till Dec 2017	Progress Jan – Mar 2017	Progress till Mar 2017
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	6	-	-	0
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	7	1	8
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	40	48*	-	48
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	-	-	0
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	9	6	-	6
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10	10	-	10
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	28**	-	28
<b>Total</b>	142	127	-	127

\*The total number of officials trained were 55. However, 7 participants were also part of the previous trainings and thus were not included in these numbers.

\*\* The total number of officials trained were 30. However, 2 participants had taken part in previous trainings and thus were not included in these numbers.

<sup>2</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)



## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>Total Number of Deliverables</b>	12
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<b>Progress Status</b>	
<b>Completed</b>	4
<b>In Process</b>	6
<b>On-going</b>	2
<b>On-hold</b>	0
<b>Pending</b>	0
<b>Not Started</b>	0

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	Achieved.	<b>Completed</b>
<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards [Target=100%]	A document was prepared to explain the modalities to achieve certain deliverables and outline the assistance required by PMIU. The document was approved by PD-PMIU and shared with USAID. Also, it was decided that in order to complete the deliverable, continued assistance to implement PFMRAF and CBP was recommended.  Two different documents were prepared, shared and discussed with PMIU in January 2018. The document explained the current status and action plan regarding the	<b>On-going</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
		implementation of the recommendations.	
<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently  [Target=Rating 5]	SCDP supported the first Internal Audit (IA) function of PMIU for the quarter July to September 2017. The draft findings were shared with Internal Auditor PMIU on September 2017 for management comments which are being finalized by the IA department.	<b>In Process</b>  <b>Expected Date of Completion: June 30, 2018</b>
<b>1-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	Number of administrators and officials trained with USG support  [Target=142], 127 for C-1, C-2 and C-4	A reminder letter regarding the status of SAP licensing and training was sent to Finance department by PMIU.	<b>In Process</b>  <b>Expected Date of Completion: May 31, 2018</b>
<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared  [Target= TBD]	A comparison document was prepared and shared with PD-PMIU in January 2018, for which response is awaited.	<b>In Process</b>  <b>Expected Date of Completion: May 31, 2018</b>
<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Number of PC-3, PC-4 and PC-5 prepared  [Target=TBD]	PMIU agreed to share PC-3 with Component 2's team for assistance regarding the preparation of the monthly reports. PC-4 and PC-5 reports were acknowledged by PD-PMIU. Thus, the activity part consisting of PC-4 and PC-5 reports was achieved.	<b>On-going (PC-3)</b>
			<b>Completed (PC-4; PC-5)</b>
<b>1-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted  [Target=3]	A draft report was shared with USAID and PMIU for review and comments.	<b>In Process</b>  <b>Expected Date of Completion: May 15, 2018</b>
<b>1-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU reports prepared and submitted	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted	SCDP reviewed the documents that were sent by PMIU to USAID. The above document did not contain any Risk Mitigation	<b>On-going</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
to USAID, as per set guidelines and frequency.	[Target=3 each]	Reports, Tax Reports, etc. As per discussion with PMIU management, no such reporting guidelines were established by USAID. PMIU sends monthly expenditure reports with bank reconciliation of the foreign currency assignment account. In this process, PMIU has confirmed that no assistance is required. A request was made to USAID in October 2017 to receive further clarification and confirmation about this deliverable.	
<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated [Target=4 manuals]	Translated manuals have been submitted by the translator to Sindhi Language Authority and National Language Authority for authentication. Subsequent to month-end, certification from SLA has been obtained and shared whereas the translator has reverted with NLA certification cost being higher than estimate. The matter is being evaluated for resolution.	<b>In Process</b> <b>Expected Date of Completion: May 15, 2018</b>
<b>1-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	A Training Plan with recommended training courses for the remaining PMIU staff was shared with PMIU for their input. One staff was trained during the month as per approved Training Plan.	<b>In Process</b> <b>Expected Date of Completion: June 30, 2018</b>
<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	Achieved.	<b>Completed</b>

### Progress Update

Component 1 team coordinated with PMIU for PD-PMIU's approval of Training Plan for remaining staff members of PMIU for the purpose of training related deliverables. According to the plan, one staff member was trained during the quarter. Draft copies of translated manuals into Urdu and Sindhi were submitted by the translator and presented to Sindhi Language Authority (SLA) and National Language Authority (NLA) for authentication. Another achievement was the submission of PC-4 and PC-5 reports by SCDP which was later acknowledged by PD-PMIU. Moreover, a document containing the current status of recommendations of Capacity Building Plan and PRMRAF reports was discussed and shared with PD-PMIU for review. In addition, a draft report of the first Annual Financial Evaluation of PMIU was also shared with USAID and PD-PMIU for their input.

#### PC-4 and PC-5 Reports

PC-4 and PC-5 reports submitted by SCDP were acknowledged by PMIU. Thus, the task for this deliverable was achieved during this quarter.

#### External Financial Evaluation of PMIU

A draft report of first Annual Financial Evaluation of PMIU was shared with USAID and PD-PMIU for review and comments.

#### Manual Translation

Draft translation of manuals prepared on Human Resources, Procurement, Financial Management and Monitoring & Evaluation were submitted by the translator to SLA and NLA for authentication.

#### Capacity Building Plan and PFMRAF Report

A document was prepared and discussed extensively in this regard with PD-PMIU as per his requirement in January 2018. It contained the current status of recommendations suggested in Capacity Building Plan and PFMRAF reports. No response was received from PMIU till the end of March 2018.

#### Training of Internal Audit

With reference to the recommendation suggested in PFMRAF report, a book "**Construction Audit**", along with the schedule of recommended training from Pakistan Audit and Accounts Academy, was shared with Internal Auditor for the training of Internal Audit function.

#### Training of PMIU staff

Training Plan with recommended training for remaining PMIU staff was shared with PMIU for their input and review. Training Plan was approved by PD-PMIU. Training Needs Assessment for the nominated staff members was also conducted and shared with Manager HR-PMIU.

### Major Activities

Following are the major activities that took place during the quarter January - March 2018:

### **Manual Translation**

PSC approved Human Resource Management, Procurement, Financial Management and Monitoring & Evaluation manuals of PMIU. The manuals were written in English and SCDP was required to translate these manuals into Urdu and Sindhi. Draft translation of these manuals were submitted by the translator to SLA and NLA for authentication. The deliverable will be achieved in the coming month.

### **Training of Internal Audit**

With reference to the recommendation suggested in PFMRAF report, a book "**Construction Audit**", along with the schedule of recommended training from Pakistan Audit and Accounts Academy, was shared with the Internal Auditor for the training of Internal Audit function. Internal Auditor was asked to select training after the consultation of PD-PMIU.

### **External Financial Evaluation of PMIU**

SCDP provided support to perform an external financial evaluation of PMIU by selecting BDO Ebrahim & Co to conduct the evaluation. The draft report submitted by the evaluator was shared with USAID and PD-PMIU for review and inputs.

### **Capacity Building Plan and PFMRAF Report**

Upon request of PD-PMIU, SCDP developed the document consisting of the status of recommendations suggested in the Capacity Building Plan and PFMRAF reports. The document also entailed an action plan for the implementation of the recommendation with PMIU in January 2018. Also, SCDP offered its support to PMIU for the implementation of the un-implemented recommendations.

### **Training for PMIU staff**

Training Plan with recommended training for remaining PMIU staff was shared with PMIU for their input. The Plan was approved by PD-PMIU and one staff member was also provided training during the quarter.

### **PC-4 and PC-5 Reports**

Reports with updated information were submitted by SCDP and accepted by PMIU on February 15, 2017. Therefore, the above task for this deliverable was achieved. These reports were also discussed extensively with PD-PMIU and updated according to their requirements.

### **Achieved Deliverables**

Staff rationalization analysis, Capacity Building Plan, Training on Manuals, PC-4 and PC-5 deliverables has already been achieved.

### **Challenges**

- There was a slow response from DG Financial Accounting and Budgeting System (FABS), Islamabad regarding SAP connection to PMIU and training of staff. Consequently, despite connecting with them, no progress has been made on training.
- USAID's input is being sought on requirements for the preparation of Annual Financial Reports, Risk Mitigation Reports, Accounts and Tax Reports by PMIU, and mode of engagement for these reports. However, PD-PMIU is of the opinion that no such reports are required from USAID. Emails regarding this have already been shared with USAID in October 2017.

- There has been a late response from PMIU on several deliverables. SCDP still needs responses from PMIU on Revised PC-1 Assistance (shared in January 2018), Management Comments on Internal Audit report (shared in September 2017), and Status Report of PFMRAF and Capacity Building Plan recommendations (shared in January 2018).

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	
<b>Completed</b>	3
<b>In Process</b>	3
<b>On-going</b>	4
<b>On hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	Information regarding the rating of M&E capacities of PMIU was sent to PD-PMIU for reference on November 9, 2017.	<b>On-going</b>
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	8 <sup>th</sup> SBEP Quarterly Monitoring visit report was submitted on March 15, 2018.	<b>On-going</b>
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	SCDP's Quarterly Progress Report's (Jan-March, 2018) submission date is April 30, 2018.	<b>On-going</b>
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third-Party Validation Reports prepared and submitted [Target=TBD]	The consultant visited Karachi from March 5-8, 2018 for report finalization. After consultations, the final draft of the report was submitted on March 10, 2018	<b>On-going</b>
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting [Target=240]	SMC trainings were held in Karachi from March 20-22, 2018. A total of 15 males and 6 females were	<b>In Process</b> <b>Expected Date</b>

		trained. In Larkana and Jacobabad SMC trainings were held on March 27-29, 2018. A total of 14 males and 11 females were trained in Larkana, 26 males and 1 female was trained in Jacobabad.	<b>of Completion: May 20, 2018</b>
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	The quarterly check on the implementation of the policy is in process.	<b>Completed/Ongoing</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases develop [Target=1]	M&E database was made live on the SBEP website on November 22, 2017.  Work on strengthening the M&E database is in progress.	<b>Completed/Ongoing</b>
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	The draft M&E strategy document was completed. A meeting was held with the new DG M&E on March 19, 2018 to apprise him on the strategy and solicit his feedback. Feedback is awaited.	<b>In Process</b> <b>Expected Date of Completion: May 15, 2018</b>
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal [Target=TBD]	Linkage of M&E database (summary version) was created with SBEP web portal on November 22, 2017.	<b>In Process</b> <b>Expected Date of Completion: June 8, 2018</b>

### Progress Update

Component 2 has made significant progress with regards to their deliverables for this quarter. The biggest achievement of the quarter was the initiation of SMC Trainings. After a considerable delay due to SMC elections in the districts, SMC trainings were initiated. Trainings were held in



Karachi from March 20-22, 2018 and March 27-29, 2018 in Larkana and Jacobabad. Besides, SCDP Quarterly Progress Report was submitted on January 30, 2018. SBEP's Annual Monitoring Report for the year 2016-17 was submitted on January 31, 2018. Also, 8th SBEP Quarterly Monitoring Visit was held from February 7-21, 2018. The 7th SBEP Quarterly Progress Report which discussed the progress during October - December 2017 quarter was submitted on February 15, 2018. The 8th SBEP Quarterly Monitoring Report was also submitted on March 15, 2018. In addition, a demonstration of 9 SCDP indicators and 13 CMP indicators, as part of the SBEP's 33 indicators, was given for the detailed version of the M&E Database. Moreover, the Gender Consultant submitted the final draft of the technical report on March 10, 2018 after consultations with the SCDP team.

### **SBEP Annual Monitoring Report**

This was one of the greatest achievements during the reporting quarter. The SBEP's Annual Monitoring Report for the year 2016-17 comprised and reflected the information from the Oct-Sep 2016, Jan-March 2017, April-June 2017 and July-September 2017 quarters. The report was submitted on January 31, 2018 after incorporating comments from the Quality Assurance Cell.

### **SBEP Quarterly Monitoring Visit**

Another major achievement of the component was the successful completion of the 8<sup>th</sup> Quarterly Monitoring Visit. The visit took place from February 7 - 21, 2018. As a result, a total of 14 SBEP indicators were validated.

### **SBEP Quarterly Monitoring Report**

The M&E team submitted SBEP's 8th Quarterly Monitoring Report on March 15, 2018. The report presented the data for the October-December 2017 quarter.

### **SBEP Quarterly Progress Reports**

This is another ongoing deliverable of the component. SCDP's Quarterly Progress Report for the October-December 2017 quarter was submitted on January 30, 2018. The report highlighted the progress, achievements and major activities of the project that took place during the October to December quarter. In addition, SBEP's 7th Quarterly Progress Report was also submitted on February 15, 2018. The report discussed the progress for the October-December 2017 quarter.

### **Technical Reports**

After collection of data, the first draft of the gender study of the G2G component was submitted on January 23, 2018. The draft was internally reviewed and comments were added by the SCDP team. A revised draft was received on February 27, 2018. Consultation sessions were held between SCDP and Gender Consultant from March 5-8, 2018. After the consultations, Final Draft of the report was submitted on March 10, 2018.

### **SMC Training**

An Android-based mobile application, "E-SMC", was developed to train 240 SMC members for mobile monitoring from 105 SBEP construction schools. In addition, training manual was also developed. Furthermore, a meeting with Director Schools, DEOs, and HMs of both primary and secondary schools was held on February 16, 2018 in Karachi and from February 27-28 in Sukkur, Jacobabad and Larkana in coordination with SCMP and PMIU. Trainings have started and are expected to be completed in the next quarter. The first round of trainings began in Karachi and trainings were held from March 20-22, 2018. The second round of training was held in Larkana and Jacobabad from March 27-29, 2018.

### **M&E Strategic Plan**

SCDP was given the mandate to develop an M&E strategic plan for the DG M&E. Several discussions were held with the DG M&E in this regard together with a needs analysis of the DG M&E and partner organizations to analyse the M&E capacities of the organisations and explore the possibility of linkages.

A meeting was held with new DG M&E on February 8, 2018 to apprise him of the work on strategy development and discuss possible linkages with other SELD partners. Another meeting was held with the DG M&E on March 19, 2018 where the M&E strategy matrix was discussed. The first draft of the strategy was complete.

### **M&E Database**

SCDP made the M&E database live on the SBEP's website on November 22, 2018. The M&E database is in the process of being strengthened. A demonstration in this regard of 9 SCDP indicators and 13 CMP indicators, which are part of the 33 indicators of SBEP, was given on January 12, 2018 and February 22, 2018 respectively.

### **Major Activities**

Following are the major activities that took place during the quarter January - March 2018:

#### **SBEP Annual Monitoring Report**

SBEP's Second Annual Monitoring Report 2016-17 was submitted on January 31, 2018. The report highlighted progress, achievements and major activities of the project that took place throughout the year. The report gave a detailed account of the general as well as the specific progress that each component had made during the year against their deliverables and highlighted the challenges faced by all four components. Thus far, out of the 43 assigned deliverables, 11 deliverables were completed till December 31, 2017. A total of 22 deliverables were in the process of completion and were expected to be completed before the end of the project. Further, 9 deliverables were of an ongoing nature that would continue till the end of the project. One deliverable was on hold for reasons outside of SCDP's control.

#### **SBEP Quarterly Monitoring Visit**

SCDP assisted PMIU as per the mandate on their 8<sup>th</sup> Quarterly Monitoring Visit from February 7-21, 2018. The purpose of the visit was to validate and monitor the data reported by implementing partners (PMIU, SRP, CMP and SCDP) against indicators defined in the Logical Framework of SBEP M&E plan. SCDP's and PMIU's M&E teams visited intervention areas in the following 6 districts: Dadu, Jacobabad, Larkana, Sukkur and Khairpur, and 4 towns of Karachi: Lyari, Orangi, Bin Qasim and Gadap. A total of 14 indicators were validated out of which 4 were of CMP, 3 SCDP, 5 SRP, and 2 PMIU. From the 14 indicators, 5 were validated through desk monitoring and the remaining 9 were validated in the field. Planning for the 9<sup>th</sup> Quarterly Monitoring Visit would take place in the next quarter.

#### **SBEP Quarterly Monitoring Report**

On the basis of the monitoring visit, SCDP drafted SBEP Quarterly Monitoring Report for the October-December 2017 Quarter. The report described the approach, scope of work and method of the organization, progress of 14 SBEP indicators which was reported and validated. A total of 4 indicators belonged to CMP, 3 indicators belonged to SCDP, 5 indicators belonged to SRP, and 2 belonged to PMIU. Moreover, 5 indicators were validated through desk monitoring. Moreover, sustainability issues that could affect SBEP's impact on the children and communities were also identified in the report. The report was submitted to PMIU on March 15, 2018. PMIU sent the report to Implementing Partners for review and comments. The clarifications on the results by CMP were incorporated as Partners' comments in the report.

#### **Technical Reports**

SCDP was tasked by USAID to conduct a gender analysis of G2G component. The subject of the study was 9 EMO schools built with USG assistance. Data was collected from 9 schools in Sukkur and Khairpur where EMOs had taken over the management of the school. The key findings were shared with the SCDP team in December 2017 and the first draft of the technical report based on the initial findings was submitted on January 23, 2018. The draft was reviewed internally by SCDP team. Comments were added to the draft after which a revised draft was received on

February 27, 2018. Gender Consultant visited Karachi for consultation sessions from March 5-8, 2018. Final Draft of the report was submitted on March 10, 2018. The final draft is under review.

### SMC Training

SCDP is mandated to conduct trainings for School Management Committees (SMC). The trainings were delayed as SMC elections were being held in districts and it was essential to have the SMC bodies elected and notified. SCDP, CMP and RSU facilitated in the SMC election process so that the appropriate and relevant members are trained. In this regard, SCDP conducted number of meetings with Director Schools, District Education Officers (DEOs), Head Masters (HMs) and Local Support Unit (LSUs) in Karachi, Sukkur, Khairpur, Larkana, Jacobabad, Kashmore and Dadu districts from February 21-28, 2018. As a result of this collective effort, SMCs of all 106 SBEP construction schools were elected and notified by the District Education Officers (DEOs) of the respective districts according to the new SMC rules under Sindh Right to Free and Compulsory Education Act 2013.

E-SMC, an android based mobile application was developed and tested with selected SMC members from Keamari and Lyari towns of Karachi. Two rounds of simulations were carried out to make it more user friendly. SCDP's IT team also ran User Assurance Testing process. The tested application was then installed in the smartphones of respective SMC members. Meanwhile, PD-PMIU also gave formal approval to host SMC data on the PMIU server on February 28, 2018.

Furthermore, a comprehensive training plan was designed to train the SMC members on e-monitoring. SCDP developed a training manual to provide assistance to the trainers and facilitators to conduct the training according to the designed theme. Each set of trainings was composed of four components:

- The roles and responsibilities of SMCs prescribed in the rules notified for implementation of the Right to Free & Compulsory Education Act 2013
- An overview of community-based monitoring approach and introduces Android-based mobile application developed for e-monitoring at school level
- Use of the mobile application
- Generating monthly e-monitoring reports

SCDP started SMC trainings in Karachi, Larkana and Jacobabad in the month of March 2018. The first round of training was held in Karachi on March 20-22, 2018 at SCDP office where a total 21 SMC members including 6 women were trained. DG M&E was the chief guest at the award distribution ceremony. He appreciated USAID's efforts to mobilize the community for the purpose of monitoring. The second round of training was held in Larkana and Jacobabad from March 27-29, 2018 at Sapna Inn in Larkana and Hotel Al-Harmin in Jacobabad district. A total of 25 participants including 11 women were trained and provided with mobile phones to conduct regular e-monitoring visits. Deputy Director Larkana Division, Assistant Commissioners Larkana, and Local Support Unit Consultant Larkana attended the certificate distribution ceremony. Mr. Asad Ali Shah was the chief guest of the event. In Jacobabad, a total of 27 SMC members including 1 woman were trained. Additional Deputy Commissioner, Jacobabad consented to be the chief guests at the certificate distribution ceremonies at Jacobabad. Trainings in remaining districts are expected to be completed in April 2018.

District	Total Trained	Male	Female
Karachi	21	15	6
Larkana	25	14	11
Jacobabad	27	26	1
<b>Total</b>	<b>73</b>	<b>55</b>	<b>18</b>

### **M&E Database**

M&E database of SBEP was made live on the SBEP's website on November 22, 2017. Work on strengthening the database is in progress. After collection of detailed data from different IPs, the IP developer started reinforcing the data with more details. A total of 9 SCDP indicators out of the 33 SBEP indicators were completed and a demonstration of the said indicators was held on January 12, 2018. Furthermore, the database of 13 CMP indicators out of the 33 SBEP indicators was demonstrated on February 22, 2018. During the demonstration, backend and frontend information was also shared. Work on the detailed development of PMIU and SRP indicators is underway.

### **M&E Strategic Plan**

SCDP is supporting DG M&E in developing an M&E strategic plan. SCDP conducted a situational analysis of DG M&E with the intention to develop awareness of the context. Moreover, for a comprehensive approach towards strategy development, situational analysis of SELD organizations was also carried out. After the submission of situational analysis report, a meeting was held with the DG on January 31, 2018 where he was apprised of the developments that had taken place in the previous months. Another meeting with DG M&E was held on February 8, 2018 where the DG M&E demonstrated its own newly developed Android application. The application covered 25 indicators and was operational in all 29 districts. Furthermore, a conceptual document of the strategy was drafted and discussed with the stakeholders in March. A strategy matrix was also drafted that outlined the activities with timelines. A meeting was held with the DG M&E on March 19, 2018. He was apprised of the progress of M&E strategy development. He agreed on more discussions with SCDP with regard to the development of better and effective understanding of strategy development and implementation. The draft of the M&E strategy was complete together with the matrix which outlined timelines and action plans. Comments are awaited from the DG M&E with regard to the matrix.

### **Achieved Deliverables**

M&E dissemination strategy, staff members' training and M&E database have already been achieved.

### **Challenges**

- The new DG M&E assumed office in the last week of January 2018 and was again transferred after two weeks. This may impact the timelines for strategy development as time is required to apprise the new DG and his staff about the scope of strategy development.
- SMC training schedule was affected by the SMC election process in districts. This significantly delayed the training schedule.

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	
<b>Completed</b>	0
<b>In Process</b>	4
<b>On-going</b>	1
<b>On Hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	Research work on both studies is in progress. Revised Draft Report of PPP study was submitted by the consultant. Report on the preliminary analysis of EGR study was submitted by AKU-IED.	<b>In Process</b>  <b>Expected Date of Completion: PPP Study – May 15, 2018 and PPP Study – May 31, 2018</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	A revised draft of Research Dissemination Strategy was prepared, along with draft implementation plan, which will be finalized after receiving draft report of EGR study	<b>In Process</b>  <b>Expected Date of Completion: June 30, 2018</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of SELD's role in policy and program reform [Target=4]	The activity is in process. It begins after research studies are completed.	<b>In Process</b>  <b>Expected Date of Completion: June 30, 2018</b>
<b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.	Rating of SELD's capacity in conducting research [Target=4]	SELD Research Capacity Building Program was initiated.  Fieldwork was completed on SELD's institutional analysis.	<b>In Process</b>  <b>Expected Date of Completion: May 31, 2018</b>

<p><b>3-e-1</b> Support provided to PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.</p>	<p>Number of Communication strategies prepared [Target=1]</p>	<p>Video Shooting plan for SBEP and SCDP video was prepared.  A meeting with PD-PMIU was held on SBEP website.</p>	<p><b>On-going</b></p>
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### Progress Update

Progress remained steady for the deliverables of this component during this quarter. One of the key achievements was the development of a draft script and shooting plans for SBEP and SCDP videos. SCDP also held a meeting with Carving Production to discuss the success stories for the ICT video. Another major achievement was the commencement of the research capacity building program for SELD officials which AKU-IED was selected to conduct; accordingly, a draft plan for research capacity building was developed. Moreover, a preliminary data analysis for EGR study was conducted by AKU-IED and a report was also submitted for the same. Also, a meeting was held to discuss the initial results and findings of the EGR study. Draft report of PPP study was also reviewed during this quarter and detailed comments were shared with the consultant who then submitted a revised draft.

#### **SELD Research Capacity Building Support**

A meeting was held with the head of Curriculum Wing to discuss SELD’s institutional assessment. Accordingly, the fieldwork for SELD’s institutional assessment was initiated and thus, has been completed. Pending nominations from the participating institutions were received and a draft plan for research capacity building was also prepared. Moreover, AKU-IED was selected to carry out the capacity building activities and the first activity was initiated during the second week of March 2018.

#### **SBEP Communication Strategy**

A contract was awarded to M/s Potrum Digital to improve and revamp the SBEP website. Work on revamping the SBEP website is in process. Sample templates for the website were prepared and discussed in a meeting with PD-PMIU. Based on the suggestions, two revised templates were prepared and shared with PMIU for their input.

Another contract was awarded to M/s IJ Films for the production of short videos (SBEP, SCDP and ICT). The pre-production process was initiated and shooting plans for SBEP and SCDP videos were prepared. A draft script for SCDP’s video was also developed.

#### **Research Studies**

Progress is ongoing for the study on Early Grade Reading (EGR) Innovations for Quality Education: Prospects for Scaling Up. A preliminary qualitative and quantitative data analysis was conducted by AKU-IED and during a meeting on February 20, 2018 arranged by AKU-IED, findings of the research were presented and discussed with SCDP team. Consequently, a report was also submitted for the same by the research team.

Additionally, a draft report of PPP study was submitted by the consultant for SCDP review. After internal discussions, detailed comments were communicated to the research team who then submitted a revised draft report.

#### **Research Dissemination Strategy**

A revised draft of the Research Dissemination Strategy and Implementation Plan was submitted by the consultant for SCDP review. After the comments were shared with the consultant, another revised draft of Research Dissemination Strategy was prepared. A draft implementation plan has

also been prepared, however, it will only be finalized after the completion of draft report of EGR study.

## Major Activities

Following are the major activities that took place during the quarter January - March 2018:

### Research Studies

The AKU-IED team initiated preliminary analysis of the data collected for EGR study. A meeting with SCDP team was held at AKU-IED on January 23, 2018 where initial observations of qualitative data and a descriptive analysis of quantitative data were presented by the research team. A revised work plan for the remaining activities was also submitted by the AKU-IED. Moreover, during a meeting held on February 20, 2018, AKU-IED gave detailed presentations on the quantitative and qualitative findings of the study which was followed by a discussion. It was suggested that major findings of the research should be shared with SRP since their feedback would be helpful for data validation as well as for triangulation purposes. A report was also shared on the preliminary analysis and comments on the report were communicated to the team leader in a brief meeting on March 26, 2018. It was also emphasized that AKU-IED should increase the pace of work to meet the deadline of March 31, 2018 for the timely completion of the study.

Additionally, the draft report on PPP study submitted by Dr Muhammad Babur in December 2017 was reviewed by SCDP in January 2018 and a meeting was also held on January 22, 2018 to share and discuss comments/suggestions. Accordingly, a revised draft of the report, with the incorporation of SCDP comments and suggestions, was submitted by the consultant and his team. The report has been shared with USAID. Comments are currently awaited from USAID after which the report will be finalized.

### Research Dissemination Strategy

Based on the comments and suggestions on the first draft, a revised draft of Research Dissemination Strategy was submitted by Dr. Shakil Ghori which is currently under review. This draft will be shared with USAID for their input. In addition to that, a draft implementation plan for the research communication strategy has also been prepared. However, the plan will only be finalized after receiving the draft report of EGR study.

### Research Capacity Building Support to SELD

During this quarter, SCDP team and Mr Danish Rashdi, consultant, held a meeting with Dr Fouzia Khan, head of SELD's Curriculum Wing, to discuss the details of institutional research capacity assessment of SELD. During the meeting, Dr Fouzia Khan was requested to send a letter to the participating organizations to facilitate the consultant on the assessments. In view of the discussion, an email was sent by Dr Fouzia Khan to the heads of the participating organizations, while SCDP shared the contacts details with the consultant. Thus, work on the assignment was initiated.

Fieldwork for institutional/research capacity assessment of SELD was initiated by the consultant, Mr. Danish Rashdi. Meetings were held with relevant officials of Sindh Teachers Education Development Authority (STEDA), Director of Curriculum, Assessment and Research (DCAR), Directorate of Teacher Training Institute (TTI), Sindh Textbook Board (STBB), and Directorate of Planning, Development and Research (PD&R). In addition, consultations were also held with education experts and relevant individuals in the SELD, apart from the aforementioned departments/units. Data is currently being compiled and analysed.

Dr Fauzia Khan was also requested to send a reminder and follow-up to the organizations who had not sent the nominations for capacity building activities. Subsequent to her reminder, nominations from DCAR and STBB were received. Nominations from the Directorate PDR were not received, however, it was decided to initiate the process without waiting for further

nominations. Therefore, the ToRs and draft plan for research capacity building were prepared. The ToRs for hiring a consultant/firm for the capacity building were also advertised through the website and other contacts. AKU-IED expressed an interest to undertake the assignment. A meeting with Dr Takbir Ali, Head of Outreach AKU-IED, was held on January 26, 2018 to discuss the details of the assignment. AKU-IED was requested to submit a proposal by February 2, 2018.

A proposal for SELD capacity building was submitted by AKU-IED, which was followed by a meeting with the team to discuss the proposed plan. Thus, AKU-IED was selected to carry out the research building capacity activities and a draft contract was prepared and shared with them. Subsequently, the proposed plan was shared with Dr. Fouzia Khan, Head of Curriculum Wing and a meeting was also held with Dr. Fouzia Khan on February 22, 2018. Initially, the plan was to start the 12-week program on February 28, 2018 with a session on training needs assessment. However, due to a delay in issuance of notification by SELD, the program was re-scheduled for second week of March 2018.

Research Capacity Building Program for SELD officials was successfully launched on March 9, 2018 with an introductory session and training needs assessment (TNA) held at AKU-IED. The TNA served the basis for designing the research training. Subsequently, 6 days training workshop also commenced on March 26, 2018. Research training has been provided to 27 participants from PITE, TTIs, DCAR, STEDA, STBB and Curriculum Wing. The training covered basic concepts of research, qualitative research design, quantitative research design and development of research plan. The workshop will be followed by fieldwork by participants, distance mentoring by AKU-IED faculty and two one-day workshops during the months of April and May 2018.

### **Communication Support**

A meeting of the panel for the evaluation of the proposals for production of SBEP, ICT and SCDP videos was held on January 2, 2018. The panel consisted of representatives from SPDC, SCDP and PMIU. The panel recommended IJ Films to take charge of SBEP and SCDP videos and Carving Production for ICT video. Subsequently, SCDP team had meetings with the selected firms to discuss the details of the videos. Following this, a meeting with the SBEP Communication Working Group (CWG) was also held on January 18, 2018 and was chaired by PD-PMIU, where a presentation on the initial idea/approach for SBEP video was presented by Mr Ismail Jilani of IJ Films. It was decided that a documentary style/approach will be adopted for the production of SBEP video instead of the proposed host-based style. There will be two versions of the video, one in Urdu and the other one in Sindhi. In view of the suggestions made in the CWG meeting, the contract was finalized with IJ Films. A meeting with Carving Production was also held on January 29, 2018 to discuss the ICT video. Moreover, the contract was also signed with M/s PotDrum Digital to revamp the SBEP website.

Work on pre-production of short videos (SBEP, SCDP and ICT) started at a rapid pace and various meetings were held with the producers – IJ Films and Carving Productions. A meeting with IJ Films was held on February 1, 2018 to discuss the details of storyline and develop key pointers for the SBEP video. On February 6, 2018, a meeting was also held at PMIU where IJ films presented the pointers for the proposed SBEP video to PMIU and USAID. It was suggested that IJ Films should prepare a draft script of the video which would be shared with PMIU and USAID.

Accordingly, a draft script of SBEP video was prepared and presented in a meeting with PD-PMIU and USAID which was held on February 20, 2018 at PMIU. The PD-PMIU provided his approval for filming the video. Moreover, a few meetings were also held with Carving Productions for the selection of success stories and developing a storyline of ICT video.

Work on revamping the SBEP website was also initiated. In this regards, a meeting was held with PD-PMIU on March 15, 2018 where sample templates developed by PotDrum Digital were



presented and discussed. Based on the suggestions given by PMIU, two revised templates were shared with PMIU. Work will proceed after obtaining their input.

## Challenges

- The nominations from SELD concerning the research capacity building took more time than envisaged. Although most SELD partners had sent their lists of nominees, names were still awaited from PDR until it was decided to initiate the process without awaiting further nominations.
- The pace of work on SELD capacity building was hampered by the slow response from the concerned department. Initially, it was planned that the capacity building program would start on February 28 2018 with a half-day session on Training Need Assessment. In this regard, an email was sent to Head of Curriculum Wing on February 14, 2018. It was requested that a letter from the office of Curriculum Wing be sent to the participating organizations asking them to ensure that the nominees are available for the program. After follow-ups through email, SCDP requested a meeting with the Head of Curriculum Wing which was held on February 22, 2018. She assured that the letter to the participating organizations will be written after obtaining approval of the Secretary. Hence, the start of the program was delayed by one week and was rescheduled to March 7, 2018.
- There was a delay for the shooting activity for ICT video. Success stories for the video were identified by the SCDP team in consultation with Carving Productions. Subsequently, the proposed respondents were contacted by SCDP team to participate in the video. However, most of the people identified for the stories declined to participate in the video. The team is working on finding some other stories.
- Work on SBEP website has also been delayed since the concerned staff of PMIU were not available for meetings due to their field activities.

**Component 4:**

**Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	16 (4-b-4 is a sub indicator)
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<b>Progress Status</b>	
<b>Completed</b>	6
<b>In Process</b>	8
<b>On-going</b>	1
<b>On Hold</b>	1
<b>Pending</b>	0
<b>Not Started</b>	0

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	Advisor PPP visits PPP Node Office on daily basis. He provides support to the Directors of PPP Node, as needed.	<b>On-going</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	This Deliverable is on-hold since the beginning as it is dependent upon the hiring of PPP Node staff by the Government of Sindh.  With the recruitment of PPP node and officers, the team will start working on this training deliverable.	<b>On Hold</b> <b>Expected Date of Completion: May 31, 2018</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>
<b>4-a-5</b> Education specific PPP management information system developed, and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	Following the approval of Concept Note by the Secretary SELD, the desk research on existing Management	<b>In Process</b> <b>Expected Date of Completion: June 30, 2018</b>

		Information Systems (MIS), managed and used by SELD, is under process.  The Selection Team, including Advisor PPP, shortlisted and interviewed IT programmers for development of PPP EMIS.	
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	Report writing is in process and previous chapters were internally reviewed.	<b>In Process</b> <b>Expected Date of Completion: May 31, 2018</b>
<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	A total of 475 (59.37%) teachers were trained. Out of the total trained, 279 were males and 196 were females. The share of females was 41.26%.	<b>In Process</b> <b>(Unachievable within the LOP because of the delay in USAID Laptops receiving)</b>
<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	A total of 2,313 (57.8%) in-school students were trained. Out of the total trained, 1,270 were boys and 1,043 were girls. The share of girls was 45.09%.	<b>In Process</b> <b>(Unachievable within the LOP because of the delay in USAID Laptops receiving)</b>
<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	A total of 1,977 (49.42%) OOSC & adults were trained. Out of the total trained, 796 were males and 1,181 were females. The share of females was 59.73%.	<b>In Process</b> <b>(Unachievable within the LOP because of the delay in USAID Laptops receiving)</b>
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	A total of 896 adolescent girls (89.6%) within the age of 10-19 years were trained in ICT basic skills. The share of adolescent girls was 100%.	<b>In Process</b> <b>(Unachievable within the LOP because of the delay in USAID Laptops receiving)</b>
<b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to	NFE Policy was approved by the Sindh Cabinet in November. The policy	<b>Completed</b>

	improve education quality, management or planning [Target=1]	was launched on February 27, 2018.	
<b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.	ALP Policy Implementation Framework developed.	3 meetings of core group were held to update timelines and rationalize activities	<b>In Process</b> <b>Expected Date of Completion: May 15, 2018</b>
<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Best practices and lesson learned document prepared [Target=TBD]	Desk review continued.	<b>In Process</b> <b>Expected Date of Completion: June 15, 2018</b>
<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	TNA for all 3 tiers was completed in June 2017 and shared with SELD.	<b>Completed</b>
<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	PD-PMIU attended Executive Education training course "Leadership Decision Making" at Harvard Kennedy School, USA in October 2017.	<b>In Process</b> <b>(Unachievable within the LOP as there are no senior management courses being offered up till August 2018)</b>
<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.	Subsequent to the Pre-visit briefing session, exposure visit was carried out from November 20-24, 2017. The post-visit workshop was held on February 15, 2018.	<b>Completed</b>
<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.	Final report is under preparation.	<b>Completed</b>

### Progress Update

During this quarter, the deliverables of this component have made a good progress. The Non-Formal Education Policy was launched on February 27, 2018. The ICT trainings were also held during this quarter. Level 2 of ICT trainings were held in March 2018 where a total of 52 teachers received training; whereas, under Level 3 and Level 4 of ICT trainings, a total of 233 in-school students and 87 out of school students and adults received trainings. Moreover, under support to PPP Node, the Vision and Mission of the PPP Node was also approved by the Secretary SELD. In

addition, the Concept Note of the PPP-MIS was also approved by the Secretary SELD during this quarter. Furthermore, the recruitment process of an IT programmer for the development of PPP-MIS has also been initiated.

### **ALP/NFE Policy and its Implementation Framework**

During this quarter, SCDP launched the Non Formal Education Policy (NFE) on February 27, 2018. The Minister of Education, SELD, Mr. Jam Mahtab Dahar, Secretary of Education, Dr. Iqbal Durrani, Deputy Mission Director USAID, Mr. John Smith-Sreen along with other dignitaries from the public and the private sectors were present at the event.

Following the launch of Non Formal Education Policy (NFE), the core committee consisting of Directorate of Literacy and Non-Formal Education, SRP, JICA, UNICEF and SCDP held several meetings to suggest timelines to implement the NFE policy. Furthermore, SCDP provided necessary support for the development of Non-Formal Education National Action Plan, which is being prepared by the NCHD in consultation with Directorate of NFE.

The work on the NFE best practices has also been initiated. Meetings and Field Visits in Punjab, Khyber Pakhtunkhwa, Islamabad and Gilgit Baltistan have been coordinated with the relevant stakeholders. The field visits are expected to commence from the second week of April, 2018.

### **ICT Trainings**

Level 2 of ICT trainings for Participant Teachers were conducted from January 08-12, 2018. Trainings were conducted at GGHSS Warah, GBHSS Khairpur Juso, GGHSS Wagan, Qambar ShahdadKot and GBHS Colony-1 Kashmore. A total of 40 teachers received training in ICT. Additionally, Level 2 of ICT trainings for Participant Teachers were conducted from March 5-10, 2018 and March 16-22, 2018 as well. The trainings were conducted in Ladies Gymkhana Club, Government Girls High School Phulji Station, Government Boys Higher Secondary School Phulji Station, and Government Boys Higher Secondary School Kakar in Dadu. In the month of March 2018, 21 female and 31 male students were trained.

Level 3 of ICT trainings for In School Students were conducted in January 2018. Trainings were conducted at the following schools: GGHSS Garhi Khairo, GGHS Haji Allan Khan Jamali, GGHSS Warah, GBHSS Khairpur Juso, GGHSS Wagan and GBHS Colony-1 Kashmore. A total of 302 students received ICT trainings. Level 3 of ICT trainings for In-School Students were also conducted from January 29-February 9, 2018. Trainings were held at the following schools: GGHSS Warah, GBHSS Khairpur Juso, GGHSS Wagan, and GBHS Colony-1 Kashmore. A total of 233 students received ICT training during the reporting period of February.

Level 4 ICT trainings for Out of School children and adults were conducted in January 2018. Trainings were conducted at the following schools: GGHSS Garhi Khairo, GGHS Haji Allan Khan Jamali, GGHSS Warah, GBHSS Khairpur Juso, GGHSS Wagan, and GBHS Colony-1 Kashmore. A total of 178 trainees received ICT trainings. Additionally, Level 4 ICT trainings for Out of School children and adults were conducted from January, 29 – February, 9 2018. Trainings were conducted at the following schools: GGHSS Warah, GBHSS Khairpur Juso, GGHSS Wagan, and GBHS Colony-1 Kashmore. A total of 87 participants received ICT training during the reporting period of February.

### **PPP Best Practices**

For the PPP Best Practices Report, the following chapters were developed and internally reviewed: Literature Review, State of Education in Pakistan, International Best Practises, Methodology and Best Practises in Khyber Pakhtunkhwa. Moreover, study-visit to Punjab was also done during this quarter.

## **PPP MIS**

A conceptual framework and structure of the PPP MIS was developed during this quarter, which was approved by the Secretary SELD on February 2<sup>nd</sup>, 2018. The work on this deliverable has started in full swing. Desk research on existing Management Information Systems (MISs) that are being used and managed by SELD has been completed. We are planning to hold Consultative Sessions with the stakeholders on the PPP-MIS in April. Furthermore, the recruitment process for hiring an IT consultant for development of PPP-MIS is also underway. The Selection Team, including Advisor PPP, has shortlisted and interviewed a few potential IT programmers.

## **Tier-II post visit workshop**

SCDP organized an exposure visit for ten (10) senior education officers to Malaysia in November, 2017. The exposure visit was planned to learn about the educational reforms in Malaysia, so that they may be replicated here in Sindh. In this regard, a post-visit workshop was organized on February 15, 2018, whereby the senior education officers shared their learnings with other stakeholders in Sindh including government officials and educational practitioners.

## **Major Activities**

Following are the major activities that took place during the quarter January - March 2018:

### **ALP/NFE Policy and its Implementation Framework**

During this quarter, SCDP launched the Non Formal Education Policy (NFE) on February 27, 2018. The Minister of Education, SELD, Mr. Jam Mahtab Dahar, Secretary of Education, Dr. Iqbal Durrani, Deputy Mission Director USAID, Mr. John Smith-Sreen along with other dignitaries from the public and the private sectors were present at the event. At the event, the Speakers emphasized the importance of Non Formal Education in the light of high number of out of school children and low literacy rates in Sindh. They further stressed the significance of the implementation of this Policy to combat high number of drop outs and low literacy rate in the province. The Minister for education stated that strong political support would be provided to implement the NFE policy in order to improve the educational indicators in Sindh.

Following the launch of Non Formal Education Policy (NFE), the core committee consisting of Directorate of Literacy and Non-Formal Education, SRP, JICA, UNICEF and SCDP held several meetings to suggest timelines to implement the NFE policy. Furthermore, SCDP provided necessary support for the development of Non-Formal Education National Action Plan, which is being prepared by the NCHD in consultation with Directorate of NFE.

### **Support to PPP Node**

Under support to PPP Node, the Mission and Vision of the PPP Node were developed, which were approved by the Secretary SELD on February 1, 2018.

The Advisor PPP discussed about taking the recruitment process forward with the Directors of PPP Node. It was told by them that launching and executing new PPP projects is the priority currently, as instructed by the Minister SELD. In addition, they said that until they had a suitable office space, they could not accommodate more people. The Directors of PPP Node also highlighted the fact that there might be some issue with the passing threshold set by SELD for conducting the recruitment tests of PPP Node and the actual result of the candidates who sat in the test. The SELD had set the passing threshold at sixty (60%) percent, whereas, except for the Finance positions, no candidate was able to secure at least sixty (60%) percent. Therefore, the recruitment process is currently at stand-still.

Similarly on the rent issue, SCDP had previously prepared and shared draft bidding documents, including Request for Proposal (RFP) and Rent/Tenancy Agreement, with the PPP Node for renting out a suitable office space. Subsequently, Notice Inviting Tender (NIT) was published in newspapers by PPP Node on February 24, 2018, wherein the bid submission deadline was set to be March 15, 2018. As no bids were received, the Procurement Committee decided to extend the bid submission deadline. However, the bid-extension was not published in the newspapers, hence expired. The Advisor PPP was on leave during that period.

In order to provide support to PPP Node as tasked by USAID, the Advisor PPP, along with the Directors of PPP Node, attended the pre-bid meeting of English Medium Schools and assisted them to respond to queries/questions raised by the potential bidders. The Advisor PPP also attended the meeting with the Secretary SELD on the Project, whereby he legally advised on the minimum and maximum percentages of the Bid Security and Performance Security in response to a query of potential bidders. Moreover, the Secretary SELD directed the Director PPP Node to draft a Summary for Chief Minister for getting the 'change of name' approved by the CM. The Advisor PPPs prepared a draft of Summary for CM and shared it with the PPP Node.

The Advisor PPP also attended the meeting of the Minister SELD along with the Director PPP Node, which was scheduled to brief the Minister about the current status of PPP Projects, specifically the recently launched English Medium Schools Project under PPP node. The Minister directed to expedite the procurement of the English Medium Schools; however, the potential bidders requested for extension for the bid submission deadline.

### **PPP Best Practices**

For the PPP Best Practices Report, the following chapters were developed and internally reviewed: Literature Review, State of Education in Pakistan, International Best Practises, Methodology and Best Practises in Khyber Pakhtunkhwa. Moreover, study-visit to Punjab was also done during this quarter.

### **ICT Trainings of Participant Teachers – Level 2**

Level 2 Participant Teacher trainings were conducted for five working days from January 8-12, 2018. The trainings were conducted in the following schools: Government Girls Higher Secondary School Warah, Government Girls Higher Secondary School Wagan, Government Boys Higher Secondary School Khairpur Juso and Government Boys High School Colony-1 Kashmore. A total of 20 females and 20 male teachers received training.

Additionally, Level 2 of the Participant Teachers Trainings were conducted from March 5-10 and 16-22, 2018. The trainings were conducted in Ladies Gymkhana Club, Government Girls High School Phulji Station, Government Boys Higher Secondary School Phulji Station, and Government Boys Higher Secondary School Kakar in Dadu. Thus in March, 21 female and 31 male students were trained. A total of 92 participants were trained during this quarter.

Overall, a total of 279 males and 196 females have been trained hence, bringing the total number of master trainers and participant teachers to 475, against a target of 800 teachers. Thus, 59.37% of the target has been reached. Out of the total, 41.26% of the teachers were females. The following table summarizes the details of ICT trainings of master trainers for this quarter:

<b>Sr. No</b>	<b>District</b>	<b>Venue</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>1</b>	Qambar ShahdadKot	GGHSS Warah	0	10	10

2	Qambar ShahdadKot	GGHSS Wagan	0	10	10
3	Qambar ShahdadKot	GBHSS Khairpur Juso	10	0	10
4	Kashmore	GBHS Colony-1	10	0	10
5	Dadu	Ladies Gym Khana Club	11	09	20
6	Dadu	GBHSS Phulji Station	10	02	12
7	Dadu	GGHS Phulji Station	0	10	10
8	Dadu	GBHSS Kakar	10	0	10
<b>TOTAL TRAINED:</b>					<b>92</b>

In this quarter, duration of L2 trainings was increased from 5 days to 6 days. ICT team ensured that training venues were well equipped with projectors and separate laptops for each participant/teachers. As a result, each trainee had ample time to master practice on office applications. Similarly, assessment tests were designed to assess learning outcomes of the participant trainees. Post assessment tests and debriefs were also conducted to re-evaluate strategies to enhance quality of training delivery, as well as ensure specific trainee learning needs. In addition, frequency of assessment tests was twice during each training. First test was conducted in the middle of the trainings and followed by second at the end of each training. As a part of process monitoring, respective HMs visited trainings and shared feedback with trainers during L2 at school level. Correspondingly, ICT team daily visited training venues, shared observations, facilitated quality assurance processes and rendered technical support. A more comprehensive monitoring of the process was carried out by M&E team to guide decision making process for efficient and effective trainings delivery for greater impact and institutional learning.

### **ICT Trainings of In-School Students – Level 3**

Level 3 of the In School Students Training were conducted in January 2018. The trainings were conducted in Government Girls High School Haji Allan Khan Jamali, Government Girls Higher Secondary School Garhi khairo in Jacobabad. Furthermore, trainings were also conducted in Government Girls Higher Secondary School Warah, Government Girls Higher Secondary School Wagan and Government Boys Higher Secondary School Khairpur Juso in Qamber Shahdad Kote and Government Boys High School Colony-1 Kashmore. In the reporting month of January, 182 females and 120 male students were trained.

In addition to that, Level 3 of the In-School Students Trainings were conducted from January 29 – February 9, 2018. The trainings were conducted in Government Girls Higher Secondary School Warah, Government Girls Higher Secondary School Wagan, and Government Boys Higher Secondary School Khairpur Juso in Qamber Shahdad Kote. Government Boys High School Colony-1, Kashmore also received training. In the reporting month of February, 114 females and 119 male students were trained. Overall, 535 participants were trained during this quarter.

A total of 1,270 males and 1,043 females were trained, bringing the total number of In-school students to 2,313, against a target of 4,000 In-school Students. Thus, 57.82% of the target has been reached. Out of the total, 45.09% of the teachers were females. The following table summarizes the details of ICT trainings of In-School students this month:



Sr. No	District	Venue	Male	Female	Total
1	Qamber ShahdadKot	GGHSS Warah	0	40	40
2	Qamber ShahdadKot	GGHSS Wagan	0	62	62
3	Qamber ShahdadKot	GBHSS Khairpur Juso	80	0	80
4	Kashmore	GBHS Colony-1	40	0	40
5	Jacobabad	GGHS Haji Allan Khan	0	40	40
6	Jacobabad	GGHSS Garhi Khairo	0	40	40
7	Qamber ShahdadKot	GGHSS Warah	0	40	40
8	Qamber ShahdadKot	GGHSS Wagan	0	74	74
9	Qamber ShahdadKot	GBHSS Khairpur Juso	59	0	59
10	Kashmore	GBHS Colony-1	60	0	60
<b>TOTAL TRAINED:</b>					<b>535</b>

#### **ICT Trainings of Out of School Children and Adolescents – Level 4**

Level 4 of School Children and Adult Trainings were conducted in January 2018. The trainings were conducted in Government Girls High School Haji Allan Khan Jamali, Government Girls Higher Secondary School Garhi khairo in Jacobabad. Furthermore, the trainings were also conducted in Government Girls Higher Secondary School Warah, Government Girls Higher Secondary School Wagan in Qamber Shahdad Kote and Government Boys High School Colony-1 Kashmore. For the reporting month of January, 141 females and 37 male students received training.

Additionally, Level 4 of School Children and Adult Trainings were also conducted in January 29 – February 9, 2018. The trainings were conducted in Government Girls Higher Secondary School Warah, Government Girls Higher Secondary School Wagan in Qamber ShahdadKot, and Government Boys High School Colony-1, Kashmore. For the reporting month of February, 48 females and 39 male students received training. Overall, 265 participants were trained during this quarter.

A total of 796 males and 1,181 females were trained bringing the total number of out of school student to 1,977 against a target of 4000 Out of School Children and adolescents. Thus, 49.42% of the target has been reached. Out of the total, 59.73% of the participants were females. The following table summarizes the details of ICT trainings of out of school children this month:

Sr. No	District	Venue	Male	Female	Total
1	Qamber ShahdadKot	GGHSS Warah	0	40	40
2	Qamber ShahdadKot	GGHSS Wagan	0	18	18
3	Kashmore	GBHS Colony-1	37	3	40
4	Jacobabad	GGHS Haji Allan Khan	0	40	40
5	Jacobabad	GGHSS Garhi Khairo	0	40	40
6	Qamber ShahdadKot	GGHSS Warah	0	40	40
7	Qamber ShahdadKot	GGHSS Wagan	0	6	6
8	Kashmore	GBHS Colony-1	20	0	20
9	Qamber ShahdadKot	GBHS Khairpur Jusu	19	2	21
<b>TOTAL TRAINED:</b>					<b>265</b>

In this quarter, two additional days were added in L3, L4 & LGL trainings (from 10 days to 12 days). Each participant was provided individual laptops to ensure quality of practice time. Projectors were provided to improve the delivery process of training. Moreover, assessment tests were conducted to reassess the quality of training delivery. Frequency of tests was increased to 2. One was held in the middle and the other was held at the end of the training. For process monitoring, HMs visited trainings and shared their feedback with trainer. ICT teams also visited training venues, shared observations and facilitated quality assurance processes.

#### **Support to SBEP Partners and SELD to mainstream SBEP activities**

To ensure sustainability of efforts made by all SBEP partners, efforts are made every year that the government includes financial outlays against relevant interventions being transferred to SELD and its attached departments. For the financial year 2018-19, this effort was coordinated by SCDP. The project provided support to Sindh Reading Program (SRP), Sindh Community Mobilization Program (SCMP) and relevant government organizations like PITE, BOC and Directorate NFE to prepare budgets and subsequent follow-up on the same in SELD and Finance department. This process formally started in early February and included several meetings with the stakeholders to prepare budgets. It also included travelling to Directorate of Curriculum Assessment and Research (DCAR) Jamshoro for ICT based Assessment budgets. Subsequently, meetings were held with the Secretary SELD to brief him about the budget requirements and solicit his approval. The budgets were approved by the Secretary SELD. Some part of the proposals were sent to Finance Department while other components are still with the relevant section of SELD. This exercise took almost two (02) months of dedicated work.

#### **Achieved Deliverables**

Capacity gap analysis, PPP tool kit, NFE/ALP Policy, capacity need assessment, Tier-2 and Tier-3 has already been achieved.

## Challenges

- The approval of revision of budget for PPP Node has been a major challenge, as the renting of a suitable office space is dependent on the revised budget allocation.
- The hiring process of the PPP Node is already on-going, therefore, the office space is urgently required to make arrangements for the new employees. Despite untiring efforts, the PPP Node is unable to allocate office space under the current budget.

## 3. Support Functions

### Human Resources

#### Major Activities

During the last quarter, HR was primarily engaged in meeting the human resource requirement gap of SCDP with respect to filling in open positions. Besides the recruitment process, the function has been handling day-to-day Human Resource operations such as payroll, leave management, attendance management, and staff filing for the SCDP staff.

Hiring of personnel was made for the Component 4 in the reporting quarter and Mr. Lahoot Tariq was hired as PPP Research Officer. In addition, for the position of Learning and Training Coordinator, several interviews were conducted for the position and as a result, Mr. Rafique Brohi was shortlisted for this position, however, owing to his qualification and experience, the position was enhanced to Senior Learning and Training Coordinator and Mr. Brohi joined the project effective January 18, 2018. Furthermore, Mr. Abdul Haq Cheema was also hired for providing assistance to Training and Learning Coordinators.

During the last quarter, 2 SCDP staff resigned from the positions: Mr. Amir Ali, M&E Officer and Mr. Atif Saleem, PHP Developer. The sourcing, shortlisting and interviews for subsequent positions, along with the position of Programmer Analyst, started in March.

#### Challenges

- As the project is approaching its closure date and the tentative date for project extension is still not finalized, most staff members are seeking jobs outside the project for future employment prospects. Also, the potential candidates are unwilling to work on contractual basis for the remaining period of the project, which is ending on August 5, 2018.
- CVs received for the position of PHP Developer usually had junior level experience which made it difficult to find the right candidate for the position. In addition, shortlisted and finalized candidates expected salaries that exceeded the budget.

## Logistics and Administration

### Major Activities

In the given reporting quarter, ICT Trainings of Level 2, 3 and 4 were held in Kambar Shahdaddkot, Kashmore and Jacobabad in January 2018. Admin Department assisted in arranging and transporting stationary, school boards and backdrops, along with 97 laptops and cabinets procured for storage, to different schools of Khairpur in two company-owned vehicles and rented truck with security guard. The trainings are still taking place and all necessary support is being provided. Moreover, a training session and lecture on Health, Security and Environment was also arranged and held in the Deloitte Training Hall.

In the month of February, all administrative, logistics and material related requirements, as well as 2 vehicles, were provided for M&E monitoring visits to Sukkur, Khairpur, Jacobabad, Qambar, Larkana, Dadu and Karachi from February 7-21, 2018. Moreover, a Post-Visit Workshop for Tier-2 Training was arranged on February 15, 2018 at the Beach Luxury Hotel. It was a full-day session with lunch and tea being served and approximately 60 people, including the trainees, dignitaries and other guests, attended the event. Also in the same month, on February 27, 2018, NFE Launch Event was held at Avari Hotel which was attended by more than 150 dignitaries and guests. The SCDP Admin team took the main responsibilities of the event which includes printing of manuals, backdrop and arrangements regarding seating, refreshments, lunch, etc. In addition, transportation of material, staff members and accommodation were arranged for inauguration ceremonies of schools in Khairpur and Sukkur from February 25 to March 1, 2018.

In the last month of the quarter, first two rounds of SMC Trainings were held in Karachi from March 20-22, Larkana and Jacobabad from March 27-29, 2018. Bookings for venues, hotel accommodations, printing of manuals and transport arrangements were done by the Admin department. Arrangements will be provided for the remaining trainings that will be taking place in April.

Besides the above mentioned activities, Admin department also worked on the routine tasks to upkeep office, transport, administrative and logistics support. Also, a dishwasher and a hand dryer were installed, and fumigation and cleaning of carpet and furniture at the SCDP premise were carried out twice during this period.

### Challenges

- Transportation of laptops, cabinets and other expensive materials had to be well planned with provision of complete security.
- Bookings of training venues and accommodation for SMC training at a short notice was quite a challenging task for Admin Team.

## 4. Success Stories

### 1) Steering the Change through Techno-Innovations

A passionate and dedicated teacher, Safia Brohi, is currently rendering her services at a school called Government Girls High School Allan Khan Jamali in district Jacobabad. She participated in the ICT trainings organized for teachers in her school and soon, became an integral part. During the course of the teachers' training, she swiftly grasped ICT concepts



**Figure 1** Safia lecturing during in school Information Communication Training in Government Girls High School Allah Khan Jamali, District Jacobabad.

and demonstrated exceptional ICT and computer skills. Due to her remarkable performance, she was also selected as a master trainer for the ICT trainings for a group of teachers. While describing the significance of computer skills, she stated, "Government teachers are not familiar with computer education. We are used to conventional methods of teaching and learning process, which is getting outdated. I am extremely glad to have been a part of ICT training. It has not only served as a motivational factor for teachers but equipped us with skills to conduct research on internet to

prepare interesting lesson plans for students. This shall play a crucial role to improve the quality of education in schools." She further explained the experience of different levels of ICT trainings. She also used her local social contacts to facilitate the participation of out-of-school children for ICT trainings. In addition to that, she narrated the view of girls' parents as, "Majority of the parents in our locality in Jacobabad are of the view that girls have to get married at an early age so it is not worthwhile to send them to school. However, due to ICT trainings and the facility of laptops and internet devices, out-of-school children were inspired to resume their education." She believed that ICT trainings for children, with the concentrated efforts of herself and her team, had paved the way for out of school girls to recommence their academic education. She also believed that education alone can enrich their lives in many ways and it was a remarkable achievement for a girl particularly in such an ultra-conservative social environment.



**Figure 2** Safia explaining different functions of menu bar during ICT trainings in Government Girls High School Allah Khan Jamali, District Jacobabad.

Safia's efforts did not cease here.

She went on to muster support from her fellow teachers to collaborate with the school's administration to ensure that the computer lab is functional in school. In her school, despite availability of mini-laptops provided by a non-government organization, the computer lab has remained non-functional. Post-ICT trainings, Safia showcased competent skills and capabilities to manage the computer lab. With the support of the school administration coupled with school management committee, she went on to restore the computer lab in school. She was designated as a focal person for computer labs in GGHS Allan Khan Jamali. Integration of computer literacy in school is aiding efforts to overcome barriers regarding access of knowledge, research and connections with rest of world. She also added, *"We are determined to use technology to inspire change in the lives of girls here. In my lectures, I try to motivate girls by referring them to the solution technology offers to the challenges they encounter such as, access to education etc. If girls are well versed with computer skills, I am sure they can use these skills to pursue their bigger dreams in future to transform their lives through education. I wish them all the best!"*

## 2) Technology Creates Pathways for Women Empowerment



**Figure 3** Saima Jamali out of school adolescent, beneficiary of Information Communication Technology trainings in GGHS Allan Khan Jamali, District Jacobabad.

Traditionally access to education has been low in Sindh, especially for females, as only 25% of females have ever attended school compared to 60% of males<sup>3</sup>. Girls that do enroll in schools are at a high risk of dropping out once they become an adolescent which is the period when girls are seen as “becoming mature” and it may start as early as the age of 8. Despite common perceptions on the discontinuation of adolescent girls’ education, the foremost reason is not poverty, distance to school or a lack of facilities. It is a lack of opportunities. Adolescent girls are unable to access opportunities due to conventional conservative traditions symbolizing girls as token of honor in rural areas of interior Sindh, limiting their possibilities of mobility, empowerment and education. Saima, aged 18, daughter of Amanullah Jamali from Jacobabad, is one example of a striving adolescent girl who managed to create a path to not give up on her dreams. After her matriculation, one of Saima’s siblings was diagnosed with cancer and eventually could not survive after three years of the prolonged illness. This traumatic situation

stalled Saima’s education for a few years and put her family into deep financial crisis. She recalled, *“Cancer is a fatal ailment. Prolonged illness and then death of a sibling spared nothing in our family. Life stopped all at once. I was extremely broken to witness such a sad situation facing my family. My hopes of pursuing education withered away as my family drifted into financial crisis.”* When poor families face a crisis caused by death or sickness of a family member, they are likely to reassess whether or not their child’s education is delivering on promises: at that point, many parents decide to discontinue their children’s education. Saima shared, *“One day, one of my friends shared that USAID is offering computer trainings to out-of-school students in my school. Instantly, I discussed it with my parents and sought their permission to avail this opportunity. I was very curious to learn about computers. This opportunity was a beacon of hope for me to once again, get back to my school and meet my teachers and friends.”* She participated during the ten days Information Communication Technology trainings held at Government Girls High School Allan Khan Jamali under Sindh Capacity Development Project-USAID. Saima successfully completed her training. Soon, she started to use desktop computer at her home. Keeping in mind, her stressful financial conditions, she started to offer computer tuitions to girls in the neighborhood. The number of students has been gradually increasing. She is effectively using acquired computer skills to generate an income to support her family and education. She shared her aspirations, *“Students are increasing day by day to learn computer. Since, I am a girl so families have no issues in sending their adolescent girls to me for learning computers. Once my income increases, I will purchase another computer to extend my computer center and steadily expand it on big scale level. This income will also help to resume my further education in future.”*

<sup>3</sup> Government of Pakistan (2012) Pakistan Social and Living Standard Measurement Survey 2011-12, Islamabad: Pakistan Bureau of Statistics.



## 5. Picture Gallery

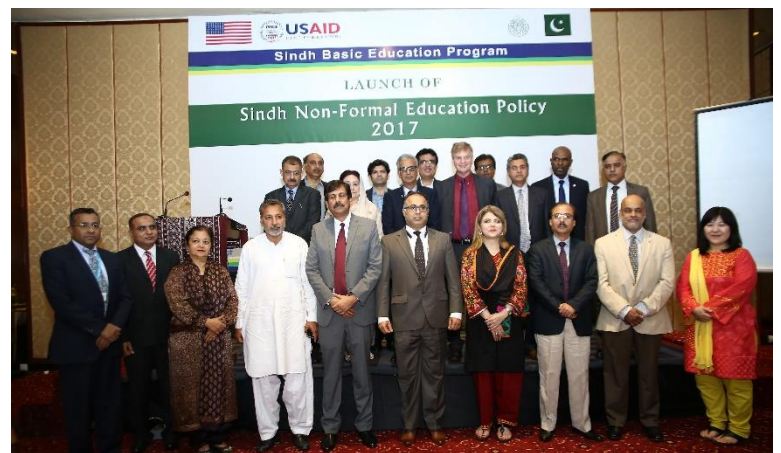
SCDP ICT Training – Level 2, 3 and 4 – January to March Quarter 2018



**SBEP Quarterly Monitoring Visit February 7-21, 2018**



**Non Formal Education Policy Launch - February 27, 2018**



SMC E-Monitoring Trainings – Karachi, Jacobabad and Larkana – March, 2018





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# SINDH CAPACITY DEVELOPMENT PROJECT

Quarterly Progress Report – Year – III – Quarter III  
(April I – June 30, 2018)



Date: July 31, 2018

SCDP is made possible by the support of the American People through the U.S. Agency for International Development (USAID). SCDP is implemented by Deloitte Yousuf Adil Chartered Accountants under Contract Award No: AID-391-C-15-00010. This report was produced for review by USAID.

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## ACRONYMS

AKU-IED	Aga Khan University – Institute for Educational Development	PPP	Public Private Partnership
ALP	Alternative Learning Pathways	PSC	Project Steering Committee
BECS	Basic Education Community Schools Programme	RSU	Reform Support Unit
CBP	Capacity Building Plan	SAP	Systems, Applications and Products
DCAR	Directorate of Curriculum & Research	SBEP	Sindh Basic Education Program
DEO	District Education Officer	SCDP	Sindh Capacity Development Project
EGR	Early Grade Reading	SCMP	Sindh Community Mobilization Program
EMIS	Education Management Information System	SELD	School Education & Literacy Department
FABS	Financial Accounting and Budgeting System	SEMIS	Sindh Education Management Information System
GoS	Government of Sindh	SLA	Sindhi Language Authority
ICT	Information and Communication Technology	SMC	School Management Committee
IP	Implementing Partner	SPDC	Social Policy and Development Centre
LOP	Life of Project	SPPRA	Sindh Public Procurement Regulatory Authority
M&E	Monitoring and Evaluation	SRP	Sindh Reading Program
MIS	Management Information Systems	STBB	Sindh Textbook Board
MSF	Mission Strategic Framework	STEDA	Sindh Teachers Education Development Authority
NCHD	National Commission for Human Development	TA	Technical Assistance
NFE	Non Formal Education	TNA	Training Needs Assessment
NLA	National Language Authority	UNICEF	United Nations International Children's Fund
NRSP	National Rural Support Programme	USAID	United States Agency for International Development
OOSC	Out Of School Children	USG	United States Government
PC-1	Planning Commission Form 1		
PC-4	Planning Commission Form 4		
PC-5	Planning Commission Form 5		
PD-PMIU	Program Director - Program Management and Implementation Unit		
PFMRAF	Public Financial Management Risk Assessment Framework		
PIFRA	Project to Improve Financial Reporting & Auditing		
PMIU	Program Management and Implementation Unit		

## EXECUTIVE SUMMARY

This is the quarterly progress report of Sindh Capacity Development Project for the April – June, 2018 quarter. It discusses the progress, achievements and major activities of the project that took place during the quarter. It also gives a detailed account of the general as well as the specific progress that each component made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 deliverables, 17 deliverables were completed, whereas 17 deliverables are in-process and are expected to be completed before the end of the project. Further, 9 deliverables are ongoing and are expected to be completed by the end of the project.

The major highlight for Component 1 was the training of 6 staff members of PMIU according to the approved Training Plan. Moreover, proposals were invited from SAP consultant to train PMIU staff. Currently, the evaluation of proposals is in process. Furthermore, comments from USAID on Financial Evaluation of SBEP Government were received and communicated to the evaluator for incorporation. Also, Sindhi manuals were verified by SLA and submitted to PMIU, whereas the authentication of Urdu Manuals is in process.

Component 2 showed significant progress in the reporting quarter. 168 SMC member were trained during reporting quarter. These SMC Trainings were held in Dadu, Kashmore, Khairpur, Qambar Shahdadkot (I & II) and Sukkur. In order to meet the shortfall, supplementary trainings were held in Larkana and Khairpur. This successfully completed the deliverable on members of SMCs trained i-e 241. In addition, SCDP's 8th Quarterly Progress Report was submitted on April 30, 2018. Moreover, 9th Quarterly Monitoring Visit was also conducted from May 2-12, 2018, and the report was also submitted on June 15, 2018. Also, the demonstration of detailed version of M&E database was held on June 5, 2018.

One of the major achievements of Component 3 was the submission of research report on PPP Study, Public Private Partnership for Better Service Delivery in Government Schools of Sindh. Technical editing of EGR report was also completed by the SCDP team in consultation with the AKU-IED team. Another achievement was the completion of SELD Research Capacity Development Program. In addition, revised report of Institutional Analysis of SELD research capacity was also submitted by the consultant. Furthermore, filming of ICT video was completed.

Component 4 made significant progress with regards to its deliverables during this quarter. The PPP Training Deliverable, which was 'on-hold' since the beginning, was changed to 'in-process' during this quarter. The training on PPP Policy and Regulatory Framework was held on June 26-27, 2018 at Beach Luxury Hotel, Karachi, where a total of seventeen (17) Government of Sindh officials were trained. Moreover, the draft report on PPP Best Practices was revised and improved, subsequent to internal discussions. In addition, two (02) Consultative Sessions on the PPP-MIS were conducted. Furthermore, Level 3 & 4 of ICT trainings were held where a total of 369 trainees were trained. Also, field work to document NFE/ALP best practices was completed in Punjab, Khyber Pakhtunkhwa, Islamabad and Gilgit-Baltistan.

Slow progress has been noted with regard to response from PMIU on several deliverables. Moreover, there were delays from concerned authorities on the feedback on the M&E strategic plan and Gender Analysis report. In addition, significant delay in completion of revamping the SBEP's website since approval of the proposed template and sharing the website data was delayed by PMIU. Furthermore, scheduling Third Consultative Session on PPP-MIS has been a challenge due to the busy schedule and travel plans of Director (Education), PPP Node.

## INTRODUCTION

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrollment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a three-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. As the project is drawing towards completion (until extended), some of its deliverables are completed while others are still in process or are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed, in-process, ongoing, on hold, pending and not started. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. ‘On-going’ refers to the deliverables that will continue throughout the life of project and includes deliverables which consist of tasks that occur on a recurring basis. On-hold’ refers to the deliverables that cannot be initiated because of external factors outside of SCDP’s purview. ‘Pending’ refers to the deliverables on which work by SCDP has not begun yet. ‘Not-started’ refers to the deliverables that have not been initiated yet because SCDP is awaiting instructions and approval from USAID, PMIU and other relevant partners. ‘

Of the 43 assigned deliverables, 17 deliverables have already been completed. Of the remaining deliverables, 17 are currently in-process and 9 are ongoing till the end of the project.

<b>TOTAL NUMBER OF DELIVERABLES</b>	<b>43</b>
<b>PROGRESS STATUS</b>	<b>NUMBER OF DELIVERABLES</b>
Completed	17
In Process	17
Ongoing	9
On Hold	0
Pending	0
Not Started	0



Deliverable-wise activity details are provided in the Program Activities section which describes each activity's status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## SBEP'S M&E INDICATORS FOR SCDP

There are 9 indicators assigned by SBEP's M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S. NO.	INDICATOR	LOP TARGET	TILL MAR 2018	QUARTERLY PROGRESS APRIL - JUNE 2018	PROGRESS TILL JUNE 2018	PROGRESS %
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	470*	-	470	59%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	2,334*	183	2,517	63%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	1,956*	186	2,142	54%
	<b>Sub-Obj-b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs  (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	889*	71	960	96%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	241	73	168	241	100%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	5/5	4/5	-	4/5	NA
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1	100%
7	<b>Obj-4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	159	128	24	152	96%
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	5/5	3.5/5	-	3.5/5	NA
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	0	-	0	0%

<sup>1</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

\*Changes in the progress reported till March 2018 are made after M&E validation. Where 5 teachers trained in ICT were not meeting the said criteria. Therefore, this number has been eliminated. Secondly, 21 out-of-school children were also shifted into in-school students progress in response to M&E validation. Also, Let Girls Learn are consequently reduced from the reported progress.

## OVERVIEW OF THE PROGRESS AGAINST PAK INFO INDICATORS

The following are the Pak Info Indicators with Life of Project targets and actual progress in the April to June quarter 2018:

S.NO.	INDICATORS	LOP TARGET	PROGRESS TILL Mar 2018	ACTUAL PROGRESS APR – JUN 2018	TOTAL PROGRESS TILL JUNE 2018
1	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	889	71	960
2	<b>Obj-4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	159	128	24	152
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1

## BREAKUP OF NUMBER OF ADMINISTRATORS TRAINED

4.3.2A. NUMBER OF ADMINISTRATORS AND OFFICIALS SUCCESSFULLY TRAINED WITH USG SUPPORT (F 3.2.1-3)	LOP TARGET BREAKUP	PROGRESS TILL MAR 2018	PROGRESS APR – JUN 2018	PROGRESS TILL JUN 2018
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	6	-	-	0
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	16 <sup>3</sup>	9 <sup>***</sup>	6	15
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	48 <sup>4</sup>	48 <sup>*</sup>	-	48
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27 <sup>5</sup>	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	18 <sup>6</sup>	-	18	18
Tier-1: Minimum of 6 high-level provincial officials trained at a US-based university.	6	6	-	6
Tier-2: Minimum of 10 managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	10	10	-	10
Tier-3: Minimum of twenty five district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	28 <sup>7</sup>	28 <sup>**</sup>	-	28
<b>Total</b>	159	128	24	152

\*The total number of officials trained were 55. However, 7 participants were also part of the previous trainings and thus were not included in these numbers.

\*\* The total number of officials trained were 30. However, 2 participants had taken part in previous trainings and thus were not included in these numbers.

\*\*\*Progress till March 2018 increased from 1 participant who was trained from RSU in Oct – Dec 2016 quarter.

## PROGRAM ACTIVITIES

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<sup>2</sup>ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

<sup>3</sup> LOP Target increased because 1 participant from RSU was additionally trained.

<sup>4</sup> LOP Target increased because 8 participants were additionally trained.

<sup>5</sup> LOP Target increased because 7 participants were additionally trained.

<sup>6</sup> LOP Target increased because 8 participants were additionally trained.

<sup>7</sup> LOP Target increased because 8 participants were additionally trained.

**COMPONENT I**

Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>TOTAL NUMBER OF DELIVERABLES</b>	12
-------------------------------------	----

<b>PROGRESS STATUS</b>	
Completed	4
In Process	5
On-going	3
On-hold	0
Pending	0
Not Started	0

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>I-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	Achieved.	<b>Completed</b>
<b>I-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Percentage of Financial Bookkeeping in accordance with Accounting Standards [Target=100%]	A document was prepared to explain the modalities to achieve certain deliverables and outline the assistance required by PMIU. The document was approved by PD-PMIU and shared with USAID. Also, it was decided that in order to complete the deliverable, continued assistance to implement PFMRAF and CBP was recommended.  Two different documents were prepared, shared and discussed with PMIU in January 2018. The document explained the current status and action plan regarding the implementation of the recommendations. Responses from PMIU on these documents are still awaited.	<b>On-going</b>
<b>I-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Rating of Internal Audit function to carry out its function independently [Target=Rating 5]	SCDP supported the first Internal Audit (IA) function of PMIU for the quarter July to September 2017. The draft findings were shared with Internal Auditor PMIU on September 2017 for management comments but comments are not received till date.  Fieldwork for the second quarter Oct-Dec 2017 started during the month.	<b>On-going</b>
<b>I-a-4</b> Functionaries at PMIU/ELD trained to use SAP	Number of administrators and officials trained with USG	Call for Proposals from trainers for SAP training were made. Evaluation	<b>In Process</b>

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
for project management and accounting under PIFRA framework.	support [Target=142], 127 for C-1, C-2 and C-4	of the proposals is in process.	
<b>I-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared [Target= TBD]	A meeting was held with PD-PMIU for preparation of Revised PC-1 after the inclusion of two more districts in the program. SCDP team is currently working on it.	In Process
<b>I-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Number of PC-3, PC-4 and PC-5 prepared [Target=TBD]	PMIU agreed to share PC-3 with Component 2's team for assistance regarding the preparation of the monthly reports.	On-going (PC-3)
		PC-4 and PC-5 reports were acknowledged by PD-PMIU. Thus, the activity part consisting of PC-4 and PC-5 reports was achieved.	Completed (PC-4; PC-5)
<b>I-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted [Target=3]	Comments from USAID were received and communicated to the evaluator. Report will be finalized in the coming week.	In Process
<b>I-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU reports prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted [Target=3 each]	Risk Mitigation Plan was updated and shared with PMIU and USAID.	On-going
<b>I-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated [Target=4 manuals]	Translated manuals were submitted after authentication from Sindhi Language Authority, while review of Urdu translated manuals is in process.	In Process
<b>I-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	A Training Plan with recommended training courses for the remaining PMIU staff was shared with PMIU for their input. One staff member was trained during the month as per approved Training Plan.	In Process
<b>I-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved.	Completed

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>I-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted  [Target=1]	Achieved.	<b>Completed</b>

### PROGRESS UPDATE

The most significant achievement for Component I was the training of 6 staff members of PMIU in accordance with approved Training Plan. In addition, detailed discussion was made with PD-PMIU on revised PC-I, and SCDP team is currently working on the document. Moreover, proposals were invited from SAP consultant to train PMIU staff. Currently, the evaluation of proposals is in process. Furthermore, comments from USAID on Financial Evaluation of SBEP Government were received and communicated to the evaluator for incorporation. Also, Sindhi manuals were verified by SLA and submitted to PMIU, whereas the authentication of Urdu Manuals is in process.

### CAPACITY BUILDING PLAN AND PRMRAF REPORTS

A document was prepared as per requirement of PD-PMIU in January 2018 and submitted to PMIU. The document contained the current status of recommendations suggested in Capacity Building Plan and PFMRAF reports. No response has been received from PMIU till the end of current quarter.

### REVISED PC-I

To prepare Revised PC-I document, detailed discussion was made with PD-PMIU to get his input and program requirements. Currently, SCDP team is working on the document.

### EXTERNAL FINANCIAL EVALUATION OF PMIU

A draft report of first Annual Financial Evaluation of PMIU was shared with USAID and PD-PMIU for their review and input. Comments on report were received from USAID and communicated to the evaluator for incorporation in the report.

### SAP ACCESS AND TRAINING

Reminder for SAP access and training was sent by PMIU to Finance department. SCDP also contacted DG FABS to expedite the process. In addition to that, PD and Accounts Officer PMIU visited DG Finance, Accounting and Budgeting System (FABS), Controller General of Accounts (CGA) to settle the modalities for SAP connectivity and training for PMIU. NTC Islamabad will issue demand note to PMIU for connectivity. Proposals were invited from SAP consultants to train PMIU staff. The evaluation of proposals is currently in process.

### MANUAL TRANSLATION

Manuals on Human Resources, Procurement, Financial Management and Monitoring & Evaluation were translated and authenticated in Sindhi and submitted to PMIU and USAID, while authentication of manuals in Urdu language is in process.

### TRAINING OF PMIU STAFF

Draft Training Plan with recommended training for remaining PMIU staff was shared with PMIU for their input and review. Training Needs Assessment for the nominated staff members was also conducted and shared with Manager HR-PMIU. Six staff members of PMIU were trained during the quarter.

## **MAJOR ACTIVITIES**

Following are the major activities that took place during the quarter April - June 2018:

### **CAPACITY BUILDING PLAN AND PFMRAF REPORT**

Upon request of PD-PMIU, SCDP developed a document consisting of the status of recommendations suggested in the Capacity Building Plan and PEMRAF reports. The document also entailed an action plan for the implementation of the recommendation with PMIU in January 2018. Also, SCDP offered its support to PMIU for the implementation of the unimplemented recommendations.

### **REVISED PC-I**

Detailed discussion was made with PD-PMIU on revised PC-I. SCDP team is currently working on the document.

### **EXTERNAL FINANCIAL EVALUATION OF PMIU**

SCDP provided support to perform an external financial evaluation of PMIU by selecting BDO Ebrahim & Co to conduct the evaluation. The draft report submitted by the evaluator was shared with USAID and PD-PMIU for review and inputs. Comments on draft report were received from USAID and communicated to the evaluator. Final report will be issued in coming week after incorporating comments from USAID.

### **SAP ACCESS AND TRAINING**

Proposals were invited from SAP consultants to train PMIU staff on SAP in accordance with their requirements. Currently, the evaluation of proposals for selection of trainer is in process.

### **MANUAL TRANSLATION**

PSC approved Human Resource Management, Procurement, Financial Management and Monitoring & Evaluation manuals of PMIU. The manuals were written in English, and SCDP was required to translate these manuals into Urdu and Sindhi. Sindhi version of the manuals were submitted to PMIU and USAID after authentication, while review of Urdu version of the manual is in process.

### **TRAINING FOR PMIU STAFF**

Draft Training Plan with recommended training for remaining PMIU staff was shared with PMIU for their input. The Plan was approved by PD-PMIU and 6 staff members were also provided training during the quarter.

## **ACHIEVED DELIVERABLES**

Capacity Building Plan, Training on Manuals, Staff rationalization analysis, PC-4 and PC-5 deliverables have already been achieved.

## **CHALLENGES**

- There was a slow response from DG Finance, Accounting and Budgeting System (FABS), Islamabad regarding SAP connection to PMIU and training of staff. Consequently, despite connecting with them, no progress has been made on training.
- USAID's input is being sought on requirements for the preparation of Annual Financial Reports, Risk Mitigation Reports and Accounts and Tax Reports by PMIU, and mode of engagement for these reports. However, PD-PMIU is of the opinion that no such reports are required from USAID. Emails regarding this have already been shared with the COR (in October 2017 and April 2018) who has further asked for a joint meeting to resolve the requirement of this deliverable.



- Late response was received from PMIU on several deliverables. SCDP still needs responses from PMIU on Revised PC-I Assistance (shared in January 2018), Management Comments on Internal Audit Report (shared in September 2017), Status Report of PFMRAF and Capacity Building Plan recommendations (shared in January 2018) and External Financial Evaluation of PMIU (shared in March 2018).

## COMPONENT 2

Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan

<b>TOTAL NUMBER OF DELIVERABLES</b>	10
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<b>PROGRESS STATUS</b>	
<b>Completed</b>	4
<b>In Process</b>	2
<b>On-going</b>	4
<b>On hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	Information regarding the rating of M&E capacities of PMIU was sent to PD-PMIU for reference on November 9, 2017.	<b>On-going</b>
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target = 12 Quarterly, 3 annually]	SBEP's 9th Quarterly Monitoring Report was submitted on June 15, 2018. Comments received from Implementing Partners were incorporated. The final report was sent to USAID on June 27, 2018.	<b>On-going</b>
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target = 12 Quarterly, 3 annually]	SBEP's Quarterly Progress Report was submitted on May 15, 2018.	<b>On-going</b>
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third-Party Validation Reports prepared and submitted [Target=TBD]	The Gender Analysis report was sent to USAID on May 27, 2018 for review. Comments are still awaited.	<b>On-going</b>
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting [Target=240]	One SMC member from Karachi was trained on May 4, 2018. The first round of supplementary training was held from May 14-16, 2018 in Larkana where a total of 26 members, including 11 females, were trained. The last round of supplementary SMC training was held in Khairpur from June 26-28, 2018. A total of 20 SMC members including 11 women were trained.  With this SMC training, the target stood complete with 241 trained SMC members including 51	<b>Completed</b>

<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented  [Target=1]	women. The quarterly check on the implementation of the policy is in process.	<b>Completed/Ongoing</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.	Number of M&E databases develop  [Target=1]	Work on strengthening the M&E database is in progress. The demonstration of revised SCDP and CMP indicators was held on June 5, 2018.	<b>Completed/Ongoing</b>
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop.  [Target=1]	M&E strategy was sent to DG M&E, PMC and USAID on June 5, 2018 for review. Comments are still awaited.	<b>In Process</b>
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal  [Target=TBD]	A meeting on the linkage of M&E database with DG M&E was held with DG on June 1, 2018. DG M&E agreed in principle to create the linkage after the reconstruction of DG M&E's website.	<b>In Process</b>

## PROGRESS UPDATE

Component 2 has made significant progress with regards to their deliverables during this quarter. SMC trainings were held in Dadu, Kashmore, Khairpur, Kambar Shahdadkot (I & II) and Sukkur. In order to meet the shortfall, supplementary trainings were also held in Larkana and Khairpur. This successfully completed the deliverable on members of SMCs trained. In addition, SCDP's 8th Quarterly Progress Report for January-March was submitted on April 30, 2018. Moreover, 9th Quarterly Monitoring Visit for January-March was also conducted from May 2-12, 2018, and the report was also submitted on June 15, 2018. Also, the demonstration of the detailed version of M&E database on revised SCDP's and CMP's indicators was held on June 5, 2018. Furthermore, M&E strategy and Gender Analysis study report is under review by concerned stakeholders.

## SMC TRAINING

SMC training events were conducted in Dadu, Kashmore, Qambar ShahdadKot, Khairpur and Sukkur districts in April 2018. A total of 194 SMC members including 28 women were trained and subsequently provided with mobile phones to initiate school monitoring by using android application.

In order to meet the required targets, SCDP conducted supplementary trainings. One SMC member from Karachi was trained on May 4, 2018. Further, two rounds of supplementary trainings were held to meet the overall target of training 240 SMC members. In supplementary SMC trainings a total of 46 participants including 22 women were trained which took place in Larkana and Khairpur on May 14-16, 2018 and June 26-28, 2018 respectively. With this last round of supplementary trainings, the deliverable stood complete in this quarter.

## M&E STRATEGIC PLAN

In this quarter, M&E Strategic Plan draft coupled with the implementation plan was completed on

April 24, 2018 after consultations with the DG M&E. The draft was then sent to the Chief of Party (COP) for review. Later, M&E strategy was sent to DG M&E, PMC and USAID on June 5, 2018 for review. Comments from the said authorities are awaited.

#### **M&E DATABASE**

SCDP is in the process of developing the detailed version of M&E database which will demonstrate the detailed data of all SBEP indicators. A demonstration on 9 SCDP and 13 CMP revised indicators out of existing 33 was given to team leader M&E and COP on June 5, 2018. Work is in progress on SRP's and PMIU's indicators.

#### **SCDP QUARTERLY PROGRESS REPORT**

SCDP's 8th Quarterly Progress Report was submitted on April 30, 2018. The report discussed the progress made by SCDP during the January–March 2018 quarter.

#### **SBEP QUARTERLY MONITORING VISIT**

SBEP's 9th Quarterly Monitoring Visit which was held from May 2-12, 2018. A total of 11 indicators were validated in Dadu, Jacobabad, Larkana, Qambar-Shahdadkot, Sukkur, Khairpur, Kashmore and 4 towns of Karachi.

#### **SBEP QUARTERLY MONITORING REPORT**

SBEP's 9th Quarterly Monitoring Report was submitted on June 15, 2018. The report presented the data of the January-March 2018 quarter.

#### **SBEP WEB PORTAL**

Meeting on the linkage of M&E database with DG M&E's web-database was held on June 1, 2018. DG M&E agreed in principle to create the web-link of the database on its website which is under reconstruction. This will be undertaken once the DG M&E's website is up and running.

#### **TECHNICAL REPORTS**

SCDP was tasked by USAID to conduct a gender analysis of the G2G component. Draft version of the gender analysis report is developed. The final version of the report was sent to USAID on May 27, 2018 for review.

#### **MAJOR ACTIVITIES**

Following are the major activities that took place during the April - June 2018 quarter:

#### **SBEP QUARTERLY MONITORING VISIT**

Since this was the last monitoring visit (until extension), SCDP requested PMIU to lead the planning process. PMIU, therefore, undertook the responsibility to plan out the 9<sup>th</sup> Quarterly Monitoring Visit from May 2-12, 2018. A total of 50 schools from 7 districts of Northern Sindh and 4 towns of Karachi were visited. The purpose of the visit was to validate and monitor data reported by the implementing partners (PMIU, SRP, CMP and SCDP) against indicators defined in the Logical Framework of SBEP's M&E plan. A total of 11 indicators were validated: 1 from CMP, 3 from SRP, 2 from PMIU and 5 from SCDP. Out of the 11 indicators, 7 were desk monitored while 4 were monitored in the field.

#### **SBEP QUARTERLY MONITORING REPORT**

On the basis of the monitoring visit, SCDP drafted SBEP 9th Quarterly Monitoring Report for the January-March 2018 Quarter. The report was submitted to PMIU on June 15, 2018. Comments were received from Implementing Partners and incorporated in the report. The report was sent to USAID for final review on June 27, 2018.

## SCDP QUARTERLY PROGRESS REPORT

During this quarter, SCDP's 8th Quarterly Progress Report was developed and submitted on April 30, 2018. The report included the progress made by SCDP during the January-March, 2018 quarter.

### TECHNICAL REPORTS

The gender analysis study was commissioned by USAID to assess compliance to gender requirements for the G2G Component, analyse effects on the social ethos that are presumed to restrict girls' access to education, and examine efforts to mainstream gender as a cross cutting theme within SBEP.

The focus of data collection was EMO schools. A total of 9 EMO schools were selected for data collection. After collecting data from EMO-managed schools in Sukkur and Khairpur, first draft of the report was received on January 23, 2018. In this connection, the Gender Consultant visited Karachi to conduct consultation sessions for the report writing from March 5-8, 2018. Final Draft of the report was submitted on March 10, 2018 for review. After a review session, comments were shared with the consultant who incorporated the suggestions. The revised version of the report was sent to USAID on May 27, 2018 for review.

### SMC TRAINING

SCDP is mandated to conduct trainings for School Management Committees (SMC). SMC trainings in Karachi, Larkana and Jacobabad started in the month of March 2018. Trainings in the remaining districts were carried out during this quarter. Trainings were held in Dadu and Kashmore from April 3-5, 2018. In Dadu, 21 SMC members including 5 women were trained and provided with mobile phones during the training. Additional Deputy Commissioner Dadu and District Education Officer (DEO) Secondary Education Dadu attended the certificate distribution ceremony. In Kashmore, 19 SMC members were trained. No female participated in SMC trainings in Kashmore.

Also, trainings were held in Qambar Shahdadkot (Batch 1) and Khairpur from April 10-12, 2018. A total of 18 SMC members participated in the training in Qambar Shahdadkot where Deputy Commissioner Qambar Shahdadkot graced the certificate distribution ceremony as the chief guest. In Khairpur, 26 participants were trained. Deputy Commissioner Khairpur distributed certificates among the participants on the last day.

Trainings were held in Qambar Shahdadkot (Batch 2) and Sukkur from April 17-19, 2018. A total of 19 SMC members including 2 women were trained on e-monitoring in Sukkur. Vice Chancellor IBA Sukkur, Mr. Nisar Siddiqui graced the event with his presence. He was accompanied by Mr. Asad Ali Shah, Engagement Partner, Deloitte, District Education Officer (DEO) Secondary and LSU Consultant in the closing ceremony of the SMC training in Sukkur. Further, a total of 18 SMC members including 3 women were trained in Qambar Shahdadkot (Batch 2).

To conclude, a total of 194 SMC members including 166 men and 28 women were trained out of the target of 240. A shortfall of 46 participants was registered. Unfortunately, despite best efforts, no women participation was registered in districts Kashmore and Khairpur. In order to overcome the said gap and ensure equitable women participation, it was planned to conduct further rounds of supplementary trainings.

SCDP planned supplementary trainings in the months of May and June 2018. One SMC member from Karachi was trained on May 4, 2018. The first round of supplementary training was conducted in district Larkana on May 14-16, 2018 where 26 members including 11 women participated from district Larkana, Dadu and Qambar Shahdadkot. Programme Manager PMIU Mr. Samad Talib,

District Education Office (DEO) Secondary and LSU Consultant also attended the concluding session of the training. The final round of supplementary training was held in Khairpur from June 26-28, 2018 in which 20 members including 11 women participated from districts Khairpur and Sukkur. SCDP conducted 11 rounds of SMC trainings and successfully trained 241 SMC member including 51 women that is 21% of the total trained participants. The following table reflects the SMC training data in detail:

DISTRICT	TRAINING DATES	TRAINED	MALE	FEMALE	FEMALE %
Karachi	March 20-22, 2018 May 4, 2018	21 01*	15 0	6 01	29%
Larkana	March 27-29, 2018	25	14	11	44%
Jacobabad	March 27-29, 2018	27	26	1	4%
Dadu	April 3-5, 2018	21	16	5	24%
Kashmore	April 3-5, 2018	19	19	0	0%
Qambar Shahdadkot (I)	April 10-12, 2018	18	18	0	0%
Khairpur	April 10-12, 2018	26	26	0	0%
Qambar Shahdadkot (II)	April 17-19, 2018	18	15	3	17%
Sukkur	April 17-19, 2018	19	17	2	11%
Larkana (Supplementary)	May 14-16, 2018	26	15	11	44%
Khairpur (Supplementary)	June 26-28, 2018	20	9	11	55%
Total		241	190	51	21%

\*It may be clarified here that one SMC member from Karachi was trained in the April-June quarter.

#### M&E DATABASE

Work on the detailed version of the M&E database is in progress. After collection of data from different IPs, the IT developer started work on strengthening the M&E database. A total of 9 SCDP indicators out of the 33 SBEP indicators' web-database have been developed and demonstrated on January 12, 2018. Furthermore, the database of 13 CMP indicators was also demonstrated on February 22, 2018.

The demonstration of revised SCDP's 9 and CMP's 13 indicators was held on June 5, 2018. Work on the construction of SRP's and CMP's indicators is underway.

#### M&E STRATEGIC PLAN

SCDP is supporting Directorate General Monitoring and Evaluation of SELD (DG M&E) to develop an M&E strategic plan. The final draft of the strategy was completed on April 24, 2018. A strategy implementation matrix was also drafted that outlined the plan of action with timelines.

The strategy was drafted with an all-encompassing approach and after several consultations with the DG M&E. The strategy rests on the premise that all operational units under SELD need to function with a cohesive focus for effective educational outcomes. Moreover, the strategy also recommends DG M&E to expand the scope of indicators to accommodate aspects of qualitative monitoring. Further, it encourages other SELD departments to mobilize their own M&E systems through the development of standards and indicators. The strategy also recommends that SELD's partner organizations should develop a feedback mechanism where M&E data is gathered, analysed and corrective actions are taken for remediation. Finally, the strategy also favours the establishment of an evaluation network for a thorough analysis for the effectiveness of educational programs.

The final draft was sent to COP on May 29, 2018 for review. Suggested changes were incorporated and the final M&E strategy document was sent to USAID, PMC and DG M&E on June 5, 2018 for review. The COP and M&E Team Lead met with the Secretary Education, Ms. Aliya Shahid, on June 27, 2018 and requested for a meeting to apprise her on the process of M&E strategy development.

#### **SBEP WEB PORTAL**

Meeting was held with DG M&E on June 1, 2018. He was requested to grant approval to display SBEP's M&E database on DG M&E's website. He agreed in principle, however, referred to the possibility after the reconstruction of the DG M&E's web portal. Moreover, he also referred to the idea of manifesting the M&E database on SELD's website through Secretary Education's approval.

#### **ACHIEVED DELIVERABLES**

SMC Trainings, M&E dissemination strategy, M&E database and staff members' training have already been achieved.

#### **CHALLENGES**

- There were delays from concerned authorities on the feedback on the M&E strategic plan and Gender Analysis report.

**COMPONENT 3**

Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs

<b>TOTAL NUMBER OF DELIVERABLES</b>	5
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<b>PROGRESS STATUS</b>	
<b>Completed</b>	1
<b>In Process</b>	3
<b>On-going</b>	1
<b>On Hold</b>	0
<b>Pending</b>	0
<b>Not started</b>	0

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	Final Report of PPP study was edited and formatted, while formatting of EGR study report is underway.	<b>In Process</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	Dissemination seminar on PPP study is planned for July 15, 2018.	<b>In Process</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Rating of SELD's role in policy and program reform [Target=4]	A 3-day workshop on research communication/advocacy has been proposed for SELD officials.	<b>In Process</b>
<b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.	Rating of SELD's capacity in conducting research [Target=4]	SELD Research Capacity Building Program concluded. Closure ceremony was held on June 7, 2018.	<b>Completed</b>
<b>3-e-1</b> Support provided to PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	Number of Communication strategies prepared [Target=1]	Video shooting for ICT video was completed, while recording for SBEP and SCDP videos is underway.  Work on revamping SBEP website is also underway.	<b>On-going</b>

**PROGRESS UPDATE**

The major achievement for the quarter was the completion of research report on PPP Study. Technical editing of the EGR report was also completed by the SCDP team in consultation with the AKU-IED team. Another achievement of component 3 was completion of SELD Research Capacity



Development Program. In addition, revised report of Institutional Analysis of SELD research capacity was also submitted by the consultant. Furthermore, filming of ICT video was completed.

#### **RESEARCH STUDIES**

Research report on ‘Public Private Partnership for Better Service Delivery in Government Schools of Sindh’ was completed and submitted by the consultant, Dr. Muhammad Babur and team during this quarter.

Research report on the study ‘Early Grade Reading (EGR) Innovations for Quality Education: Prospects for Scaling Up’ was submitted by AKU-IED. During this quarter, technical editing of the report was completed by the SCDP team in consultation with the AKU-IED team.

#### **RESEARCH DISSEMINATION STRATEGY**

Draft implementation plan for research dissemination was revised in accordance with the completion of research studies. A seminar on PPP in Education is planned for July 14, 2018, while seminar on EGR study is being planned tentatively for the last week of July 2018.

#### **SBEP COMMUNICATION STRATEGY**

Work on revamping the SBEP website is underway. Work on production of short videos (SBEP, SCDP and ICT) is also in progress.

#### **RESEARCH CAPACITY BUILDING SUPPORT TO SELD**

Research Capacity Building Program for SELD officials was successfully completed in this quarter. Moreover, a revised draft of Institutional Analysis of SELD’s research capacity was submitted by the consultant.

### **MAJOR ACTIVITIES**

Following are the major activities that took place during the April - June 2018 quarter:

#### **RESEARCH STUDIES**

A revised draft of the report on PPP study submitted by the consultant, Dr. Muhammad Babur, was reviewed. A presentation on the study findings was given by the research team to PMC and USAID on May 4, 2018. Comments on the draft report by SCDP and USAID were communicated to the consultant. Subsequently, final draft of the study was submitted by the consultant on May 28, 2018 which has been reviewed. Final draft of the PPP study was edited. Layout/designing of the report was also completed for printing.

On the EGR study, SCDP team held a meeting with AKU-IED team on April 23, 2018 to discuss the contents of draft research report. A presentation was also given on the findings of the study by AKU-IED team to SCDP and SRP on May 15, 2018. Two additional meetings were also held with AKU-IED research team on the draft report on May 23-24, 2018. The draft was completed and reviewed. Final draft of EGR study was submitted by the AKU-IED team on June 4, 2018, which was reviewed and technically edited by SCDP team in consultation with the research team. Language editing and formatting of the report is in progress and will be completed by July 9, 2018.

#### **RESEARCH DISSEMINATION STRATEGY**

Draft implementation plan for the research communication strategy was revised in accordance with the timeline of completion of research studies. It was decided that two dissemination seminars will be conducted in Karachi – one for each study. Moreover, targeted meetings/roundtables will be held with SELD and other relevant government officials for sharing the results of studies. In this regard, a

presentation on the PPP study was given to the Secretary SELD on June 1, 2018 at RSU office. A seminar on PPP for better service delivery is planned to be held in Karachi on July 14, 2018. Findings of two studies – Public Private Partnership for Better Service Delivery in Government Schools of Sindh and PPP Best Practices – will be disseminated in the seminar.

### **RESEARCH CAPACITY BUILDING SUPPORT TO SELD**

SELD Research Capacity Building Program was successfully completed during the quarter. It was a 12-week program undertaken by AKU-ID (on behalf of SCDP), which enabled the participants to enhance their research capacity, improve their knowledge and awareness about indigenous research. The participants included staff members from Directorate of Curriculum Assessment and Research (DCAR), Sindh Textbook Board (STBB), Provincial Institute of Teachers Education (PITE), Sindh Teacher Education Development Authority (STEDA) and the Directorate of Teachers Training Institutions and the Curriculum Wing. Closure ceremony of the program was held in Karachi on June 7, 2018. It was attended by the Secretary SELD, Secretary Planning, USAID's Deputy Mission Director, COR-SCDP, PD-PMIU and other officials from SELD. Moreover, revised report on Institutional Analysis of SELD's Research Capacity was submitted by the consultant.

### **SBEP COMMUNICATION STRATEGY**

Work on production of short videos (SBEP, SCDP and ICT) is underway. Shooting of ICT video was completed and first cut of the video was shared with SCDP by the producer. Updated version (after incorporating comments) will be shared by July 12.

A meeting on revamping the SBEP website was held with PMIU on May 28, 2018. Discussion was held on the two proposed templates prepared by the PotDrum. Based on the suggestions made by PMIU, final template was prepared and shared with PMIU. Another meeting was held with PD-PMIU on June 13, 2018. Subsequently, the proposed template for SBEP's website was approved by him. Work is underway on revamping the website.

Regarding SBEP's video, shooting in the field has been completed. Interview of the Secretary SELD along with office activities was recorded on June 14, 2018. Video recording at PMIU is planned for July 2, 2018.

### **ACHIEVED DELIVERABLES**

Rating of SELD's capacity in conducting research has already been completed.

### **CHALLENGES**

- There was a delay in the shooting activity for SBEP and SCDP video by IJ Films.
- The draft report of EGR study submitted by AKU-IED was reviewed by SCDP team. The main concern was the communication style of quantitative findings which were written in a technical language and required major revisions in the text to make it reader-friendly. The research team was asked to submit the revised draft which will be reviewed by SCDP team in accordance with the discussions held. Similarly, extensive comments were also provided by SCDP and USAID on PPP study. The review of final draft took more time than planned.
- There has been a significant delay in completion of revamping the SBEP's website since approval of the proposed template and sharing the website data was delayed by PMIU. Revised templates were shared with PMIU on March 29, 2018 while approval for the proposed template was received on June 19, 2018. Similarly, the website data was shared by PMIU on June 25, 2018.

**COMPONENT 4**

Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

<b>TOTAL NUMBER OF DELIVERABLES</b>	16 (4-b-4 is a sub indicator)
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<b>PROGRESS STATUS</b>	
<b>Completed</b>	8
<b>In Process</b>	7
<b>On-going</b>	1
<b>On Hold</b>	0
<b>Pending</b>	0
<b>Not Started</b>	0

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	Advisor PPP visited PPP Node Office on daily basis. He provided support to Director PPP Node, as needed.	<b>On-going</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	The Training on PPP Policy and Regulatory Framework was held on June 26-27, 2018 at Beach Luxury Hotel, Karachi.  A total of seventeen (17) Government of Sindh officials participated in this training.	<b>Completed</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>
<b>4-a-5</b> Education specific PPP management information system (MIS) developed, and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	Two (02) Consultative Sessions on the PPP-MIS have already been held. Following which, the first layout of the MIS was developed along with admin panel.  Most of the data has been uploaded on the system, including, school data, private partner's information, IA/IE information, Escrow Bank's information. Some of the IA/IE Agreements have been uploaded, as provided by the PPP Node. The remaining data is pending with the PPP Node.  The 3 <sup>rd</sup> consultative session on	<b>In Process</b>

		PPP MIS is expected to take place in the next week.	
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	The Final draft of the Best Practices Report is being reviewed and improved.  The case studies of the report were presented in the PPP Training on Policy and Regulatory Framework.	In Process
<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	A total of 470 (58.75%) teachers were trained. Out of the total trained, 279 were males and 191 were females. The share of females was 40.63%.	In Process
<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	A total of 2,517 (62.92%) in-school students were trained. Out of the total trained, 1,363 were boys and 1,154 were girls. The share of girls was 45.84%.	In Process
<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	A total of 2,142 (53.55%) OOSC & adults were trained. Out of the total trained, 877 were males and 1,265 were females. The share of females was 58.09%.	In Process
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	A total of 960 adolescent girls (96%) within the age of 10-19 years were trained in ICT basic skills. The share of adolescent girls was 100%.	In Process
<b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]	NFE Policy was approved by the Sindh Cabinet in November. The policy is formally notified and launched on February 27, 2018.	Completed
<b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.	ALP Policy Implementation Framework developed.	The implementation framework was completed. Work on prioritization and costing is in process.	In Process
<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Best practices and lesson learned document prepared [Target=TBD]	The ALP specialist, along with Director and Additional Director, Literacy and Non-Formal Education, visited Gilgit-Baltistan from June 27-29, 2018 to document the NFE/ALP best practices.	In Process
<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	TNA for all 3 tiers was completed in June 2017 and shared with SELD.	Completed
<b>4-d-2</b> Tier-I: Min. of Nine high-level provincial officials trained at a US based	Refer indicator-4.	PD-PMIU attended Executive Education training course	Completed

university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.		“Leadership Decision Making” at Harvard Kennedy School, USA in October 2017.	
<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.	Subsequent to the Pre-visit briefing session, exposure visit was carried out from November 20-24, 2017. The post-visit workshop was held on February 15, 2018. Report was submitted to USAID	<b>Completed</b>
<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.	Report was finalized and submitted for approval.	<b>Completed</b>

### PROGRESS UPDATE

Component 4 made significant progress with regards to its deliverables during this quarter. The PPP Training Deliverable, which was ‘on-hold’ since the beginning, was changed to ‘in-process’ during this quarter. The training on PPP Policy and Regulatory Framework was held on June 26-27, 2018 at Beach Luxury Hotel, Karachi where a total of seventeen (17) Government of Sindh officials were trained. Moreover, the draft report on PPP Best Practices was revised and improved, subsequent to internal discussions. In addition, two (02) Consultative Sessions on the PPP-MIS were conducted. Furthermore, Level 3 & 4 of ICT trainings were held where a total of 369 trainees were trained. Also, field work to document NFE/ALP best practices was completed in Punjab, Khyber Pakhtunkhwa, Islamabad and Gilgit-Baltistan.

### SUPPORT TO PPP NODE

The recruitment process and the renting of office premises for PPP Node still remained at a halt during the quarter.

### PPP TRAINING

The PPP Training Deliverable, which was ‘on-hold’ since the beginning, was changed to ‘in-process’ during this quarter. The training of Government of Sindh Officials on PPP Policy and Regulatory Framework was held on June 26-27, 2018 at Beach Luxury Hotel, Karachi. A total of seventeen (17) Government of Sindh officials participated in this training.

### PPP MIS

First Consultative Session dated April 10, 2018 and Second Consultative Session dated April 18, 2018 on PPP-MIS was conducted along with the PPP Node. Following the two Consultative Sessions on the PPP-MIS, preliminary layout of the PPP-MIS was developed in May. The first layout of the PPP-MIS along with the admin panel was developed in June. Furthermore, IT Programmer for development of PPP EMIS joined SCDP in this quarter. The data of PPP interventions of SELD for the PPP-MIS was also partially collected.

### PPP BEST PRACTICES

First Draft Report on PPP Best Practices in education was prepared and shared internally for review in April. Subsequent to internal meetings, a draft report on PPP Best Practices in Education was revised and improved. The report was shared for internal review, and subsequently with USAID. The report is expected to be finalized by July 15, 2018.

### ICT TRAININGS

Levels 3 & 4 of ICT trainings for In-School Students & Out of School Children were conducted in this quarter. A total of 183 In-School Students & 186 Out of School Children received ICT training.

## **ALP/NFE POLICY AND ITS IMPLEMENTATION FRAMEWORK**

NFE Implementation Framework was completed. Costs of all key activities were finalized. The finalization of the framework is in process.

## **NFE BEST PRACTICES**

The field work to document best practices has nearly completed. In the first phase, Punjab and Khyber Pakhtunkhwa were visited from April 21-23, 2018. In the second phase, Islamabad was visited from May 7-9, 2018. In the third phase, Gilgit-Baltistan were visited from June 27-29, 2018.

## **MAJOR ACTIVITIES**

Following are the major activities that took place during the quarter April - June 2018:

### **SUPPORT TO PPP NODE**

The Advisor PPP discussed with the PPP Node about taking the recruitment process forward. It was communicated by the PPP Node that SELD had set specific passing threshold for the recruitment tests of PPP Node. The overall passing percentage was set at 60%, whereas, 40% was set for each section of the test, which was communicated to Sukkur IBA through a letter on September 19, 2017. However, in the list of shortlisted candidates sent by Sukkur IBA, there were only 2-3 candidates against the Finance positions that were able to secure above 60%. The rest of them were below the minimum passing percentage. The PPP Node, therefore, was of the view that the recruitment tests may be re-conducted as not enough candidates were short-listed under the previous test.

Furthermore, during this quarter, the PPP Node referred to the notification of the Election Commission of Pakistan (ECP), whereby, ECP has banned any and/or all kinds of recruitments (Federal and Provincial) for time-being. The recruitment process, therefore, is currently at a halt.

### **PPP TRAINING**

The PPP Training Deliverable, which was 'on-hold' since the beginning, was 'completed' in the reporting month. This deliverable was dependent upon the hiring of additional staff of PPP Node by the Government of Sindh. However, it was decided that the PPP Training under this deliverable should be conducted with existing staff members of the PPP Node, SELD.

The training of Government of Sindh Officials on PPP Policy and Regulatory Framework was held on June 26-27, 2018 at Beach Luxury Hotel, Karachi. A total of seventeen (17) Government of Sindh officials participated in this training which included officers from the Regional Directorates of SELD; District Education Officers, SELD; Officers of the PPP Node, SELD; Officers from the Directorate of Non-Formal Education, SELD; officers from the PMIU EMS Project, SELD; and officers from the PPP Unit, Finance Department.

Trainers were invited from various institutions/organization to impart the subject training on PPPs. Dr. Sajid Ali, Associate Professor, AKU-IED gave a detailed presentation on PPPs. Ms. Birjis Jaleel, Director AASA Consulting, was invited to present on the Role of Independent Expert. Mr. Zeeshan Shahid, Partner Deloitte Yousuf Adil, was invited to present on the Role of Independent Auditor. Mr. Shahnawaz Nadir Shah, Finance Department, Government of Sindh briefed the participants on the financing and disbursements mechanism of PPP projects. Ms. Zareen Qureshi, Executive Director, Charter for Compassion, presented on the practical issues being faced by the EMOs.

All the trainees and trainers were given certificates at the end of the two-day training, which were signed by the Secretary SELD and Chief of Party, SCDP.

### PPP MIS

Following the approval of Concept Note by the Secretary SELD, the desk research on existing Management Information Systems (MIS), managed and used by SELD, was completed. First Consultative Session dated April 10, 2018 and Second Consultative Session dated April 18, 2018 on the PPP-MIS was conducted along with the PPP Node.

Furthermore, the IT Programmer for development of PPP EMIS joined SCDP from May 7, 2018. Following the two (02) Consultative Sessions on the PPP-MIS, the preliminary layout of the PPP-MIS was developed during this quarter. The data of PPP interventions of SELD for the PPP-MIS was also partially collected.

The first layout of the PPP-MIS along with the administration panel was developed. Some of the data has been uploaded on the system, including basic data of schools, private partner's information, IA/IE information, Escrow Bank's information. However, the scanned copies of the executed agreement including Concession Agreements, IA/IE Agreements and Escrow Agreements are still pending with the PPP Node, which shall be uploaded as soon as they are received.

The Director (Education), PPP Node is on-leave. Approval of the server and domain from the SELD to make the MIS system live are awaited. The third Consultative Session is expected in the first week of July, 2018. This deliverable is expected to be finalized by July 25, 2018.

### ICT TRAININGS OF IN-SCHOOL STUDENTS – LEVEL 3

Level 3 of the In-School Students Trainings were conducted from April 2-14 and April 16-28, 2018 respectively. The trainings were conducted in Government Girls High School Phulji Station, and Government Boys Higher Secondary School Kakar in Dadu. In April, 58 female and 34 male students were trained.

In addition, trainings were conducted from May 9-22, 2018. The trainings were conducted in Government Boys Higher Secondary School Phulji Station and Government Boys High School Patt Sharif in Dadu. In May, 46 male students were trained.

Furthermore, trainings were conducted from June 2-14, 2018. The trainings were conducted in Government Girls High School Dhamrah and Government Girls High School Mahota in Larkana. In June, 45 female students were trained.

A total of 1,363 boys and 1,154 girls were trained, bringing the total number of In-School Students to 2,517 against a target of 4000 In-School Students. Thus, 62.9% of the target has been reached. Out of the total, 45.84% were girls. The following table summarizes the details of ICT trainings of Level 3 for this quarter:

TABLE 1: ICT TRAININGS OF IN-SCHOOL STUDENTS					
SR. NO.	DISTRICT	VENUE	MALE	FEMALE	TOTAL
1	Dadu	GGHS Phulji Station	0	46	46
2	Dadu	GBHSS Kakar	34	12	46
3	Dadu	GBHSS Phulji Station	23	0	23
4	Dadu	GBHS Patt Sharif	23	0	23

5	Larkana	GGHS Dhamrah	0	22	22
6	Larkana	GGHS Mahota	0	23	23
<b>TOTAL TRAINED</b>					<b>183</b>

#### ICT TRAININGS OF OUT OF SCHOOL STUDENTS – LEVEL 4

Level 4 of Out of School Children trainings were conducted from April 2-14 and April 16-28, 2018. The trainings were conducted in Government Girls High School Phulji Station and Government Boys Higher Secondary School Kakar in Dadu. In April, 46 female and 46 male students were trained.

In addition, trainings were also conducted from May 9-22, 2018 in Government Boys Higher Secondary School Phulji Station and Government Boys High School Patt Shariff in Dadu. In May, an additional 46 male students were trained.

Furthermore, trainings were conducted from June 2-14, 2018. The trainings were conducted in Government Girls High School Damrah and Government Girls High School Mahota in Larkana. In June, 48 female were trained.

A total of 877 males and 1,265 females were trained, bringing the total number of Out of School Children to 2,142 against a target of 4000 Out of School Children. Thus, 53.55% of the target has been reached. Out of the total, 59.05% were females. The following table summarizes the details of ICT trainings of Level 4 for this quarter:

<b>TABLE 2: ICT TRAININGS OF OUT OF SCHOOL CHILDREN &amp; ADULTS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	Dadu	GGHS Phulji Station	0	46	46
2	Dadu	GBHSS Kakar	46	0	46
3	Dadu	GBHSS Phulji Station	23	0	23
4	Dadu	GBHS Patt Sharif	23	0	23
5	Larkana	GGHS Dhamrah	0	25	25
6	Larkana	GGHS Mahota	0	23	23
<b>TOTAL TRAINED</b>					<b>186</b>

#### ALP/NFE POLICY AND ITS IMPLEMENTATION FRAMEWORK

The activities of NFE Implementation Framework were finalized. The 3 meetings of core group were held to review and identify priorities in order to evaluate the cost of these activities. The costing process was initiated with the support of UNICEF. Costs of all key activities have been finalized in consultation with Director. The finalization of the framework document is in process.

#### NFE BEST PRACTICES

Field visits for primary data collection to document NFE's best practices was started in this quarter. Visit to Punjab was held from April 18-20, 2018. During the visit, a meeting with Secretary Literacy



and Non-Formal Education was held to know about the details of the NFE activities, government's vision and future plans. Later, meeting with Project Directors of different projects in Punjab was also held to seek details of the NFE projects in Punjab. Similarly, a visit to Khyber Pakhtunkhwa was also held from April 21-23, 2018 where meetings with Elementary Education Foundation and other NGOs were held to document the best practices.

In the second phase, visit to Islamabad was held from May 7-9, 2018. During the visit, ALP specialist held meetings and studied the programs offered by BECS, NCHD, Tele Taleem and NRSP.

In the third phase, visit to Gilgit-Baltistan (GB) was carried out from June 27-29, 2018. Director and Additional Director Literacy and Non-Formal Education also joined the visit to see the NFE/ALP practices in GB. The documentation process has started and is expected to be completed by July 30, 2018.

### **ACHIEVED DELIVERABLES**

Capacity Gap Analysis, Training on PPP Policy and Regulatory Framework, PPP Tool Kit, NFE/ALP Policy, Capacity Need Assessment, Tier-1, Tier-2 and Tier-3 have already been achieved.

### **CHALLENGES**

- The recruitment process of the PPP Node has been pending for a long time.
- Renting a suitable office space has been a major challenge. Approval of the revised budget is pending and is not expected in near future. It might be allotted in the budget for FY 2018-19. Despite untiring efforts, the PPP Node is unable to allot an office space under the current allocated budget.
- Setting up time for the Third Consultative Session on PPP-MIS has been a challenge due to the busy schedule and travel plans of Director (Education), PPP Node.
- ICT team has been facing challenges with regards to the identification of out of school children in line with criteria for ICT trainings.
- Students faced disruptions with regard to uninterrupted internet service as Zong signal towers go off with power offs. These towers have no electricity back up amidst prolonged load-shedding. As a result, in Dadu and Larkana districts students faced difficulties in availing internet service.

## SUPPORT FUNCTIONS

### HUMAN RESOURCES

#### MAJOR ACTIVITIES

During the last quarter, the Human Resource function was primarily engaged in providing full scale HR services with focus on recruiting on the open position in the project.

This quarter was followed by resignation of few staff members due to the uncertainty of the Project Extension. Mr. Shoukat, Manager M&E and Ms. Hhajirah Hamid, PPP Project Associate resigned from the respective positions during the quarter. Mr. Naveed Kandhar, Assistant Manager Accounts also resigned but was later rehired as part-time employee because of his crucial contributions to SCDP.

Hiring of personnel was made in the reporting quarter. With respect to Component 4, Ms. Zunaira Mughal was hired as PPP Project Associate and Mr. Usman Yousuf was hired as Programmer Analyst for PPP MIS. Moving to Component 2, interviews were conducted for the position of Manager, Monitoring and Evaluation. Mr. Rafique Brohi, already hired as Senior Trainings and Learning Coordinator, was shortlisted and offered this position, and recommended for internal transfer. Furthermore, Ms. Hina Ali Shaikh was also hired as M&E Officer replacing former employee, Mr. Aamir Mateen. SCDP rehired Mr. Atif Saleem on part time employment for selected number of days due to limited but crucial scope of work.

#### CHALLENGES

- As the project is approaching its closure date and the tentative date for project extension is still not finalized, most staff members are seeking jobs outside the project for future employment prospects. Also, potential candidates are unwilling to work on contractual basis for the remaining period of the project which is ending on August 5, 2018.

## **LOGISTICS AND ADMINISTRATION**

### **MAJOR ACTIVITIES**

In the given reporting quarter, SMC trainings were held at Dadu, Kashmore, Khairpur, Qambar and Sukkur from April 3-19 for which booking of training venues, food catering, accommodation, procurement of training material and transportation was arranged. In the same month, Component 4 team visited Lahore and Peshawar for NFE best practices study, and its air travel, hotel accommodation and transport at both cities was arranged.

The M&E team visited various school in Sukkur, Khairpur, Larkana, Jacobabad, Dadu and Karachi as a part of their quarterly monitoring visit from May 2-15. All required items were procured, hotel bookings for stay at all stations were made and 2 vehicles were provided for transportation of the teams and material.

In the first week of June, SPDC organized a seminar on its research studies at the Beach Luxury Hotel for which some administrative support was provided. In the same month, a 2 day PPP Training session was arranged at Beach Luxury Hotel from June 26-27. It was a full day session with approximately 30 attendees each day. Also, Component 4 team visited Gilgit and Skardu from June 26-29 for its NFE best practices study, and its air travel, hotel accommodation and transport by road from Islamabad, necessitated due to flight cancellations, were arranged.

ICT training for Tier 3 and 4 continued throughout the quarter and all assistance in the shape of provision of stationery, boards and transport for movement of the laptops was provided. At the same time, normal repair and maintenance of office premise and transport were carried out, which included repair of cabinets, servicing of the generator, cleaning of the carpet, fumigation, complete repair of a vehicle's suspension and overhauling of air conditioners of 3 vehicles.

### **CHALLENGES**

There were no noteworthy challenges met during this period.



Lizna is administering make-up session of a client at her parlour in Phulji station, district Dadu

## SUCCESS STORY

### PROMOTING ENTREPRENEURSHIP THROUGH COMPUTER SKILLS

Women continue to confront scores of odds in terms of accessing dividends of human development, particularly in our society which is largely dominated by patriarchal norms. Access to economic opportunities for women remains inequitable. Gender inequity systematically marginalizes a large segment of untapped human capital. This setting paints a deplorable picture of females in rural areas of district Dadu where social, cultural, patriarchal norms and religious paid work for women are considered highly unrespectable and undesirable.

Seventeen-year-old Lizna from Phulji station area of district Dadu is determined to break barriers that limits access to economic opportunities by using computer skills acquired from the ICT Training organized by Sindh Capacity Development Project (SCDP) in the neighbouring girls' school. Lizna shared, *"I live in a large family of seven sisters and two brothers. My mother is a government servant and a sole breadwinner. It was always my desire to be an earning hand for my family in meeting daily household expenses and supporting my education."* She also stated that despite her mother being an educated lady, their mobility and choice of earning is restricted due to cultural pressures. She was looking for an opportunity that would assist in generating some income for her family. She informed that there were little options available for income generation for stay-at-home girls. It was her mother who informed her about free of cost computer training taking place at Government Girls' High School Phulji Station. This training turned out to be a beacon of opportunity for her. During the training, Lizna demonstrated extraordinary confidence and performed exceptionally well. She also added, *"We, the siblings, run a female beauty parlour within our home premises. After getting ICT training, I started using the internet to search for different beauty tips and products. Now that I share more hygienic and effective tips with my clients, they are more satisfied with my work. My client base has also increased. I am getting noticed by girls in my vicinity. Girls of my age mostly prefer to visit my parlour. I am able to enjoy this distinction due to my computer skills."* Lizna has also inspired her friends and peers to pursue computer

courses. Her friends visit the parlour where she facilitates and guides them to learn computer skills in order to chase their dreams. She contentedly mentions, *"We have a computer at*

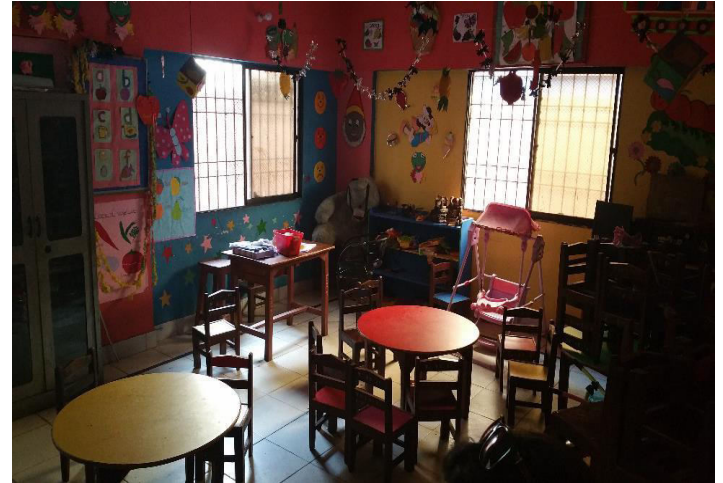
home. ICT training enabled me to not only use computer for my own needs but also facilitate in training ICT skills to other girls. My mother is so happy and proud of me.”

## PICTURE GALLERY

### SCDP ICT TRAINING – LEVEL 3 AND 4 – APRIL TO JUNE QUARTER 2018



**SBEP QUARTERLY MONITORING VISIT MAY 2 – 13, 2018**



**SMC E-MONITORING TRAINING APRIL – JUNE 2018**









**TRAINING ON PPP POLICY AND REGULATORY FRAMEWORK - JUNE 26-27, 2018**





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# SINDH CAPACITY DEVELOPMENT PROJECT

Quarterly Progress Report

October to December 2018



Submission:

Sindh Capacity Development Project (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

AKU-IED	Aga Khan University – Institute for Educational Development	PIFRA	Project to Improve Financial Reporting & Auditing
ALP	Alternative Learning Pathways	PITE	Provincial Institute of Teacher Education
CBP	Capacity Building Plan	PMIU	Program Management and Implementation Unit
CWG	Communication Working Group	PPP	Public Private Partnership
DCAR	Directorate of Curriculum & Research	PSC	Project Steering Committee
DEO	District Education Officer	RFP	Request for Proposal
EGR	Early Grade Reading	RSU	Reform Support Unit
EMIS	Education Management Information System	SAP	Systems, Applications and Products
FABS	Financial Accounting and Budgeting System	SBEP	Sindh Basic Education Program
GoS	Government of Sindh	SCDP	Sindh Capacity Development Project
ICT	Information and Communication Technology	SCMP	Sindh Community Mobilization Program
IP	Implementing Partner	SELD	School Education & Literacy Department
JICA	Japan International Cooperation Agency	SEMIS	Sindh Education Management Information System
LOP	Life of Project	SLA	Sindhi Language Authority
M&E	Monitoring and Evaluation	SMC	School Management Committee
MIS	Management Information Systems	SPDC	Social Policy and Development Centre
MSF	Mission Strategic Framework	SPPRA	Sindh Public Procurement Regulatory Authority
NCHD	National Commission for Human Development	SRP	Sindh Reading Program
NFE	Non Formal Education	STBB	Sindh Textbook Board
NLA	National Language Authority	STEDA	Sindh Teachers Education Development Authority
OOSC	Out Of School Children	TA	Technical Assistance
PC-1	Planning Commission Form 1	TNA	Training Needs Assessment
PC-3	Planning Commission Form 3	TTI	Teacher Training Institute
PC-4	Planning Commission Form 4	UNICEF	United Nations International Children's Fund
PC-5	Planning Commission Form 5	USAID	United States Agency for International Development
PD-PMIU	Program Director - Program Management and Implementation Unit	USG	United States Government
PDR	Planning Development & Research		
PFMRAF	Public Financial Management Risk Assessment Framework		
PHP	Hypertext Preprocessor		

## Executive Summary

This is the Quarterly Progress Report of Sindh Capacity Development Project for the quarter October to December 2018. It discusses the progress, achievements and major activities of the project that have taken place during this quarter. It gives a detailed account of the general as well as the specific progress that each component has made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 assigned deliverables, 30 deliverables were completed till December 31, 2018. There are 8 deliverables in-process of completion and are expected to be completed before the end of the project. Further, 5 deliverables are of an ongoing nature that will continue till the end of the Project.

Under Component 1, target of all 12 deliverables have been completed, however, assistance is being continued to PMIU to support its sustainability in certain aspects. Such assistance included preparation of revised PC-I in the reporting quarter and major activities that took place were continuous support and assistance to PMIU for obtaining SAP connectivity. PMIU's comments on External Financial Evaluation report were finalized and shared with USAID and PMIU management. Several communications have been made to emphasize the need to do; regular internal audits, effective oversight of audit committee and implementation of capacity development plan to address risks identified in PFMRAF report. During the quarter, stock take regarding status of the deliverables of the component was carried out and status of the deliverables were updated accordingly. In the meeting held on December 20, 2018 at PMIU, SCDP was requested to conduct survey of compensation plans/salaries being offered/paid in other federal and provincial level programs (list of programs and staff profiles would be provided by PMIU to SCDP). The PMIU staff profile was received in this regard.

Under Component 2, 6 deliverables out of 10 have been completed, whereas 3 deliverables are of ongoing nature and 1 is in process. In the reporting quarter, SCDP M&E team conducted SBEP annual monitoring visit 2017-18 across 6 SBEP targeted districts of Sindh and 3 towns of Karachi in collaboration with PMIU M&E team from November 23-December 10, 2018. SBEP M&E team selected 15 indicators for monitoring and validation purpose. Out of these, 5 were opted for desk-monitoring and remaining were validated in the field. For sustainability of PMIU M&E post SCDP project completion, a transition plan was developed and shared with PMIU management. Under this transition plan, PMIU will be responsible for developing SBEP monitoring as well as progress reports. SCDP will provide technical reviews on reports including field monitoring plans prepared by PMIU M&E team. In continuation of transition plan, SCDP prepared a base document of SBEP annual monitoring report 2017-18 in order to facilitate PMIU in report writing process. Also in the reporting quarter, SCDP M&E team developed and submitted SBEP quarterly monitoring report for the quarter April-June 2018 to PMIU, followed by development and submission of SCDP Annual Progress Report for 2017-18 to USAID. SCDP also shared final version of M&E strategic plan with key stakeholders. Furthermore, SBEP monthly bulletins for the months of September, October and November 2018 were reviewed and shared with PMIU. SCDP also submitted Annual Work-plan 2018-19 to USAID on Oct 24, 2018. In addition, quarterly progress data for July-September 2018 regarding 3 MSF indicators: LGL, trained administrators and NFE policy was uploaded on USAID Pak-info web-portal on October 30, 2018.

Major achievements of the component 3 in the reporting quarter include: comprehensive review and finalization of the video documentaries on ICT, SCDP & SBEP and sharing of the same with USAID. In view of the USAID and SCDP senior management comments, revisions and changes have been incorporated into ICT, SCDP & SBEP documentaries. Further, few project tasks which were on hold for some time, were resumed including SBEP newsletter, communications on SBEP

social media pages and revamping of PMIU website. Communication support was provided to PMIU on International Girl Child Day 2018. EGRA dissemination event's preparations have also been initiated.

Under Component 4, PPP MIS was developed and shared with PPP Node and SELD through a formal letter on 15th Nov, 2018. It was presented to Mr. Lila Ram of USAID on Nov 28, 2018. Subsequently a joint stakeholders meeting with CMP, PPP Unit, and PPP node was held on December 05, 2018 and based on their input the MIS was updated. The final MIS was officially launched on Dec 17, 2018 in an well-attended ceremony organized by SCDP, in which Secretary SELD, Mr. Mark Sorenson and Mr. Lila Ram from USAID, Mr. Asif Ikram from RSU, Mr. Ali Sibtain from PPP Unit Finance Department, GoS, and several other stakeholder including representatives from SCMP, EMOs, Independent Experts and Independent Auditors participated. To ensure the utility of PPP MIS, SCDP continued to support to PPP Node in receiving and submitting data received from relevant stakeholders.

Additionally, PPP Best practices report already finalized was revised in the light of comments to include costing of different models including per child cost of government schools in Punjab and Sindh, compared to PPP models such as those managed by Punjab Education Foundation, Sindh Education Foundation and cost of EMO model under SBEP. The updated version of PPP best practices report has been submitted to USAID and is currently under final review. Regarding the piloting of NFE policy initiative, SCDP discussed various options for piloting and developed three concept notes for opening of NFE centers through participation of NGOs, digitalization of NFE learning material, and development of NFE standards. Concept note for the opening of NFE centers was then shared with NFE Directorate which was later revised and updated based on input received from NFE Directorate. Since these concepts were not considered as feasible by the USAID. The decision was to evaluate all possible options of piloting and eliminate those not possible to be done within the project life and to suggest the easily obtainable option with highest impact. SCDP is now in process to develop further two proposals subsequently. Once the proposals are declared mature, a detailed implementation plan will be developed accordingly. The NFE Implementation framework developed by the stakeholders is pending for approval at the Directorate of NFBE during the reporting quarter.

Also, the ICT training sessions covered 168 Participant teachers (100 male & 68 female), 610 in school students (326 girls and 284 boys). In addition, 200 out-of-school children (177 female) participated in ICT trainings. Overall 676 (84.5% of LOP target) Participant Teachers (276 female and 400 male), 3,403 (85% of LOP target) in-school students (1,648 girls and 1,755 boys) were trained in ICTs. Similarly, 2,328 (58.2% of LOP target) out of school children have been trained which included 1,446 girls and 882 boys.

## 1. Introduction

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrolment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a four-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. As the project is drawing towards completion some of its deliverables are completed while others are still in process or are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed, in-process, ongoing. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. ‘On-going’ refers to the deliverables that will continue throughout the life of project and includes deliverables which consist of tasks that occur on a recurring basis. On-hold’ refers to the deliverables that cannot be initiated because of external factors outside of SCDP’s purview. ‘Pending’ refers to the deliverables on which work by SCDP has not begun yet. Of the 43 assigned deliverables, 30 deliverables have already been completed. Of the remaining deliverables, 8 are currently in-process and 5 are on-going till the end of the project mentioned in the report.

<b>Total number of deliverables</b>	<b>43</b>
<b>Progress Status</b>	<b>Number of deliverables</b>
<b>Completed</b>	<b>30</b>
<b>In Process</b>	<b>8</b>
<b>Ongoing</b>	<b>5</b>

Deliverable-wise activity details are provided in the Program Activities section which describes each activity’s status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## 1.1 SBEP M&E Indicators for SCDP

There are 9 indicators assigned by SBEP's M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Sep 2018	Oct 2018	Nov 2018	Dec 2018	Till Dec 2018	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	508	-	103	65	676	85%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	2,793	175	185	250	3,403	85%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	2,128	75	95	30	2,328	58%
	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs <b>(Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)</b>	1,000	962	37	68	24	1091	109%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	240	241	-	-	-	241	100%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	3	2	-	-	-	2	50%
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	-	-	1	100%
7	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	162	-	-	-	162	114%



S No	Indicator	LOP Target	Progress During the Quarter					Progress %
			Till Sep 2018	Oct 2018	Nov 2018	Dec 2018	Till Dec 2018	
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	3	2	-	-	-	2	50%
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	1	-	-	-	1	50%

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets and actual progress in the October to December quarter 2017:

S.No.	Indicators	LOP Target	Progress till Sep 2018	Actual Progress Oct – Dec 2018	Total Progress till Dec 2018
1	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	962	129	1,091
2	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	152	-	152
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1

ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress till Sep 2018	Progress Oct – Dec 2018	Progress till Dec 2018
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	9	9	-	9
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	16	16	-	16
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	48	48	-	48
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	27	27	-	27
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	10	-	10
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	6	6	-	6
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	18	18	-	18
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	28	28	-	28
<b>Total</b>	162	162	-	162

<sup>2</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>Total Number of Deliverables</b>	12
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<b>Progress Status</b>	
<b>Completed</b>	12
<b>In Process</b>	-
<b>On-going</b>	-

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	Implementation of Capacity Development Plan has been discussed several times with PD-PMIU and we are continuing active follow ups.	<b>Completed</b>
<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Number of PFMRAF findings related to financial management resolved. [Target = 5 relevant findings in PFMRAF related to financial management resolved]	Support was provided to PMIU in addressing findings related to PFMRAF report and CBP. Status of implementation of risk mitigation plan which included results of resolution of PFMRAF findings has been shared with USAID. Current status of implementation and action plan of CBP and PFMRAF has been shared with PMIU. Any ongoing support will be provided to PMIU if required.	<b>Completed</b>
<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Number of PFMRAF findings other than financial management and M&E resolved. [Target = 15 relevant findings]	Support was provided to PMIU in addressing relevant findings related to PFMRAF report and CBP. Status of implementation of risk mitigation plan which included results of resolution of relevant PFMRAF findings has been shared with USAID. Current	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
	in PFMRAF related to areas other than financial management and M&E resolved]	status of implementation and action plan of CBP and PFMRAF has been shared with PMIU. Support was provided to operationalize the Internal Audit function. Structural bottlenecks encountered communicated to Secretary SELD. For ongoing support, assistance will be provided if and when required	
<b>1-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	Number of administrators and officials trained with USG support [Target=6]	SAP connectivity is being arranged by PMIU which has been pending for quite some time owing to non-payment of demand draft to NTC. Meanwhile, SAP training has been provided to PMIU staff and a refresher may also be provided, if required, once connectivity has been arranged by PMIU.  Support was provided to PMIU in addressing findings related to PFMRAF report and CBP. Status of implementation of risk mitigation plan which included results of resolution of PFMRAF findings has been shared with USAID. Current status of implementation and action plan of CBP and PFMRAF has been shared with PMIU.	<b>Completed</b>
<b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1 and/or sub-PC-1s under the guidance of the PD-PMIU.	Number of PC-1/ Sub-PC-1 prepared.	Assistance was provided to PMIU in preparation of Revised PC-1 document. Ongoing support will be provided as and when required.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<p><b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.</p>	<p>Guidance documents for preparing PC-3, PC-4 and PC-5 prepared.</p>	<p>PMIU has been preparing monthly progress reports for each package in PC III (B) format. In the past, we have offered our services in preparation of monthly PC III (B) forms in addition to our continual support in preparation of SBEP monthly and quarterly progress reports and monthly bulletin. Thus, this deliverable has been achieved.</p> <p>Ongoing support will be continued as per PMIU requirements.</p>	<p><b>Completed</b></p>
<p><b>1-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.</p>	<p>Number of Annual Financial Evaluation conducted On demand (01)</p>	<p>Financial evaluation which was carried out by engaging BDO based on SOW approved by USAID. Final Report has already been submitted to USAID and PMIU. It was agreed that a presentation has to be made to PMIU. Presentation is ready from our side and we are seeking a date from PMIU. To be done in early January 2019. Subject to budget addition financial evaluations may be conducted on USAID's instruction, if any.</p>	<p><b>Completed</b></p>
<p><b>1-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU reports prepared and submitted to USAID, as per set guidelines and frequency.</p>	<p>Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted</p>	<p>Risk mitigation plan was updated and shared with PMIU and USAID. Further assistance may be provided if required.</p> <p>As per PMIU and communicated to USAID, PMIU does not have an instruction to prepare and submit annual financial</p>	<p><b>Completed</b></p>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
		reports, accounts and tax reports to USAID.	
<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated [Target=4 manuals]	Achieved	<b>Completed</b>
<b>1-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	Achieved	<b>Completed</b>
<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved	<b>Completed</b>
<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	Achieved	<b>Completed</b>

### Progress Update

Under Component 1, target of all 12 deliverables have been completed, however, assistance is being continued to PMIU to support its sustainability in certain aspects. Such assistance included preparation of revised PC-I in the reporting quarter. Other major activities that took place are detailed in the next subsection and included continuous support and assistance to PMIU in obtaining SAP connectivity. PMIU's comments on Financial Evaluation report conducted by BDO were finalized and shared with USAID and PMIU management. Several communications were made to emphasize the need for; regular internal audit, effective oversight of audit committee and implementation of capacity development plan to address risks identified in PFMRAF report. During the quarter, stock take regarding status of the deliverables of the component carried out and status of the deliverables were updated accordingly. In the meeting held on December 20, 2018 at PMIU, SCDP was requested to conduct survey of compensation plans/salaries being offered/paid in other federal and provincial level programs (list of programs and staff profiles would be provided by PMIU to SCDP). The PMIU Staff profile was received in this regard.

## Major Activities

Following are the major activities that took place during the quarter of October to December 2018:

### **SAP Connectivity**

In the reporting quarter, continuous support and assistance was provided to PMIU for obtaining SAP connectivity from FABS. Demand Note for payment of connectivity charges has been received by PMIU and its payment is in process. Follow up was made with Manager IT regarding in-process payment in the month of December 2018.

### **Internal Audit**

A meeting was held with PD-PMIU and USAID for continuation of Internal Audit of PMIU, where, SCDP agreed to provide assistance to the acting Internal Auditor when they start working on this activity, as and when required. It was decided that SCDP assist PMIU in hiring of Internal Audit staff so the audit activity will continue after hiring of new staff at PMIU. Subsequently, a meeting was held with PMIU, SCDP followed up from acting Internal Auditor at PMIU, Program Manager LRCM to call the meeting of Audit committee for the presentation of internal audit report of first quarter of the year 2017-18.

Also, another meeting was also held at PMIU in which internal audit report was discussed with the acting Internal Auditor. Furthermore, letter was also submitted to Secretary SELD regarding internal audit activity at PMIU asking him to take urgent steps in order to reconstitute the internal Audit Committee to ensure effective implementation of Internal Auditor function at PMIU in the reporting quarter.

### **Support provided to prepare Revised PC-1**

In the reporting quarter, continuous support has been provided to PMIU staff for preparation of Revised PC-1 document along with supporting annexures. A meeting was held with PMIU management and USAID representative regarding revised PC-I document at PMIU office and suggested changes based on revised financial data were incorporated.

### **Support provided in Capacity Building**

Implementation status of Capacity Building Plan (CBP) and PFMRAF report was updated and shared again with PMIU management.

## Challenges

- With regard to establishment of SAP connection to PMIU, a demand draft for connection has been received by PMIU after making consistent efforts but the payment remained in process during this quarter despite repeated follow-ups. Subsequent to the quarter, we were informed that the payment had been made.
- Delay in internal audit activities due to vacancy of position of Internal Auditor.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	
<b>Completed</b>	6
<b>In Process</b>	1
<b>On-going</b>	3

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	Three annual ratings have been completed. PMIU M&E rating for the year 2017-18 was conducted on Dec 31, 2018. SCDP will provide recommendations to address deficiencies and improve M&E capacities. A transition plan has been developed to enable PMIU M&E team to take lead in implementation of SBEP M&E plan which is currently being executed. Final rating of PMIU M&E department capacity to implement SBEP M&E plan will be conducted in April 2019, post M&E field monitoring visit. Ongoing support will be continued during life of the project.	<b>On going</b>
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	SBEP Monitoring visit has been completed for the July to Sep quarter 2018. In order to transition this work to PMIU for sustainability, it has been agreed that this time PMIU will prepare the report which will be reviewed by SCDP. Further, transition of future monitoring of SBEP from SCDP to PMIU has also been planned and	<b>On going</b>



Deliverables	Indicators, Targets	Progress Activity Summary	Status
		agreed with PMIU as per which SCDP will close this deliverable by June 2019.	
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	As in the case of monitoring reports, transition plan has been prepared and agreed with PMIU. As per this plan, quarterly progress reports for Oct-Dec 2018 and Jan-March 2019 also, will be executed for progress reports in year 2019. SBEP Monthly Progress Report was reviewed and final version was shared with PMIU on November 26, 2018	<b>On going</b>
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report prepared and submitted [Target=1]	Achieved. It was communicated from USAID that instead of third party validation, a gender analysis of G2G component will be carried out. This work has been completed and report submitted to USAID.	<b>Completed</b>
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting [Target=240]	Achieved. Training has been completed. The work on pilot e-monitoring through SMC members using android devices is underway currently and expected to be completed in February 2019.	<b>Completed</b>
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	Implementation of M&E dissemination strategy is in place at PMIU. M&E dissemination framework based on M&E dissemination strategy is also included in the strategy.	<b>Completed</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E	Number of M&E databases develop [Target=1]	Achieved	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
system; including M&E databases.			Completed
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved	
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	Draft M&E strategic plan along with implementation strategy was shared with DG M&E, Secretary SELD, PD-PMIU and USAID during November 2018.	In Process
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal	E-mail has been sent through PD-PMIU to get permission to create linkage on DG M&E web site.	Completed

## Progress Update

Component 2 have completed 6 deliverables out of 10, whereas 3 deliverables are of ongoing nature and 1 is in process. In the reporting quarter, component 2 carried out planned and conducted SBEP annual monitoring visit 2017-18 across 6 SBEP districts of Sindh and 3 towns of Karachi, prepared a base document of SBEP annual monitoring report 2017-18 in order to facilitate PMIU in report writing process. Also, developed transition plan for handing over SBEP monitoring and progress reports to PMIU. Additionally, developed and submitted SBEP quarterly monitoring report for the quarter Apr-Jun 2018 to PMIU, followed by development and submission of SCDP Annual Progress Report 2017-18 to USAID. Component 2 also shared final version of M&E strategic plan with key stakeholders. Furthermore, Component 2 reviewed SBEP monthly bulletins for the month of September, October and November 2018 and shared with PMIU for final submission. Component 2 submitted SCDP Annual Work-plan 2017-18 to USAID on Oct 24, 2018. In addition, quarterly progress data for July-September 2018 regarding 3 MSF indicators: LGL, trained administrators and NFE policy was uploaded on USAID Pak-info web-portal on October 30, 2018.

## Major Activities

### SBEP Quarterly Monitoring Report

10th SBEP Quarterly Monitoring Report April-June 2018 has been submitted to PMIU on October 15, 2018. Field visit was carried out from September 9-19<sup>th</sup> -2018. With respect to progress reported by implementing partners, SBEP M&E team selected 12 indicators for monitoring and

validation purpose. Out of 12 indicators, 3 indicators were opted for desk monitoring while validation of remaining indicators was administered during field visit on real time basis.

### **SCDP Annual Progress Report 2017-18**

SCDP developed Annual Progress Report 2017-18. The report contains annual progress of all components of SCDP.

### **SCDP Annual Work-plan 2018-19**

SCDP submitted Annual Work-plan for the year 2018-19 to USAID on Oct 24, 2018. It entailed activities planned by the project against the deliverables in the coming year 2018-19.

### **Pak-Info Data Uploading**

For the quarter July-September 2018, progress updates against number of Let the Girls Learn (LGL) received ICT trainings, number of administrators trained including NFE policy implementation updates were compiled, cleaned and consolidated for uploading on Pak-Info web-portal. As per set quarterly deadlines, SCDP uploaded required data against 3 MSF indicators on USAID Pak-Info web-portal on Oct 30, 2018.

### **SBEP Annual Monitoring Visit**

Field visit was scheduled from November 23-December 10, 2018, after which desk monitoring continued during the reporting month of December 2018. To support PMIU in implementing SBEP M&E plan pertaining to activity of field visit, one PMIU ME&P officer Mr. Abdul Jabbar with respect to progress reported by implementing partners, SBEP M&E team selected 15 indicators for monitoring and validation purpose. Out of 15 indicators, 5 indicators were opted for desk monitoring whereas validation of remaining indicators were administered during field visit on real time basis in the districts of Larkana, Sukkur, Khairpur, Jacobabad, Kashmore, Dadu and 3 towns of Karachi i.e Orangi, Gadap and Kemari. SBEP monitoring team completed the process of desk monitoring of remaining 5 indicators i.e. ICT out-of-school children, ICT teachers, administrators, PPP established and research paper disseminated on PPP Best Practices. Moreover, as part of SCDP transition plan, SCDP M&E team developed and shared base document to hand over annual monitoring report to PMIU and further oriented PMIU management on implementation of transition plan.

### **M&E Strategic Plan**

M&E Strategic Plan was submitted to Secretary Education, DG Monitoring and Evaluation, PMIU and USAID on November 8, 2019 after reviews of SCDP management and SCDP Technical Advisor. Coordination with Directorate of M&E, SELD has been started to take newly appointed DG M&E on board. Draft of the M&E Strategic Plan has been submitted to the DG M&E and their feedback is expected in the month of January 2019.

### **Transition plan/ Exit Strategy**

In order to ensure sustainability of PMIU M&E department post SCDP transition. SCDP develop a transition plan including phase wise handing over of responsibility of report writing and conducting SBEP field monitoring to PMIU. The transition plan was agreed by PMIU management. Later, SCDP M&E team oriented PMIU management on transition plan and related support mechanism. Implementation of transition plan is in place.

### **SBEP Monthly Bulletin and SBEP Annual Progress Report 2017-18**

In the reporting quarter, SCDP M&E team developed and finalized SBEP Annual Progress Report 2017-18. The progress report comprised of annual progress of SBEP implementing partners i.e. PMIU, SCMP, SRP and SCDP for the reporting year 2017-18. Moreover, M&E SCDP also reviewed SBEP Monthly Progress Bulletins for the month of September 2018, October 2018 and November 2018 and submitted to PMIU for issuance.

### **Rating of PMIU**

In the reporting quarter, M&E team conducted rating of PMIU to implement SBEP M&E plan. SCDP M&E team visited PMIU and assessed the performance of PMIU M&E team, using the performance indicators criteria based on professional and technical skills, organizational capacity and I.T skills of PMIU M&E department. The rating assessment has been finalized, its report is expected to be shared with PMIU and USAID by January 15, 2019.

### **SCDP Database Updates**

SCDP M&E team updated quarterly progress data of July-September 2018 on SBEP M&E web-portal in the reporting quarter.

### **SMC Members involved in monitoring and reporting**

The work on pilot e-monitoring through SMC members using android devices is underway currently and expected to be completed in February 2019. SCDP continued to support trained SMC members in technology based issues and guides to involve them in the piloting of e-monitoring. In this regard, SCDP planned to conduct e-monitoring visit by trained SMC members. SCDP selected 30 community e-SMC assistants to ensure the participation of all selected E-SMC monitors in the e-monitoring process. These e-SMC assistants will support other e-monitors in the e-monitoring process. A meeting with DG M&E was held on November 29, 2018 in order to ensure that the CMOs and DG M&E Monitoring Assistants will be onboard during the whole process.

### **Challenges**

- Approval process of M&E strategic plan incurred delays owing to frequent transfers of DG M&E
- Security concerns during monitoring field visit need to be addressed in order to minimize risk factor
- Distant locations of schools delayed the process of monitoring during field monitoring visits
- Lack of corrective measures taken on findings of M&E reports by the concerned

**Component 3:**

**Facilitate the systematic generation of knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs in general and SBEP in particular.**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	
<b>Completed</b>	2
<b>In Process</b>	2
<b>On-going</b>	1

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activities Summary</b>	<b>Status</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	PPP study finalized and printed.  Final report of EGR study after review and comments from USAID has been finalized by the consultant.	<b>Completed</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	Dissemination seminar on EGR study is to be held post approval of the report by USAID.  Dissemination seminar is planned in January 2019.	<b>In Process</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Reforms/Policy decisions based on research.	Unpacking document will be discussed with USAID for clearance.  SCDP has already conducted research studies on PPP and NFE best practices and impact of EGRA. Using such research in one of such areas, SCDP will do advocacy for appropriate policy reforms/ decisions.  Keeping in view inherent limitations in the capacity,	<b>In Process</b>

Deliverables	Indicators, Targets	Progress Activities Summary	Status
		we do not expect to conduct a rating assessment. Even the proposed deliverable is extremely challenging and its achievement will depend on receptivity of the policy-makers within the limited time available.	
<p><b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.</p>	<p>Rating of ELD’s capacity in conducting research</p> <p>Note: This deliverable was modified as explained in the Progress Activities Summary Column (3) of this table.</p>	<p>Achieved.</p> <p>Based on detailed deliberations with SELD and USAID, it was determined that owing to complete absence of research team within SELD, it was not possible to build their capacity. Instead, it was decided that training will be provided to attach departments of SELD (DCAR, STBB, PITE, STEDA, TTI). Accordingly, AKU-IED was engaged to provide comprehensive training of relevant staff members of such organisations and also carry out assessment of their capacity after such trainings. The AKU-IED completed this training and assessment of 27 members. The overall average assessment after the training of such staff was 4.5 as per the report submitted by AKU-IED. The rating pertains to the participants trained and does not reflect organizational capacity for research.</p>	<p><b>Completed</b></p>
<p><b>3-e-1</b> Support provided to PMIU to enhance advocacy and</p>	<p>Number of Communication strategies prepared</p>	<p>Continued support provided to SBEP in report</p>	<p><b>On going</b></p>

Deliverables	Indicators, Targets	Progress Activities Summary	Status
communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	[Target=1]	and communications including newsletters videos on ICT, SBEP and SCDP. Videos are expected to be completed by the end of January, 2019. Most of the communication activities are being handed over to PMIU directly, a few remaining activities will be transitioned to PMIU in the first quarter of 2019. However, ongoing support will be provided as per need.	

## Progress Updates

Major achievements of the component 3 in the reporting quarter include: comprehensive review and finalization of the video documentaries on ICT, SCDP & SBEP and sharing of the same with USAID. In view of the USAID and SCDP senior management comments revisions and changes were incorporated into ICT, SCDP & SBEP documentaries. Moreover, several major project tasks which were on hold were resume (including SBEP newsletter and revamping of website and administration of SBEP social media pages. Novation of vendor contracts, along with MoU for SPDC were initiated. Communication support was provided to PMIU on International Girl Child Day 2018. Efforts to commence publishing of EGRA Report and dissemination event for the same were also initiated during October to December 2018 quarter.

## Major Activities

Following are the major activities that took place during the quarter of October to December 2018:

### Video Documentaries

In the reporting quarter following progress took place in reviewing the relevant videos detailed as follows:

#### i. ICT Videos:

SCDP continued to work on ICT Video, sharing and gathering feedback from key stakeholders. Based on the feedback some additional shots and statements were recorded and incorporated into the next version of the video. These include amendments in the sub-titles, voice overs, graphics, editing and new shot selections. Prior to this activity, Urdu scripts and its respective English sub-titles were also reviewed in detail.

#### ii. SBEP and SCDP Video Documentaries:

SBEP & SCDP documentary videos were also reviewed by key stakeholders including USAID. Subsequently, in light of the feedback provided, SCDP held meetings with the video production vendor to incorporate the relevant changes suggested. The changes that were incorporated in the videos include: sub-titles, voice-overs, graphics and shot selections. Prior to this activity Urdu scripts and its respective English sub-titles were also reviewed in detail. Video shots from local and international events were screened, selected and incorporated in both videos.

### **Website Coordination & Newsletters**

In the reporting period, revamping of SBEP website, technical assistance for graphic design of SBEP newsletters, and for other promotional material was provided.

The updated version of the SBEP website has been developed. Subsequent follow-ups were made with the vendor and respective personnel at PMIU with regard to data transfer (including videos, images, media sheets, press releases) and coordinated (through scheduled meetings) for timely completion of the deliverable. SBEP website is expected to be launched soon after revamping. A review meeting took place on December 11, 2018 in which several changes related to the website were identified, and were communicated to the vendor. This activity led to resolution of technical requirements amongst both parties – allowing timely delivery of the project. The next review meeting of the website was scheduled on January 2<sup>nd</sup> 2019, while the next draft of the new website is expected to be shared with USAID for further approvals in the month of January, 2019.

### **Extension of vendor contracts for SPDC**

In the reporting period, the Memorandum of Understanding (MoU), along with Novation contracts for SPDC (Social Policy Development Sector) vendors, including additional annexures were re-drafted in coordination with the SCDP Finance team and Team Leader Back Office Support (TL – BOS). The documents were approved by SCDP senior management and had been forwarded to SPDC for further processing. SCDP intervention would be required in the subsequent quarter to expedite the process of signing the agreements after which respective vendor payments will be cleared accordingly.

### **SBEP Social Media Promotion**

During the reporting quarter, moderation of SBEP's Facebook page was initiated by Manager Communications - SCDP who was made the administrator on November 15, 2018. Designing and updating of new posts was identified as high priority so as to make the page interactive and dynamic. These posts were designed by SCDP and approved by USAID. Similarly, several posts were uploaded on the SBEP Facebook page.

### **Support extended to PPP MIS**

Designed banner, standees, flyers, slide show, and certificates for the PPP MIS Launching Ceremony held on December 17, 2018.

### **EGRA dissemination event**

Report by AKU has been received and formatted of the same was initiated by SPDC. The design of the back-drop, banner & standees have already been designed by SCDP for the event. Planning for the event is expected to be finalized in the last week of January 2019.

### **Challenges:**

- Getting time for finalization of content for the SBEP website has been a continuous challenge, as the concerned authorities at the PMIU remained heavily occupied throughout the month (since their office went through a shifting process).
- Despite SCDP efforts to expedite the transfer of data from PMIU to the vendor for the website, this process was very slow. SCDP efforts to coordinate the transfer of the same included meetings held with the vendor which included documentation of the fact that the vendor would work at PMIU's premises to facilitate the process.
- SBEP social media promotion tends to be all organic (un-paid) and hence will require a lot of time and effort to improve its followership.



**Component 4:**

**Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	16 (4-b-4 is a sub indicator)
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<b>Progress Status</b>	
<b>Completed</b>	10
<b>In Process</b>	5
<b>On-going</b>	1

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	SCDP-PPP team regularly visiting PPP Node and providing support to PPP node on recruitment, hiring and other technical support as and when needed. PPP Node is not properly staffed and lacks right leadership and direction. We have been highlighting the need for effective PPP Node for sustainability of SBEP. Way forward to be discussed with USAID. Rating tool for 2017-18 assessment will be updated. Results of the rating assessment will be shared with USAID and Secretary SELD by mid-February 2019. Another (final) rating of the Node will be conducted by May/June 2019. Ongoing support will be continued during life of the project.	<b>On going</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	Achieved.	<b>Completed</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>4-a-5</b> Education specific PPP management information system developed, and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	The PPP MIS website developed and shared with USAID and handed over to PPP Node/SELD in a PPP MIS launch event on Dec 17, 2018. The secretary SELD Mr Qazi Shahid Pervaiz and Education Officer USAID Mr. Mark Sorenson and COR SCDO Mr. Lila Ram from USAID and several other stakeholders participated in the event.	Completed
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	PPP Best Practices study that was completed and shared with USAID in July 2018. The study has been further updated and improved with comparative costing of different models and recommendations for GoS. Owing to ineffective PPP Node institutionalization does not appear to be doable in the remaining period of the project. Way forward to be discussed with USAID.	Completed
<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	A total of 676** (84.5%) teachers were trained. Out of the total trained, 400 were male and 276 were female. The share of females was 41%.	In Process
<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	A total of 3,403 (85%) in-school students were trained. Out of which 1,648 were girls and 1,755 were boys. The share of girls stands at 49%.	In Process
<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	A total of 2,328 (58.2%) OOSC & adults were trained. Out of the total trained, 882** were male and 1,446 were female. The share of females was 62%.	In Process
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above)	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	A total of 1,091 adolescent girls (104%) within the age of 10-19 years were trained in ICT basic skills. The share of adolescent girls was 100%.	Completed

Deliverables	Indicators, Targets	Progress Activity Summary	Status
and its figures are included in the referred indicator)			Completed
<b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]	Achieved.	
<b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.	Number of ALP Policy Implementation Framework develop.	Draft of the ALP implementation framework, developed after extensive discussions with Directorate of NFE, JICA, UNICEF, USAID SRP and other stakeholders is yet to be finalized by the department. The draft implementation framework will be shared with USAID in early January 2019. The effectiveness of the directorate, although apparently sufficiently staffed and in existence since long, is still challenging. Additionally, a concept paper on piloting of ALP policy was also prepared and shared with Directorate of NFE and USAID. The piloting aspect will depend on the ability of SELD/Directorate NFE to implement NFE. We have already highlighted to USAID and secretary SELD limitations of the Directorate NFE. Also, assisted the Directorate NFE in preparing a presentation for Minister Education.	In Process
<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Number of best practices and lesson learned documents prepared	An early draft of NFE Best Practices study has already been shared with the directorate. After further internal strengthening, a final version will be shared with Secretary SELD and USAID.	In Process
<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	Achieved.	Completed
<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	Achieved.	Completed

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.	Achieved.	<b>Completed</b>

\*\*Till July 2018, 877 OOSC (male) were trained in ICTs, however, field validation results (Apr-Jun 2018) revealed that 18 training beneficiaries did not fall in the category of OOSC, thus, removed from overall progress i-e 877, correspondingly, the said figure was swapped into cumulative progress of In-school students. Total number of OOSC trained in ICTs so far reduced to 859 while In-school students' progress increased to 1,481 till October 31, 2018.

### Progress Update

Under Component 4, PPP MIS was developed and shared with PPP Node and SELD through a formal letter on 15th Nov, 2018. It was presented to Mr. Lila Ram of USAID on Nov 28, 2018. Subsequently a joint stakeholders meeting with CMP, PPP Unit, and PPP node was held on December 05, 2018 and based on their input the MIS was updated. The final MIS was officially launched on Dec 17, 2018 in an well-attended ceremony organized by SCDP, in which Secretary SELD, Mr. Mark Sorenson and Mr. Lila Ram from USAID, Mr. Asif Ikram from RSU, Mr. Ali Sibtain from PPP Unit Finance Department, GoS, and several other stakeholder including representatives from SCMP, EMOs, Independent Experts and Independent Auditors participated. To ensure the utility of PPP MIS, SCDP continued to support to PPP Node in receiving and submitting data received from relevant stakeholders.

Additionally, PPP Best practices report already finalized was revised in the light of comments to include costing of different models including per child cost of government schools in Punjab and Sindh, compared to PPP models such as those managed by Punjab Education Foundation, Sindh Education Foundation and cost of EMO model under SBEP. The updated version of PPP best practices report has been submitted to USAID and is currently under final review. Regarding the piloting of NFE policy initiative, SCDP discussed various options for piloting and developed three concept notes for opening of NFE centers through participation of NGOs, digitalization of NFE learning material, and development of NFE standards. Concept note for the opening of NFE centers was then shared with NFE Directorate which was later revised and updated based on input received from NFE Directorate. Since these concepts were not considered as feasible by the USAID. The decision was to evaluate all possible options of piloting and eliminate those not possible to be done within the project life and to suggest the easily obtainable option with highest impact. SCDP is now in process to develop further two proposals subsequently. Once the proposals are declared mature, a detailed implementation plan will be developed accordingly.

The NFE Implementation framework developed by the stakeholders is pending for approval at the Directorate of NFBE during the reporting quarter.

Also, the ICT training sessions covered 168 Participant teachers (100 male & 68 female), 610 in school students (326 girls and 284 boys). In addition, 200 out-of-school children (177 female) participated in ICT trainings. Overall 676 (84.5% of LOP target) Participant Teachers (276 female and 400 male), 3,403 (85% of LOP target) in-school students (1,648 girls and 1,755 boys) were trained in ICTs. Similarly, 2,328 (58.2% of LOP target) out of school children have been trained which included 1,446 girls and 882 boys.

## Major Activities

Following are the major activities that took place during the quarter of October to December 2018:

### PPP MIS

A Joint meeting with stakeholders i.e. CMP, PPP Unit, PPP node was held on Dec 05, 2018 to resolve issues regarding data collection by EMOs, IEs and IAs. Moreover, In the reporting quarter, PPP MIS was developed and shared with PPP Node and SELD through a formal letter on 15th Nov, 2018. It was presented to Mr. Lila Ram of USAID on Nov 28, 2018. Subsequently a joint stakeholders meeting with CMP, PPP Unit, and PPP node was held on December 05, 2018 and based on their input the MIS was updated. The final MIS was officially launched on Dec 17, 2018 in an well-attended ceremony organized by SCDP, in which Secretary SELD, Mr. Mark Sorenson and Mr. Lila Ram from USAID, Mr. Asif Ikram from RSU, Mr. Ali Sibtain from PPP Unit Finance Department, GoS, and several other stakeholder including representatives from SCMP, EMOs, Independent Experts and Independent Auditors participated. To ensure the utility of PPP MIS, SCDP continued to support to PPP Node in receiving and submitting data received from relevant stakeholders.

### PPP Best Practices

A major development on the PPP Best practices document was took place in the reporting quarter. The costing models of Government of Punjab and Sindh inclusive of PEF and SEF have been incorporated. The report has been rationalized and expected to be finalized by Jan 15, 2019.

### ALP/NFE Policy and its Implementation Framework

During the reporting quarter, SCDP assisted the Directorate NFE in preparing a presentation for Minister Education.

### NFE Best practices

Regarding the piloting of NFE policy initiative, SCDP discussed various options for piloting and developed three concept notes for opening of NFE centers through participation of NGOs, digitalization of NFE learning material, and development of NFE standards. Concept note for the opening of NFE centers was then shared with NFE Directorate which was later revised and updated based on input received from NFE Directorate. Since these concepts were not considered as feasible by the USAID. The decision was to evaluate all possible options of piloting and eliminate those not possible to be done within the project life and to suggest the easily obtainable option with highest impact. SCDP is now in process to develop further two proposals subsequently. Once the proposals are declared mature, a detailed implementation plan will be developed accordingly.

### ICT Trainings of Participant Teachers – Level 2

During the reporting quarter, 168 teachers availed ICT trainings which comprised of 68 female & 100 male. ICT trainings were held at GBHS Karani, GHS Hassan Ali Shah, GHS Gaghari, GBHS Kouro

Goth, GHS Tando nazar, GHS Kolab Jial, GHS Modern, GGHS Johi, GBHS Johi, GBHS Sojhro Gorar, GBHS Bali Shah, and GGHS KN Shah in districts Larkana, Khairpur, Sukkur and Dadu. The total number of 400 Male and 276 Female have been trained in ICT skills, bringing the total number of trainings beneficiaries to 676 against the target of 800 Teachers. 84.5% of the target has been achieved against LOP, out of which 41% were female. The following table summarizes the details of ICT trainings of Level 2 during the reporting quarter:

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF PARTICIPANT TEACHERS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	Larkana	GBHS Karani	15	0	15
2	Larkana	GHS Hassan Ali Shah	14	0	14
3	Khairpur	GHS Gaghri	11	03	14
4	Khairpur	GBHS Kouro Goth	09	05	14
5	Khairpur	GHS Tando nazar	04	03	7
6	Khairpur	GHS Kolab jail	07	06	13
7	Sukkur	GHS Modern	11	15	26
8	Dadu	GGHS Johi	0	14	14
9	Dadu	GBHS Johi	6	0	6
10	Dadu	GBHS Sojhro Gorar	11	0	11
11	Dadu	GBHS Bali Shah	12	07	19
12	Dadu	GGHS KN Shah	0	15	15
<b>TOTAL TRAINED</b>					<b>168</b>

### **ICT Trainings of In-School Students – Level 3**

During reporting quarter, 610 students availed ICT trainings which include 326 girls and 284 boys. ICT trainings were held at GGHS Dhamrah, GGHS Mahota, GBHS Monder Lakha, GBHS Sardaro Khoso, GBHS Karani, GHS Hassan Ali shah and GGHS Johi in districts Larkana, Kambar Shahdadkot, Kashmore and Dadu respectively. The total number of 1,755 Boys and 1,648 girls have been trained in ICT skills, bringing the total number of trainings beneficiaries to 3,403 against the target of 4000 In-School Students. 84.5% of the target has been achieved against LOP, out of which 48.42% were female. The following table summarizes the details of ICT trainings of Level 3 during the reporting quarter:

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF IN SCHOOL STUDENTS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	Larkana	GGHS Dhamrah	0	158	158

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF IN SCHOOL STUDENTS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>2</b>	Larkana	GGHS Mahota	0	25	25
<b>3</b>	Kamber Shadad Kot	GBHS Monder Lakha	25	25	50
<b>4</b>	Kashmore	GBHS Sadaro Khoso	25	25	50
<b>5</b>	Larkana	GBHS Karani	74	63	137
<b>6</b>	Kashmore	GHS Hassan Ali shah	160	0	160
<b>7</b>	Dadu	GGHS Johi	0	30	30
<b>TOTAL TRAINED</b>					<b>610</b>

#### **ICT Trainings of Out of School Children – Level 4**

During reporting quarter, 200 students availed ICT trainings which include 177 girls. ICT trainings were held at GGHS Dhamrah, GGHS Mahota, GBHS Karani and GGHS Johi in Districts Larkana and Dadu. The total number of 882 Boys and 1,446 girls have been trained in ICT skills, bringing the total number of trainings beneficiaries to 2,328 against the target of 4000 out of school children. 58.2% of the target has been achieved against LOP, out of which 62% were female. The following table summarizes the details of ICT trainings of Level 4 during the reporting quarter:

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF OUT OF SCHOOL CHILDREN</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>1</b>	Larkana	GGHS Dhamrah	0	122	122
<b>2</b>	Larkana	GGHS Mahota	0	25	25
<b>3</b>	Larkana	GBHS Karani	23	0	23
<b>4</b>	Dadu	GGHS Johi	0	30	30
<b>TOTAL TRAINED</b>					<b>200</b>

### **Challenges**

- The recruitment process of the PPP Node has been pending for a long time. PPP Node is not properly staffed. We have been highlighting the need for effective PPP Node for sustainability of SBEP. Way forward to be discussed with USAID. Owing to ineffective PPP Node institutionalization of PPP Best practices does not appear to be doable in the remaining period of the project. Way forward to be discussed with USAID.
- Rating tool for 2017-18 assessment will be updated. Results of the rating assessment will be shared with USAID and Secretary SELD by mid-February 2019. Another (final) rating of the Node will be conducted by May/June 2019.
- Renting a suitable office space for the PPP Node has been a major challenge.
- Procurement of web hosting for PPP MIS is a challenge.
- The capacity of Directorate of NFE is a major challenge in piloting of NFE policy. Draft of the ALP implementation framework, developed after extensive discussions with Directorate of

NFE, JICA, UNICEF, USAID SRP and other stakeholders is yet to be finalized by the department.



## 3. Support Functions

### Human Resources

#### Major Activities

During the last quarter, HR was primarily engaged in meeting the human resource requirement gap of SCDP with respect to filling in open positions. Besides the recruitment process, the function has been handling day-to-day Human Resource operations such as payroll, leave management, attendance management, and staff filing for the SCDP staff.

During the quarter following hiring was made:

S.no	Name	Joining Date	Designation
1	Muneeba Hafeez	September 26, 2018	Front Desk Officer
2	Zohaib Rauf	September 24, 2018	Communication Manager
3	Jawad Inayat	November 1, 2018	Training & Learning Coordinator
4	Aftab Ahmed Soomro	December 24, 2018	Senior Engineering Advisor
5	Mehak Irshad	December 1, 2018	Internal Audit Assistant
6	Kazi Ayaz Mahessar	January 1, 2019	Team Leader ERP
7	Naveed Shaikh	Ongoing correspondence	Chief of Party

During the last quarter, 3 SCDP staff resigned from the positions: Mr. Lahoot Abro, Research Officer PPP, Mr. Ghulam Nabi, ALP Specialist & Ms. Nimra Ramzan, Front Desk Officer. The correspondence of the key individual position Chief of Party was ongoing in the month of December. Mr. Naveed Shaikh was the shortlisted and proposed candidate for the position to USAID.

#### Challenges

- As the project is approaching its closure date, most staff members are seeking jobs outside the project for future employment prospects. Also, the potential candidates are unwilling to work on contractual basis for the remaining period of the project, which is ending on August 5, 2019.

## Logistics and Administration

### Major Activities

ICT Trainings continued throughout this quarter. 15 trainings of levels 2, 3 & 4 were held in the districts of Khairpur, Kashmore, Dadu and Larkana. Administration and logistics support was provided in the shape of dispatching of the required stationery and training related materials and stores, and provision of transport for the movement of laptops, cabinets, projectors and screens to the different schools.

In the months of November and December, the M&E team went out on a 20 days field visit to the various schools in districts of Sukkur, Khairpur, Kashmore, Jacobabad, Larkana, Dadu and Karachi. 2 vehicles and required stationery, office material, cameras, etc. were provided and accommodation arrangements were made.

In the month of December, meeting on PPP MIS was arranged in the office premises. Subsequently, on 17<sup>th</sup> of December, launch of PPP MIS event was arranged at the Beach Luxury Hotel Karachi. The event was attended by approximately 70 persons and refreshments and lunch arrangements were made for them. All necessary requirements like, preparation of backdrop and standees and printing of certificates, etc. were met.

To meet the training and material requirements of the ICT Training, 1200 caps, badges and bags and 4 projector screens were procured. During the end of the quarter, one vehicle was handed over to PMIU as per instructions of USAID. The process was carried out smoothly with all due formalities being met. Other routine office activities continued as usual. Monthly office consumables were procured. Shampooing/washing of the office chairs, carpet, etc. and fumigation of the premises was carried. Maintenance work was carried out on the generator and the CCTV Cameras installed for security purposes. Necessary repair and maintenance of the vehicles was also undertaken and no performance breakdowns were faced.

## 4. Success Stories

### **CAPACITY BUILDING: USAID's funded ICT Programs helps to turn dreams into reality**

Mr. Qalandar Buksh did his Masters in Computer Science (MSc) from University of Sindh in Jamshoro.

Qalandar Buksh has been working as a teacher since 2007, and taught Math & literature in several capacities. However, he always felt incomplete personally in terms of his professional competencies. Having an initial and genuine interest in the field of IT & technology, he always wanted to pursue his field of interest, but could not do so due to limited resources.

SCDP's ICT (Information Communication Training) program provided a perfect platform to candidates like Qalandar Buksh, along with several others who always had the passion to learn, but for some reasons could not follow their dreams.



*Mr. Qalandar Baksh sitting in his personal coaching centre*

Qalandar got the opportunity to acquire training from the SCDP's ICT program in August 2017. The ICT program helped him in getting a firm grip over major computer functionalities like Microsoft Office (which included major tools like Word, Excel & PowerPoint), and Internet usage. Since obtaining the ICT training, not only Qalandar's IT skills were further polished, but also helped him in setting a firm knowledge base for himself, allowing him to grow professionally in the later stages of life. With a strong knowledge base Qalandar continued to explore more IT related abilities on his own - majority of which he learned exploring from different e-learning modules available on the internet.

This strong ambition and strive from Qalanadar has led him to be a Master Trainer today, foundation of which was laid by the SCDP's ICT program (which is funded by USAID). Qalandar has been proven to be a successful ICT trainer himself, and taught computers in several schools, some of which include majorly recognized intuitions like **Government Girls High School Mahota** – Larkana, **Government Boys High School Mondar Lakha** – Qambar ShahdadKot, **Government High School** – Larkana, along with a couple more, in which he trained several other teachers along with children (both in-school & out-of-school).



*Mr. Qalandar Baksh performing his duties as a master trainer in one of the schools in Larkana*

Today, with the support of the SCDP's ICT program not only Qalandar has successfully fulfilled his professional goals of being a IT teacher / trainer, but has also opened up a Computer Training center in his locality on personal grounds in which children learn computers every day. His trainees are grasping this opportunity in areas where there is a high need for quality computer education.

These ICT trainees trained by Qalandar will eventually turn into future trainers and spread this IT related knowledge even further; grounds of which was initiated by SCDP & USAID – ultimately leading towards a better and more learned Pakistan.

## **INSPIRING PEOPLE TO RETURN BACK TO SCHOOL: promoting both Modern and Traditional Education on individual grounds**

Ms. Safia Brohi is working as Assistant Education Officer at the District Education Office (DO) in Sukkur, but she is contributing a lot more to the society apart from being an Educationist.

Ms. Safia Brohi has done her Masters in Philosophy (M.Phil.) from University of Sindh. Prior to this she also did her Diploma in IT (DIT). Ms. Safia was one of the beneficiaries from the SCDP's (Sindh Capacity Development Project) ICT (Information Communication Technology) Training program in Sukkur, 2016. The ICT program helped her in getting a firm grip over major computer functionalities like Microsoft Office (which included major tools like Word, Excel, PowerPoint and Publisher), along with Search engine utilization, Generation of Email IDs and sending/receiving of emails.



*Ms. Safia Brohi passing on the knowledge and Intel give away to her follow students*

There is no doubt that Safia had always been keen to acquire quality education, however, she always wanted to best utilize her knowledge i.e. by spreading it to others. Along with IT related knowledge, Safia needed to be equipped with some hands-on soft skills sessions. SCDP's ICT (Information Communication Training) program provided a perfect platform to candidates like Safia, along with several others who already possessed knowledge, but convert their knowledge into beneficial skills.

After obtaining the ICT training, not only Safia's IT skills were further polished, but also helped her in transferring this knowledge forward successfully. Today Safia is an impactful ICT Master Trainer, foundation of which was laid by the SCDP's ICT program (funded by USAID). Safia has taught computers in several schools, some of which include majorly recognized intuitions like **Government Girls High School – Jacobabad**, **Government Boys Municipal School – Jacobabad**, **Government Girls High School Alan Khan Jamali– Jacobabad**, along with a couple more, in which she trained several other teachers along with many children (both in & out-of-school).

But her contributions to the society does not end here. Safia has been going door-to-door in her locality emphasizing to parents of young children on the importance of education. This noble activity inspired many parents to send their children back to school, who had been earlier been dropped out from school due to several social and personal obligations. Her considerable efforts have encouraged many children to come out to the local schools where they are given modern computer education. Safia, in other words, has passed the torch, which could be seen by the fact that many of her students have already converted this knowledge into real time applications. This includes designing of promotional material via MS PowerPoint by the females in their beauty parlours, and use of MS Excel by the males in their automobile repairing workshops.

*Ms. Safia Brohi performing his duties as a master trainer in one of the schools in Sukkur*



In return of her Herculean efforts, Safia does not seek or receive any appreciation or monetary benefits, but continues to strive every day for one purpose only: Promotion of education in Pakistan. Capable minds like Safia are undoubtedly the actual creation behind the objective of existence of USAID's SCDP program i.e. to increase the traditional and computer literacy in Pakistan.

## 5. Picture Gallery

SCDP ICT Trainings October - December, 2018




**SBEP Annual Monitoring Visit 2017-18**





Communications




**International Education Week 2018**

Photo credit: Sindh Reading Program stall at Teachers' & Children's Festival, 26-29 Feb, 2015

International Education Week (IEW), November 12-16, 2018 is an opportunity to celebrate the benefits of international education and exchange worldwide.

#BeInternational

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**Sindh Basic Education Program: Preparing today's children for leaders of tomorrow**

Photo credit: Sindh Reading Program stall at Teachers' & Children's Festival, 26-29 Feb, 2015, Karachi

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

**Malcolm X**

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With faith, discipline & selfless duty, there is nothing worthwhile that you cannot achieve.

**25 DEC**


Paying tribute to the father of the nation  
**QAID-E-AZAM MUHAMMAD ALI JINNAH**

a message by:  
**SINDH BASIC EDUCATION PROGRAM**

Together, building leaders for tomorrow...



**SINDH BASIC EDUCATION PROGRAM**



www.sbep.gos.pk

**building leaders for tomorrow...together**

Some feeds posted on the SBEP facebook page

**National Communications Working Group meeting in Hotel Serena, 27th November 2018**



**Video shooting at the CMP office - 23rd October 2018**



**PPP MIS event – 17th December 2018**





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# SINDH CAPACITY DEVELOPMENT PROJECT

## Quarterly Progress Report

### January to March 2019



Submission:

Sindh Capacity Development Project (SCDP)  
Contract Award: AID-391-C-15-00010

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# Acronyms

AKU-IED	Aga Khan University – Institute for Educational Development	PMIU	Program Management and Implementation Unit
ALP	Alternative Learning Pathways	PPP	Public Private Partnership
CBP	Capacity Building Plan	PSC	Project Steering Committee
CWG	Communication Working Group	RFP	Request for Proposal
DCAR	Directorate of Curriculum & Research	RSU	Reform Support Unit
DEO	District Education Officer	SAP	Systems, Applications and Products
EGR	Early Grade Reading	SBEP	Sindh Basic Education Program
EMIS	Education Management Information System	SCDP	Sindh Capacity Development Project
FABS	Financial Accounting and Budgeting System	SCMP	Sindh Community Mobilization Program
GoS	Government of Sindh	SELD	School Education & Literacy Department
ICT	Information and Communication Technology	SEMIS	Sindh Education Management Information System
IP	Implementing Partner	SLA	Sindhi Language Authority
JICA	Japan International Cooperation Agency	SMC	School Management Committee
LOP	Life of Project	SPDC	Social Policy and Development Centre
M&E	Monitoring and Evaluation	SPPRA	Sindh Public Procurement Regulatory Authority
MIS	Management Information Systems	SRP	Sindh Reading Program
MSF	Mission Strategic Framework	STBB	Sindh Textbook Board
NCHD	National Commission for Human Development	STEDA	Sindh Teachers Education Development Authority
NFE	Non Formal Education	TA	Technical Assistance
NLA	National Language Authority	TNA	Training Needs Assessment
OOSC	Out Of School Children	TTI	Teacher Training Institute
PC-1, 3, 4, 5	Planning Commission Form 1, Form 3, Form 4, Form 5	UNICEF	United Nations International Children's Fund
PD-PMIU	Program Director - Program Management and Implementation Unit	USAID	United States Agency for International Development
PDR	Planning Development & Research	USG	United States Government
PFMRAF	Public Financial Management Risk Assessment Framework		
PHP	Hypertext Preprocessor		
PIFRA	Project to Improve Financial Reporting & Auditing		
PITE	Provincial Institute of Teacher Education		

## Executive Summary

This is the Quarterly Progress Report of Sindh Capacity Development Project for the quarter January to March 2019. It discusses the progress, achievements and major activities of the project that took place during the quarter. It gives a detailed account of the general as well as the specific progress that each component has made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 assigned deliverables, 33 deliverables were completed until March 31, 2019. There are 10 deliverables in process of completion and are expected to be completed before the end of the project.

Under Component 1, all 12 targeted deliverables have been completed. During the quarter, assistance was provided to PMIU, which included support in resolving queries of USAID and Planning and Development Board, GoS, related to revised PC-I document. Moreover, follow ups were made on reconstitution of audit committee and presentation of audit report of first quarter of 2017-18. Further, SCDP provided technical assistance to PMIU in hiring process of internal auditor.

Further, under component 2, out of 10 deliverables, 6 deliverables have been completed and 4 are in process of completion. In the reporting quarter, monitoring team conducted quarterly monitoring visit for October to December 2018 quarter, developed Quarterly Monitoring Report (QMR) and shared with PMIU. Further, SCDP and SBEP Monthly Progress reports were developed and reviewed. In addition, draft SCDP Work Plan and Close Out Plan were submitted to USAID in the reporting quarter. Lastly, SCDP also planned to pilot monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar, ShahdadKot and Dadu. In this regard, a refresher training was conducted on March 29-30, 2019 in Khairpur where 14 selected SMC members, including a woman, from EMO schools participated.

Simultaneously, major achievements of the component 3 in the reporting quarter included: organizing the dissemination event of research study on Early Grade Reading Innovations for Quality Education: Prospects for Scaling-Up. Furthermore, SBEP website is entering into its final stages of development. In addition, component 3 was engaged in promotion of SBEP and SCDP on social media and other platforms. Component 3 also assisted PMIU in publishing of SBEP newsletter of online and printed versions and participated in SBEP schools handing over ceremonies in various districts.

In the reporting quarter, under component 4, a concept paper on piloting of ALP policy was prepared and shared with USAID. NFE Best Practices document was reviewed after discussions with UNICEF, JICA, NGO World and other organizations working in NFE at provincial and national level, which is expected to be submitted to USAID in forthcoming quarter. In addition, hosting of the PPP-MIS on SELD main server was approved by Secretary SELD on 15<sup>th</sup> January, 2019. Moreover, SCDP successfully completed 100% Life of Project target of 800 teachers and 4,000 in-school students covering 124 teachers (60 females and 64 males) and 610 in school students (282 girls and 328 boys) in the reporting quarter. In addition, 1,094 Out of School Children (767 females) participated in ICT trainings. Overall 800 teachers (464 male and 336 female) and 4,031 in-school students (1,979 girls and 2,052 boys) were trained in ICTs. Similarly, 3,404 (85% of LOP target) out of school children have been trained which included 2,204 girls and 1,200 boys.

# 1. Introduction

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrollment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a four-year extended USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. As the project is drawing towards completion some of its deliverables are completed while others are still in process or are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed and in-process. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. Of the 43 assigned deliverables, 33 deliverables have already been completed. The remaining deliverables are currently in-process till the end of the project mentioned in the report.

<b>Total number of deliverables</b>	<b>43</b>
<b>Progress Status</b>	<b>Number of deliverables</b>
<b>Completed</b>	<b>33</b>
<b>In Process</b>	<b>10</b>

Deliverable-wise activity details are provided in the Program Activities section, which describes each activity’s status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress until the end of the quarter.



## 1.1 SBEP M&E Indicators for SCDP

There are 9 indicators assigned by SBEP's M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S No	Indicator	LOP Target	Progress During the Quarter			Progress %
			Till Dec 2018	January - March 2019	Till Mar 2019	
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	676	124	800	100%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	3,421*	610	4,031	100%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	2,310*	1,094	3,404	85%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	240	241	-	241	100%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	4	2	1	3	75%
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1	100%
7	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	162	-	162	114%
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to	4	2	-	2	50%

The department name of ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

S No	Indicator	LOP Target	Progress During the Quarter			Progress %
			Till Dec 2018	January - March 2019	Till Mar 2019	
	effectively carry out its mandate					
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	1	1	2	100%

\*2,173 OOSC were trained in ICTs till July 2018, however, M&E field visits for the quarter Apr-Jun 2018, Jul-Sep 2018 and Oct-Dec 2018 revealed that 64 training beneficiaries did not fall in the category of OOSC, thus, removed from overall progress, correspondingly, the said figure was swapped into cumulative progress of In-school students. Total number of OOSC trained in ICTs so far reduced to 2,310 while In-school students' progress increased to 3,421 till December 31, 2018.

This reduction resulted in decreasing 27 male and 37 females from OOSC and increasing in-school students' progress.

## 1.2 Overview of the Progress Against Pak Info Indicators

The following are the Pak Info Indicators with Life of Project targets and actual progress in the January to March quarter 2019:

S.No.	Indicators	LOP Target	Progress till Dec 2018	Actual Progress Jan – Mar 2019	Total Progress till Mar 2019
1	<b>Sub-Obj-b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	1,091	-	1,091
2	<b>Obj- 4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	152	-	152
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1

### 1.3 Breakup of Number of Administrators Trained

4.3.2a. Number of administrators and officials successfully trained with USG support (F 3.2.1-3)	LoP Target Breakup	Progress till Dec 2018	Progress Jan – Mar 2019	Progress till Mar 2019
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	9	9	-	9
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	15*	-	15
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	47	47*	-	47
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	22	22*	-	22
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	10*	-	10
Tier-1: Minimum of nine high-level provincial officials trained at a US-based university.	6	6	-	6
Tier-2: Minimum of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	18	18	-	18
Tier-3: Minimum of 25 district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	25*	-	25
<b>Total</b>	<b>152</b>	<b>152</b>	<b>-</b>	<b>152</b>

\*The above table presents function wise training provided to the administrators and officials. It may also be noted that the in some occasions GoS nominated officers for more than one training

<sup>2</sup> The department name of ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## 2. Program Activities

**Component 1:** Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)

<b>Total Number of Deliverables</b>	12
-------------------------------------	----

<b>Progress Status</b>	
<b>Completed</b>	12
<b>In Process</b>	-

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	The CBP has been approved. Implementation Status of recommendations detailed in CBP are regularly followed-up.	<b>Completed</b>
<b>1-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Number of PFMRAF findings related to financial management resolved. [Target = 5 relevant findings in PFMRAF related to financial management resolved]	Review of process of bank reconciliation was carried out by SCDP team to identify any control gaps and process improvements were suggested. SCDP conducted review of the implementation status of SCDP recommendations in March for the month of February and the report will be submitted by April 20, 2019. The status will also be provided in May 2019.  Any ongoing support will be provided to PMIU if required.	<b>Completed</b>
<b>1-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Number of PFMRAF findings other than financial management and M&E resolved. [Target = 15 relevant findings in PFMRAF related to areas other than financial	Follow up was made regarding reconstitution of audit committee and presentation of internal audit report of first quarter of 2017-18.  It was also agreed in the meeting with PD PMIU held on January 10, 2019 that orientation to fresh recruits of internal audit department at PMIU will be provided by SCDP.  A meeting was held on March 12, 2019 between SCDP and PMIU to	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
	management and M&E resolved]	<p>request attention on the matter of reconstitution of audit committee (Minutes of the meeting have been shared with PMIU and acknowledgement has been received). SCDP has requested that PD-PMIU may follow up with the concerned secretaries for nomination of audit committee members.</p> <p>Ongoing support will be provided as and when required.</p>	
<p><b>1-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.</p>	<p>Number of administrators and officials trained with USG support [Target=6]</p>	<p>SAP connectivity is being arranged by PMIU. Payment of demand draft has been made to NTC. Meanwhile, SAP training has been provided to PMIU staff.</p> <p>A meeting was held between SCDP and PMIU (March 12, 2019) regarding the progress of SAP connectivity. Confirmation was requested from PMIU regarding the satisfactory response to FABS regarding reporting requirements to allow FABS to provide viewing/editing rights to PMIU users.</p> <p>Training from FABS depends on completeness of data and reporting requirements to be shared by PMIU (detailed in the minutes of meeting held between FABS and PMIU on May 2, 2018).</p> <p>COP (SCDP) shared an email (March 21, 2019) with PD-PMIU informing him of the current situation and requested that a meeting with FABS be held to ensure SAP connectivity is extended.</p>	<p><b>Completed</b></p>
<p><b>1-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-1</p>	<p>Number of PC-1/ Sub-PC-1 prepared.</p>	<p>Assistance was provided to PMIU in preparation of Re-vised PC-1 document after decision to remove Ghotki and Shikarpur districts was communicated by PMIU. Ongoing</p>	<p><b>Completed</b></p>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
and/or sub-PC-1s under the guidance of the PD-PMIU.		support will be provided as and when required.	
<b>1-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Guidance documents for preparing PC-3, PC-4 and PC-5 prepared.	PMIU has been preparing monthly progress reports for each package in PC III (B) format. In the past, we have offered our services in preparation of monthly PC III (B) forms in addition to our continual support in preparation of SBEP monthly and quarterly progress reports and monthly bulletin. Thus, this deliverable has been achieved.  SCDP made detailed guidelines for PC-3 (a) which include how to fill the PC -3 (a) and the source of data for PC -3 (a) and same is done for PC-3 (b) and the information to fill the form has been requested by SCDP and received from PMIU M&E team.	<b>Completed</b>
<b>1-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted  On demand (01)	Financial evaluation, which was carried out by engaging BDO, based on SOW approved by USAID. Final Report has already been submitted to USAID and PMIU. Presentation on the report of financial evaluation has also been provided to PMIU.  Subject to budget addition, financial evaluations may be conducted on USAID's instruction, if any.	<b>Completed</b>
<b>1-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU reports prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted	As per PMIU and the communication sent to USAID, PMIU does not have an instruction to prepare and submit annual financial reports, accounts and tax reports to USAID.  However, risk mitigation plan is regularly updated and shared with USAID and PMIU.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>1-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated [Target=4 manuals]	Assistance was provided in resolution of certain queries of PMIU staff members regarding the manuals and revision was carried out accordingly. Revised manuals have been sent to DPD PMIU. PD-PMIU has acknowledged receipt and confirmed (on March 19, 2019) the minutes of the meeting in which it was documented that SCDP would not be required to translate the manuals into Sindhi/Urdu and that PMIU would pursue this when required.	<b>Completed</b>
<b>1-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	A meeting was carried out on January 10, 2019 in which certain trainings and orientations were agreed to be carried out by SCDP. These include training on certain tax matters communicated by PMIU and refresher training on manuals. SCDP is coordinating trainer and trainee availability to schedule a 2-day tax training.  Orientation will be provided subject to hiring of relevant staff at PMIU.	<b>Completed</b>
<b>1-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved.  Training for any staff who have not yet received training would be planned after joining of new hires.	<b>Completed</b>
<b>1-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted [Target=1]	The salary survey for PMIU staff based on projects identified by PMIU has been submitted to PMIU on March 13, 2019	<b>Completed</b>

### Progress Update

Under Component 1, all 12 targeted deliverables have been completed. A meeting was held (on March 19, 2019) between Manager, Back Office Support - SCDP and PD-PMIU to discuss the completion status and way forward for ongoing support under certain deliverables. Assistance provided to PMIU in the reporting quarter including support in resolution of queries of USAID and

Planning and Development Board, GoS, related to revised PC-I document. Data collection for PC-1 document efforts continued and several follow-ups were made with PMIU Engineering and Finance department staff to collect the data and to make the required updates. Validation of the figures documented in the report was conducted. Data related to schools/secondary girls and boys headcount and growth rates were verified against SEMIS data available in the RSU report of FY 2016-17 online. The changes proposed by PD-PMIU required updates to several annexures including financial projections to be updated by PMIU and ongoing support is being provided.

In February 2019, PMIU informed SCDP that on the matter of SAP connectivity and training, follow-ups were being made by Finance department of PMIU to ensure training of 2 IT and 2 Finance staff at PMIU. After SCDP reviewed the correspondence (dated May 2, 2018) between PMIU and Financial Accounting and Budgeting Systems, Controller General of Accounts (FABS, CGA) which contain the approved way forward, it was found that a number of activities remained pending. COP, SCDP informed PD-PMIU of the delay and sought his personal attention to ensure FABS is provided with the required data and reporting requirements are communicated. Manager, Back Office Support at SCDP met with PD-PMIU on March 19, 2019 to emphasize the importance of a meeting with FABS to discuss the way forward and so that training may be imparted as soon as possible. PD-PMIU requested a meeting with FABS in which SCDP representation has been requested and is scheduled for first week of April 2019. A meeting was scheduled for week commencing March 25, 2019 after which FABS was requested to respond to the letter sent by PD-PMIU to the CGA regarding SAP connectivity. Regular follow-ups made by SCDP helped to bring FABS and PMIU to an agreement that PMIU would write to FABS informing them of the reports they need to view and to allow view rights initially. FABS agreed that view rights would be provided in April to 2 PMIU users and after 3-4 weeks editing rights and an orientation would also be imparted. SCDP continues to follow-up in this regard.

After recommendations were shared with PMIU following previous review of the preparation process of bank reconciliation, work was initiated to provide the implementation status of SCDP recommendations made. Guidelines with respect to filling PC-3 project forms were also prepared and information was requested by SCDP and provided by PMIU to initiate filling of required PC-3 forms. Regular follow-ups have been made regarding reconstitution of audit committee and presentation of audit report of first quarter of 2017-18. Further, SCDP provided technical assistance to PMIU in hiring process of internal auditor.

## Major Activities

Following are the major activities that took place during the quarter of January to March 2019:

### **Reconstitution of Audit Committee**

This activity has been pending and SCDP team held a meeting with PMLS-PMIU on March 12, 2019 (minutes of the meeting were shared with PD-PMIU) and the progress regarding reconstitution of audit committee was discussed. Specifically, it was discussed that in pursuance of the Notification SO(C-IV) SGA & CD/ 4-39 / 10, PD-PMIU may follow-up the nomination the members for audit committee with the relevant Secretary.

### **Review of Bank Reconciliation Process**

SCDP team carried out review of preparation of bank reconciliation process in order to identify any control gaps and suggest improvements in the process. SCDP has provided recommendation for overcoming gaps. SCDP provided walkthrough of all the recommendation provided in the bank reconciliation process. Conducted review of the implementation status of SCDP recommendations in March 2019 and the report will be submitted in April 05, 2019.

### **SAP Connectivity**



Continuous support and assistance was provided to PMIU for obtaining SAP connectivity. Payment has been made to National Telecommunication Centre regarding SAP Connectivity. The connectivity and access has been provided to PMIU and the request for user credential has been made.

A meeting was held between SCDP and PMIU (March 12, 2019) regarding the progress of SAP connectivity. Confirmation was requested regarding the requirement for SCDP/FABS to conduct the training. SCDP team reviewed the correspondence and minutes of meetings held between PMIU and FABS, CGA and it was noted that the training is pending. Training from FABS depends on completeness of data and reporting requirements to be shared by PMIU (detailed in the minutes of meeting held on May 2, 2018). COP (SCDP) shared an email (March 21, 2019) with PD-PMIU informing him of the current situation and requested that a meeting with FABS be held. SCDP has previously provided SAP training to PMIU staff, and a refresher can also be provided.

#### **Hiring Process of Internal Audit Staff:**

In accordance with notification dated July 11, 2017, the hiring process commenced and SCDP provided technical support in the developing a scoring matrix for evaluation of the applicants against the job criteria (Education, Experience and Interview) designed by PMIU. SCDP also prepared the question bank for the technical interview of applicants for the position of Internal Auditor and Assistant Internal Auditor.

The positions relating to Audit department remained vacant during the subject quarter, however, in a meeting to discuss the importance of hiring Internal Auditor and Assistant Internal Auditor (on March 12, 2019) at the earliest. PMLS-PMIU informed Manager, BOS (SCDP) that PMIU is planning 2nd round interviews for Internal Audit Assistant position and that the position of Internal Auditor is under the process of being re-advertised. The same was followed-up with Project Director PMIU.

#### **Salary survey for PMIU Staff based on list of projects provided by PMIU:**

SCDP submitted the survey to PMIU on March 13, 2019 after preparing the data collection tool. To collect the data, SCDP team visited a number of project/department focal persons including Karachi Neighborhood Improvement Project (KNIP), Sustainable Development goals (SDG), Economic Reform Unit interviews were held in order to collect operational cost related data, specifically covering details of salaries, benefits and other allowances. Planning Commission PC-1 data was also requested. SCDP team also visited and interviewed representative from Urban Policy & Strategic planning (UPSP) where a session was held with the officials.

#### **Support in the submission of PC-1:**

Follow-ups were made regarding status of revised PC-1 after a meeting to discuss the revised PC-1 (and subsequent issues in the document) was held with the Planning & Development Board officials.

A meeting was held (March 12, 2019) in which status of revised PC-1 was discussed between PMLS-PMIU and Manager, SCDP. After the meeting with Secretary Education, Minister Education, PD- PMIU communicated that the revised PC-1 requires revision of districts and schools; Assistance was provided to PMIU in preparation of Revised PC-1 document after the decision was made to remove Ghotki and Shikarpur Districts.

Ongoing support will be provided as and when required which recently comprised:

- Several visits and meetings with PMIU staff in order to collect the data for Planning Commission (PC-1) document, and made required updates (including approved construction plans sourced from Halcrow, if any).

- Conducted meetings with PMIU officials including PD PMIU in which a discussion was held about gaps in data (such as district-wise student enrollment data) and amendments to be made.

-Gathered Annexures related to phasing of capital cost, Spent and unspent USD/PKR figures, which were collected from PMIU and where SCDP assisted in reviewing its calculations. Subsequent to collection of annexures updated till revised project date communicated by PD and these were added to the relevant sections of revised PC-1 document.

-Compared the figures of the Reform Support Unit SEMIS FY 2016-17 report with the PC-1 document and helped identify errors found.

#### **Assistance to PMIU regarding PC-3 guidelines:**

We made detailed guidelines for PC-3 (a) which include how to fill the PC -3 (a) and the source of data for PC -3 (a). The same is done for PC-3 (b).

Currently the submitted pc-3 (b) from June 2018 to February 2019 has been requested from PMIU for PC-3 (a) which is still pending.

For training PMIU staff on tax related matters. SCDP has initiated discussion with relevant personnel in the Deloitte Tax Department and evaluation of available budget in Local Trainings sub service line.

#### **Meeting for discussion of certain deliverables**

Meeting was carried out between PD-PMIU and Manager-SCDP COP regarding discussion of completion and way forward for ongoing support for certain deliverables including 1.a.2, 1.a.3, 1.a.4 and 1.c.1. Confirmation of the activities discussed was provided by PD-PMIU on March 19, 2019.

#### **Challenges**

- Delay in internal audit activities due to vacancy of position of Internal Auditor.
- Reconstitution of Audit committee remains a challenge despite repeated follow-ups.
- User credentials for SAP have not been provided to PMIU so far.
- Orientation / Training on manuals has been pending due to delays in hiring of relevant PMIU staff.

**Component 2: Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan**

<b>Total Number of Deliverables</b>	10
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<b>Progress Status</b>	
<b>Completed</b>	6
<b>In Process</b>	4

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activity Summary</b>	<b>Status</b>
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan  [Target=4]	Three annual ratings have been completed. PMIU M&E rating for the year 2017-18 was conducted on Dec 31, 2018. Rating report was shared with PMIU on January 22 <sup>nd</sup> 2019.  A transition plan was developed to enable PMIU M&E team to take lead in implementation of SBEP M&E plan. However, due to shortage of PMIU M&E staff, this remained a challenge.  It is expected that final rating of PMIU M&E capacity to implement SBEP M&E plan will be conducted in May 2019. Ongoing support will be continued during life of the project.	<b>In process</b>
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted  [Target =12 Quarterly, 3 annually]	Developed 12 <sup>th</sup> SBEP Quarterly Monitoring Report October-December 2018 and shared it with PMIU.	<b>In process</b>
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as	Number of Progress Reports prepared and submitted	Quarterly progress report for Oct-Dec 2018 of SBEP was finalized and shared with PMIU. Required progress data uploaded on	<b>In process</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
Pak-Info reporting for SBEP in timely manner.	[Target =12 Quarterly, 3 annually]	USAID Pak-Info web-portal for Oct-Dec quarter 2018. Provided support to PMIU in reviewing SBEP Monthly Progress Report of December 2018, January & February 2019.	
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report prepared and submitted [Target=1]	Achieved.  A G2G gender analysis was carried out through a consultant during 2018. Currently, the study is in process of fine-tuning. The study was also shared with PMIU for their input.	<b>Completed</b>
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting [Target=240]	Achieved. Training has been completed in June 2018.  The work on pilot e-monitoring through SMC members using android devices is underway and will be completed by the end of April 2019. First round of refresher training has been conducted on March 29-30, 2019 in district Khairpur engaging 14 selected SMC members including a woman from the EMO schools. Refresher sessions for remaining 29 members are planned in the month of April 2019 in district Sukkur and Larkana.	<b>Completed/on going</b>
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	Implementation of M&E dissemination strategy is in place by PMIU. M&E dissemination framework based on M&E dissemination strategy is also included in the strategy.	<b>Completed/on-going</b>
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance	Number of M&E databases develop	Achieved	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
and functioning of an M&E system; including M&E databases.	[Target=1]		Completed
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved	
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	The final draft of M&E strategic plan has been submitted to DG M&E on January 31, 2019 for further necessary.	In Process
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal	Web-link of SBEP M&E database established on SELD official website.	Completed

## Progress Update

Under component 2, out of 10 deliverables, 6 deliverables have been completed, 4 deliverables are in process. In the reporting quarter, SCDP and SBEP Monthly Progress reports were developed and reviewed. Further, Monitoring team conducted quarterly monitoring visit for October to December 2018 quarter. Additionally, Quarterly Monitoring Report October to December was also developed and submitted to PMIU. In addition, draft SCDP Work Plan and Close Out Plan were also submitted to USAID in the reporting quarter. Further, SCDP also planned to pilot the monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar, ShahdadKot and Dadu. In this regard, refresher training was conducted on March 29-30, 2019 in Khairpur where 14 selected SMC members including a woman from EMO schools participated.

## Major Activities

Following are the major activities that took place during the quarter of January to March 2019:

### Monitoring through technology

SCDP planned to pilot the monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar ShahdadKot and Dadu. In this regard, three rounds of refresher training planned in district Khairpur, Sukkur and Larkana. First round of refresher training has been conducted on March 29-30, 2019 in Khairpur where 14 selected SMC members including a woman from EMO schools participated. Detail is as under;

S.No	District	School Name	Member Name
1	Khairpur	GBHS Bozdar Wada	Mr. Waseem Khan
2	Khairpur	GBHS Drib Mehar Shah	Mr. Faiz Muhammad
3	Khairpur	GBHS Fakir Abad	Mr. Saleem Khan
4	Khairpur	GBHS Gagri	Mr. Muhammad Saleem Janwari
5	Khairpur	GBHS Hussain Abad	Mr. Ali Dur
6	Khairpur	GBHS Karoondi	Mr. Zahid Hussain
7	Khairpur	GBHS Kolab Jial	Mr. Azhar Hussain
8	Khairpur	GBHS Kouro Goth	Mr. Hassan Ali
9	Khairpur	GBHS Pir Essa	Mr. Hussain Bux
10	Khairpur	GBHS Sami	Mr. Akhtiar Hussain
11	Khairpur	GBHS Satabo	Mr. Imran Ahmed
12	Khairpur	GBHS Tando Mir Ali	Mr. Imtiaz Ali Aamur
13	Khairpur	GBHS Tando Nazar Ali	Mr. Farman Ali
14	Khairpur	GBHSS Setharja	Ms. Rashida Parveen

SCDP remained engaged with the DEOs of the respective district and the notification of e-monitoring by the designated SMC members has been issued. Remaining two rounds of refresher sessions are planned in the month of April 2019. Piloting of E-SMC is expected to be completed by the first week of May 2019.

#### **SCDP Quarterly Progress Report October-December 2018**

In the reporting quarter, SCDP M&E finalized SCDP Quarterly Progress Report of Oct-Dec 2018 and shared with USAID and PMIU.

#### **SBEP Quarterly Monitoring Report October-December 2018**

12<sup>th</sup> SBEP Quarterly Monitoring Report October – December 2018 has been submitted to PMIU on March 31, 2019. With respect to progress reported by implementing SBEP M&E plan, SBEP M&E team selected 5 indicators for monitoring and validation purpose. Out of 5 indicators, 2 indicators were opted for desk monitoring while validation of remaining indicators was administered during field visit on real time basis. Prior to field visit updated Kobo tools were updated for ensuring efficient validation process.

#### **SCDP Work Plan and Close Out Plan**

Meetings with COR and COP were conducted to review SCDP Close-out-plan. The changes were incorporated in revised SCDP work-plan 2018-19 and shared with management for further process. Later both were submitted to USAID in the reporting quarter.

#### **Pak-Info Data Uploading**

Data was uploaded on the USAID Pak-Info web-portal in the reporting quarter. It included updates on the MSF indicators i-e LGL and NFE policy implementation.

#### **SBEP Quarterly Monitoring Visit**

Field visit was carried out from March 12-17, 2019 by PMIU and SCDP M&E teams. The monitoring activities were conducted to validate progress against the indicators reported by SBEP partners for the quarter of October-December 2018. 5 reported indicators were validated which comprised of 1 PMIU, 1 SCMP, and 3 SCDP indicators. A total of 7 schools were selected and visited across district Kashmore, Larkana, Qambar Shahdadkot and Dadu.

### **M&E Strategic Plan**

Draft of M&E Strategic Plan was submitted to Secretary Education, DG Monitoring and Evaluation, PMIU and USAID on November 8, 2018. The consultation process remained on hold due the unavailability of the DG M&E for quite a while. SCDP approached back to the Directorate of M&E soon after the DG M&E to the charge in December 2018. SCDP remained engaged with the department throughout the process and ensured that the feedback and input received is incorporated in the document. As a result of vigorous and productive consultative meetings, M&E strategic plan was finalized and submitted to DG M&E on January 31, 2019.

### **SCDP M&E Plan**

The SCDP M&E Plan was reviewed for incorporating required changes in selected indicators and areas of log frame.

### **SBEP and SCDP Monthly Progress Reports**

M&E team finalized SCDP Monthly Progress Reports December 2018, January 2019 and February 2019 and shared with PMIU and USAID in the reporting quarter. In addition, SCDP M&E provided assistance in reviewing SBEP Monthly Progress Report Reports December 2018, January 2019 and February 2019 and shared the final version with PMIU.

### **Rating of PMIU**

M&E team conducted rating of PMIU M&E on December 31, 2018. M&E SCDP team visited PMIU and assessed the performance of M&E PMIU team, using the performance indicators criteria, which was based on professional, technical skills, organizational capacity and I.T skills of PMIU M&E department. In the reporting quarter, SCDP M&E finalized Rating Analysis Report of PMIU M&E, comparing 2016-17 year performance with 2017-18. This was shared with PMIU after review of SCDP management.

## **Challenges**

- There is a lack of corrective action on the findings of SBEP M&E reports by the SELD therefore limiting the utility and effectiveness of SBEP M&E reports.
- Submission of SBEP Quarterly Monitoring Report October to December 2018 was delayed due to implementation of transition plan.
- Frequent transfers of DG M&E remained a challenge in approval of the M&E Strategic Plan.

**Component 3: Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs**

<b>Total Number of Deliverables</b>	5
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<b>Progress Status</b>	
<b>Completed</b>	3
<b>In Process</b>	2

<b>Deliverables</b>	<b>Indicators, Targets</b>	<b>Progress Activities Summary</b>	<b>Status</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated [Target=2]	Achieved. PPP and EGR study printed and disseminated.	<b>Completed</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented [Target=1]	Achieved.	<b>Completed</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Reforms/Policy decisions based on research.	SCDP has already conducted research studies on PPP and NFE best practices and impact of EGRA. Using such research in one of such areas, SCDP will do advocacy for appropriate policy reforms/decisions.  SCDP has initiated developing a working paper on EMO Model, which will include policy recommendation. For that, a meeting with SPDC was held on 28 March 2019. To take this further, representatives of SCDP and SPDC are scheduling subsequent meetings in the month of April with SELD, PPP Node and implementing partners	<b>In Process</b>



Deliverables	Indicators, Targets	Progress Activities Summary	Status
		while the Discussion paper / Working paper will be prepared alongside.	
<p><b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.</p>	<p>Rating of ELD's capacity in conducting research</p> <p>Note: This deliverable was modified as explained in the Progress Activities Summary Column (3) of this table.</p>	<p>Achieved.</p> <p>Based on detailed deliberations with SELD and USAID, it was determined owing to complete absence of research team within SELD, it was not possible to build their capacity. Instead, it was decided that training would be provided to attach departments of SELD (DCAR, STBB, PITE, STEDA, TTI). Accordingly, AKU-IED was engaged to provide comprehensive training of relevant staff members of such organizations and carry out assessment of their capacity after such trainings. The AKU-IED completed this training and assessment of 27 members. The overall average assessment after the training of such staff was 4.5 as per the report submitted by AKU-IED. The rating pertains to the participants trained and does not reflect organizational capacity for research.</p>	<p><b>Completed</b></p>
<p><b>3-e-1</b> Support provided to PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.</p>	<p>Number of Communication strategies prepared</p> <p>[Target=1]</p>	<p>Continued support provided to SBEP in report and communications including newsletters videos on ICT, SBEP and SCDP. Videos are expected to be completed by the May 2019. Most of the communication activities are being handed over to PMIU directly,</p>	<p><b>In process</b></p>

Deliverables	Indicators, Targets	Progress Activities Summary	Status
		However, ongoing support will be provided as per need.	

### Progress Updates

Major achievements of the component 3 in the reporting quarter included: organizing the dissemination event of research study on Early Grade Reading Innovations for Quality Education: Prospects for Scaling-Up. Furthermore, SBEP website is entering into its final stages of development. In addition, component 3 was engaged in promotion of SBEP and SCDP on social media and other platforms. Component 3 also assisted PMIU in publishing of SBEP newsletter of online and printed versions and participated in SBEP schools handing over ceremonies in various districts.

### Major Activities

Following are the major activities that took place during the quarter of January to March 2019:

#### Video Documentaries

In the reporting quarter, following progress took place in reviewing the relevant videos detailed as follows:

The ICT video documentary, along with that of SBEP & SCDP were shared with respective authorities at USAID in the month of December and requested for final feedback. The videos earlier had gone through a detailed review from the SCDP senior management team before sharing with USAID. Moreover, documentary videos were already reviewed by USAID in subsequent months. However, in the light of feedback from USAID, videos were thoroughly reviewed while subsequent meetings were held with the video production vendor on the changes. Internal review meeting over the video documentary took place on 6<sup>th</sup> Feb. 2019. Changes to ICT videos have been communicated to the vendor.

A review meeting with USAID took place on 6<sup>th</sup> Feb, 2019, in which SBEP & SCDP video documentaries were reviewed and discussed in detail. In the light of feedback received from USAID, videos were thoroughly reviewed in subsequent internal meetings as well. A follow up meeting was held on March 19, 2019 with the vendor to discuss the changes suggested by the USAID. Both video documentaries are expected to be completed by May, 2019.

#### Website Coordination

Updated version of the SBEP website has been drafted however is yet to be launched. The website will under-go for final review after uploading all pictures. A review meeting with USAID and IPs took place on January 29, 2019. Minor changes of website were identified and communicated to the vendor.

#### SBEP Newsletters

SBEP newsletter for the quarter October to December 2018 was successfully published after approvals from respective personnel at USAID in the reporting quarter. The newsletter has also been uploaded on the SBEP website. The mentioned newsletter was published as per communicated deadlines after last edition shared in October 2016. The newsletter entails updates from CMP, PMIU & SCDP. The newsletter was designed in-house at SCDP. Moreover, SCDP also provided support to PMIU SBEP in liasoning of printing vendor with PMIU.

### **SBEP Social Media Promotion**

New posts for SBEP social media promotion were designed by SCDP and subsequently approved by USAID. This quarter also witnessed the paid post boosts, along with several updates pertaining to USAID's school opening ceremonies.

### **EGRA dissemination event**

The EGRA research study dissemination event took place on 14<sup>th</sup> March 2019, which was attended by major personalities like Mr. Michael H. Hryshchyshyn (Director, Sindh & Balochistan – USAID Pakistan), Dr. Fauzia Khan (Head of Curriculum Wing, SELD), Mr. Agha Fakhur (Program Director, Program Implementation & Management Unit, Sindh Basic Education Program) and other key important personalities from USAID, SELD, PMIU, AKU, EMOs & partners.

Prior to the meeting, several arrangements were made which included visiting the venue to view branding and logistical arrangements, designing of backdrops and standees, and coordination with the printer. Also, important documents like EBCL, agenda, talking points for SELD, PMIU & USAID, moderator's script, and presentation templates were made and shared to relevant authorities. After the event, the press release and pictures were shared with USAID on a timely basis.

### **Drafting working papers with Government trained officials**

In continuation of the Research & Advocacy training held on June 7<sup>th</sup> 2018 for government officials by SCDP, the next step to move forward in this regard, and also to create a reform following the mentioned training, SCDP intends to conduct a research on "Education Management Organization and Policy Reforms and Implementation" with the support of 5 trained researchers out of the 27 participants who were earlier trained in the mentioned program. These researchers have been shortlisted with the recommendation of SPDC and AKU-IED.

A meeting with SPDC was held on 28 March 2019. To take this further, representatives of SCDP and SPDC are scheduling subsequent meetings in the coming week with SELD, PPP Node and implementing partners while the Discussion paper / Working paper will be prepared alongside.

### **SBEP School handing over ceremonies**

The school handing over ceremonies started by 18<sup>th</sup> of March 2019. So far, 8 schools (out of 20) have been handed over in the month of March 2019 in which SCDP played its role by setting up their stall as a SBEP Partner. The stalls prominently displayed the key accomplishments by SCDP along with its core functionalities.

The stall set up by SCDP was the centre of attention in all ceremonies, in which all prior introduced reforms and policies, brief over the ICT program, work done over Communication & Advocacy, along with key research studies in the field of education were presented. This was appreciated by all visitors including Chief guests, Education Management Organizations, Government & local stakeholders, and SBEP partners.

Prior to the activity, the preparations included creation of presentation slides, coordination with PMIU & CMP on the overall programme, logistical arrangements, and budgeting. Respective meeting with all implementing partners took place on 14 March 2019 at the PMIU office. SCDP represented in all stalls took place in March 2019. The schools included GBHS Sukkur No.1, GHS-MPL High School Old Sukkur, GBHS Mulla Ali Pano Aqil Sukkur, GGHS Ali Mohammad Chawro Larkana, GHS Bakhshan Khan Chakrani Salepat Sukkur, GBHS Hussain Kalwar Pano Aqil, Sukkur, GGHS Vikya Sangi, Larkana and GGES Ghulam Hussain Gaadhi Dadu.

**Component 4: Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh**

<b>Total Number of Deliverables</b>	16 (4-b-4 is a sub indicator)
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<b>Progress Status</b>	
<b>Completed</b>	12
<b>In Process</b>	4

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	SCDP-PPP team is regularly visiting PPP Node and providing support to PPP node on recruitment, hiring and other technical support as and when needed. Two research officers are positioned at PPP Node including a new resource hired in January 2019 to facilitate Director Education & Director Accounts, HR & Admin. Ongoing support will be continued till June 2019.  Rating tool for 2017-18 assessment has been revised and updated in March 2019, which will be reviewed with PPP Node, SELD and the rating will be carried out in the month of April 2019. Results of the rating assessment will also be shared with USAID and Secretary SELD. Final rating will be conducted and cumulative report will be drafted in the month of June 2019.	<b>In process</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	Achieved.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>
<b>4-a-5</b> Education specific PPP management information system developed, and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	PPP MIS has been successfully deployed on SELD main server on February 26, 2019. SCDP continued to engage with PPP Node, SELD in order to keep the e-MIS updated.	<b>Completed /ongoing</b>
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	PPP Best Practices study was completed and shared with USAID in July 2018. The study has been further updated and improved with comparative costing of different models and recommendations for GoS.	<b>Completed</b>
<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	A total of 800** (100%) teachers were trained. Out of the total trained, 464 were male and 336 were female. The share of females was 42%.	<b>Completed</b>
<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	A total of 4,031** (100%) in-school students were trained. Out of which 1,979 were girls and 2,052 were boys. The share of girls stands at 52%.	<b>Completed</b>
<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	A total of 3,404** (85.0%) OOSC & adults were trained. Out of the total trained, 1,200 were male and 2,204 were female. The share of females stands at 65%.	<b>In Process</b>
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	A total of 1,132** Adolescent girls (113%) within the age of 10-19 years were trained in ICT basic skills. The share of adolescent girls is 100%.	<b>Completed</b>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<p><b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.</p>	<p>Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]</p>	<p>Achieved.</p>	<p><b>Completed</b></p>
<p><b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.</p>	<p>Number of ALP Policy Implementation Framework develop.</p>	<p>Draft of the ALP implementation framework, developed after extensive discussions with Directorate of NFE, JICA, UNICEF, USAID SRP and other stakeholders is yet to be finalized by the department.</p> <p>On 5<sup>th</sup> March 2019 NFE taskforce meeting was held by NFE directorate. In the meeting, it was recommended by Secretary SE&amp;LD suggested changes in the framework. In process, SCDP organized meeting on March 12 and discussed to incorporate changes in consultation with the development partners and the Directorate of NFE.</p> <p>The final implementation framework will be shared with SELD in month of April 2019.</p> <p>Additionally, a concept paper on piloting of ALP policy was also prepared and shared with USAID.</p>	<p><b>In Process</b></p>
<p><b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.</p>	<p>Number of best practices and lesson learned documents prepared</p>	<p>The first draft of NFE Best Practices study has already been shared with the directorate. In the reporting month, NFE Best practices consultative meetings were organized in Karachi, Lahore and Islamabad for enriching the document. The final document is expected to be complete by the end of April.</p>	<p><b>In Process</b></p>

Deliverables	Indicators, Targets	Progress Activity Summary	Status
<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	Achieved.	Completed
<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	Achieved.	Completed
<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.	Achieved.	Completed
<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.	Achieved.	Completed

\*\*Till July 2018, 877 OOSC (male) were trained in ICTs, however, field validation results (Apr-Jun 2018) revealed that 18 training beneficiaries did not fall in the category of OOSC, thus, removed from overall progress i.e 877, correspondingly, the said figure was swapped into cumulative progress of In-school students. Total number of OOSC trained in ICTs so far reduced to 859 while In-school students' progress increased to 1,481 until October 31, 2018. Subsequent M&E fields for the quarter of Jul-Sep 2018 and Oct-Dec 2018 discovered that 18 more OOSC did not fall in criteria and so were removed from the progress of OOSC and transferred to in-school students. Thus, decreasing 9 male and 9 females from OOSC and increasing in-school students' progress.

## Progress Update

In the reporting quarter, under component 4, a concept paper on piloting of ALP policy was prepared and shared with USAID. NFE Best Practices document was under review and expected to be submitted to USAID after incorporating the input gathered during discussions held in month of March 2019. Further, NFE task force meeting was held and changes were incorporated in the document. In addition, hosting of the EMIS on SELD main server was approved by Secretary SELD on 15<sup>th</sup> January, 2019. Moreover, component 4 successfully completed 100% Life of Project target of 800 teachers and 4,000 in-school students covering 124 teachers (60 females and 64 males) and 610 in school students (282 girls and 328 boys) in the reporting quarter. In addition, 1,094 Out of School Children (767 females) participated in ICT trainings. Overall 800 teachers (464 male and 336 female) and 4,031 in-school students (1,979 girls and 2,052 boys) were trained in ICTs. Similarly, 3,404 (85% of LOP target) out of school children have been trained which included 2,204 girls and 1,200 boys.

## Major Activities

Following are the major activities that took place during the quarter of January to March 2019:

### **Ongoing support to PPP Node, SELD**

One pressing matter that has long been pending is the expansion of PPP Node in terms of human resources and facilities needed for routine work and assignments including a suitable office space. It cannot be over-emphasized that the PPP Node is running under a severe capacity deficit. SCDP-PPP team is regularly visiting PPP Node and providing support to PPP node on recruitment, hiring and other technical support as and when needed. Two research officers are positioned at PPP Node including a new resource hired in January 2019 to facilitate the Director Education & Director Accounts, HR & Admin. Ongoing support will be continued till June 2019.

SCDP rates the PPP Node SELD on an annual basis on its ability to manage all of SELD's PPP work independently. In order to conduct rating for the year 2017-18, SCDP revised and updated the tool in March 2019, which will be reviewed with PPP Node, SELD after which the rating will be carried out in the month of April 2019. Results of the rating assessment will also be shared with USAID and Secretary SELD. Final rating will be conducted in the month of June 2019.

### **PPP MIS**

SCDP developed the PPP MIS for PPP Node, SELD through an extensive consultative process. The PPP MIS was launched on 17<sup>th</sup> December, 2018 by the Secretary SELD and USAID. Hosting of the EMIS on SELD main server has been approved by Secretary SELD on 15<sup>th</sup> January, 2019. During the reported period, SCDP continued to follow up the deployment process of PPP EMIS with Data Center of SELD as a result of which, PPP MIS was successfully deployed on SELD main server on 26<sup>th</sup> February, 2019. The website can be viewed at <http://seld-pppn.gos.pk/>. SCDP continued to engage with PPP Node, SELD in order to keep the e-MIS updated. Training of relevant staff from PPP Node SELD and other stakeholders is also planned in next quarter.

### **PPP Best Practices**

PPP best practices document was earlier reviewed by senior management; the document was further enriched and were incorporated in the month of March.

### **ALP/NFE Policy and its Implementation Framework**

Draft of the ALP implementation framework, developed after extensive discussions with Directorate of NFE, JICA, UNICEF, USAID SRP and other stakeholders is yet to be finalized by the department. On 5<sup>th</sup> March, 2019 NFE taskforce meeting was held by NFE directorate. In the meeting, the Secretary SE&LD recommended changes in the framework. In process, SCDP organized partners' meeting on 12<sup>th</sup> March for incorporating the changes. The draft implementation framework will be shared with SELD in month of April 2019. The effectiveness of the directorate, although apparently sufficiently staffed and in existence since long, is still challenging. Additionally, a concept paper on piloting of ALP policy was also prepared and shared with Directorate of NFE and USAID. The piloting aspect will support the SELD/Directorate NFE to implement NFE through PPP node.

### **NFE Best practices**

The first draft of NFE Best Practices study has already been shared with the directorate. In the reporting month, NFE Best practices consultative meetings were organized in Karachi, Lahore and Islamabad for enriching the document. The final document is expected to be completed by the end of April.

### **ICT Trainings of Master Trainers – Level 1**

During the reporting quarter, 30 Master Trainers availed ICT trainings, which comprised of 18 female & 12 male trainers. The training was conducted by Ms. Khadija Bashir (ex-Intel trainer)



and was held at Reform Support Unit, Karachi. The training was visited by Mr. Mark Sorenson (Education Officer USAID), Mr. Lila Ram (COR SCDP USAID) and Mr. Asad Ali Shah (Chairman PMC). The participants belonged to 16 different schools from SBEP targeted 5 towns of Karachi i.e Lyari, Kemari, Orangi, Bin Qasim and Gadap.

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF MASTER TRAINERS-LEVEL 1</b>					
<b>Sr. No</b>	<b>Schools</b>	<b>Venue</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	Karachi	Reform Support Unit	12	18	30
<b>Total Trained</b>					30

### **ICT Trainings of Participant Teachers – Level 2**

During the reporting quarter, 94 teachers availed ICT trainings, which comprised of 52 male and 42 female teachers. ICT trainings were held at GBHS Thoof Chosule Qamber Shahdad Kot, GBHS Wasu Kalhoru, Qamber Shahdad Kot, GGHS Dhamrah Larkana, GGSS Haji Wali Muhammad, Liyari and GBSS Juma Himaity Cattle colony. The total numbers of 464 male and 336 female teachers have been trained in ICT skills, bringing the total number of trainings beneficiaries to 800 against the target of 800 Teachers. 100% of the target has been achieved against LOP, out of which 42% were female. The following table summarizes the details of ICT trainings of Level 2 during the reporting quarter.

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF PARTICIPANT TEACHERS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	Qamber Shahdad Kot	GBHS Thoof Chosule	15	0	15
2	Qamber Shahdad Kot	GBHS Wasu Kalhoru	14	0	14
3	Larkana	GGHS Dhamrah	5	20	25
4	Karachi	GBSS Juma Himaity Cattle Colony	17	06	23
5	Karachi	GGSS Haji Wali Muhammad Yaqoob	1	16	17
<b>TOTAL TRAINED</b>					94

### **ICT Trainings of In-School Students – Level 3**

During the reporting quarter, 610 students availed ICT trainings, which included 282 girls and 328 boys. ICT trainings were held at GBSS Juma Himaity, GGSS Shaheen, GHS Wasu Kalhoru, GBHS Thoof, GBHS Johi, GGHS Johi and GHS Bali Shah respectively. The total number of 2,052 Boys and 1,979 girls have been trained in ICT skills, bringing the total number of trainings beneficiaries to 4,031 against the target of 4000 In-School Students. 100% of the target has been achieved against LOP, out of which 48% were female. The following table summarizes the details of ICT trainings of Level 3 during the reporting quarter.

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF IN SCHOOL STUDENTS</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>1</b>	Dadu	GBHS Johi	120	0	120
<b>2</b>	Dadu	GGHS Johi	0	61	61
<b>3</b>	Dadu	GHS Bali Shah	49	31	80
<b>4</b>	Qamber Shahdad Kot	GBHS Thoof Chousool	60	40	100
<b>5</b>	Qamber Shahdad Kot	GHS Wasu Kalhoro	62	27	89
<b>6</b>	Karachi	GBSS Juma Himaity Cattle Colony	37	43	80
<b>7</b>	Karachi	GGSS Shaheen Campus School	0	80	80
<b>TOTAL TRAINED</b>					<b>610</b>

#### **ICT Trainings of Out of School Children – Level 4**

During reporting quarter, 1,094 students availed ICT trainings, which include 767 girls & 327 out of school boys. ICT trainings were held at GBHS Johi, GGHS Johi, GHS Bali Shah, GBHSS Kot Lal bux, GBHS Thoof, GHS Wasu Kalhoro, GGHS Garhi Khairo, GGHS Mukhtiar kari (GGHS Jacobabad), GGHS Single Section, GGHS Dhamrah, GGHS Aqil respectively. The total number of 1,200 Boys and 2,204 girls have been trained in ICT skills, bringing the total number of trainings beneficiaries to 3,404 against the target of 4000 out of school children. 85.0% of the target has been achieved against LOP, out of which 65% were female. The following table summarizes the details of ICT trainings of Level 4 during the reporting quarter.

<b>SUMMARY OF ICT TRAINING BENEFICIARIES OF OUT OF SCHOOL CHILDREN</b>					
<b>SR. NO.</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>1</b>	Dadu	GBHS Johi	60	0	60
<b>2</b>	Dadu	GGHS Johi	0	61	61
<b>3</b>	Dadu	GHS Bali Shah	75	5	80
<b>4</b>	Qamber Shahdad Kot	GBHSS Kot lal bux Mahesar	56	45	101
<b>5</b>	Qamber Shahdad Kot	GBHS Thoof Chosule	80	0	80
<b>6</b>	Qamber Shahdad Kot	GHS Wasu Kalhoro	56	15	71
<b>7</b>	Jacobabad	GGHS Garhi Khairo	0	80	80
<b>8</b>	Jacobabad	GGHS Mukhtiar Kari (GGHS Jacobabad)	0	141	141
<b>9</b>	Jacobabad	GGHS Single Section	0	60	60
<b>10</b>	Larkana	GGHS Dhamrah	0	180	180

<b>11</b>	Larkana	GGHS Aqil	0	180	180
<b>TOTAL TRAINED</b>					1,094

Following table depicts district wise and level-wise ICT trainings held till March 31, 2019:

Level	Districts								Grand Total
	Sukkur	Khairpur	Jacobabad	Larkana	Kashmore	Kambar Shahdadkot	Dadu	Karachi	
<b>Master trainers</b>	13	18	18	11	13	10	25	30	<b>138</b>
<b>Participant Teachers</b>	103	101	96	81	44	74	123	40	<b>662</b>
<b>In-school students</b>	856	520	342	597	397	653	506	160	<b>4,031</b>
<b>Out-of-school children</b>	814	501	619	625	83	369	393	-	<b>3,404</b>

### Challenges

- The recruitment process of the PPP Node has been pending for a long time. We have been highlighting the need for effective PPP Node for sustainability of SBEP. As discussed with the PPP Node and USAID, SCDP has employed an additional resource person and stationed him at the PPP Node.
- Renting a suitable office space for the PPP Node has been a major challenge.
- Procurement of web hosting for PPP MIS remained a challenge. There are two things that are in process i.e. cPanel (web-hosting control panel) annual recurring cost and website security certificate.
- The strengthening of Directorate NFE, in terms of adequate staff and releases of budget is a major challenge.

## 3. Support Functions

### Human Resources

#### Major Activities

During the last quarter, HR was primarily engaged in meeting the human resource requirement gap of SCDP with respect to filling in open positions. Besides the recruitment process, the function has been handling day-to-day Human Resource operations such as payroll, leave management, attendance management, and staff filing for the SCDP staff. During the quarter following hiring's were made: Research officer PPP, Chief of party, Research officer PPP and HR associate.

#### Challenges

- As the project is approaching its closure date, most staff members are seeking for future employment prospects. Also, the potential candidates are unwilling to work on contractual basis for the remaining period of the project, which is ending on August 5, 2019.

### Logistics and Administration

#### Major Activities

ICT trainings continued throughout the quarter. About 20 trainings of levels 2, 3 & 4 were held in various districts including Karachi. For all these trainings, stationary and ICT kits were dispatched as per the demand. Security guard was also arranged for conveyance of laptops to the schools in Karachi and back. The ICT training for level 1, to be held in Karachi, was arranged at RSU. It was a one-week training (14-19 Jan 2019) for which administrative and logistics, tea and lunch arrangements were done satisfactorily. Meeting was hosted for a government delegation from Balochistan visiting us in connection with NFE study in Jan 2019. Their reception, lunch, and tea was arranged. Similarly, an M&E Strategic Plan meeting with DG M&E was hosted for which admin arrangements including lunch and tea were managed. Logistics arrangements were made for a week's visit by Team Leader Education, Reforms and Policies (component 4) to various districts in interior Sindh. On 14 February 2019, the EGRA Dissemination event was held at the Beach Luxury Hotel. It was a half-day event, which included tea and lunch arrangements. Over 70 persons, including those from USAID and various government officials attended.

M&E Team conducted their school monitoring visits in 5 districts, for which 2 vehicles were provided. All necessary administrative and logistics requirements were successfully managed In March 2019. Handing over of schools in 4 districts of Sindh was scheduled for which SCDP had to put up its information stalls. For this, all required items and a vehicle were provided. Booking of hotel accommodations at the various places was also done. On 29-30 March 2019, SMC Refresher Training was held at Khairpur, for which venue was booked, lunch and tea arranged and the necessary administrative and logistics requirements including provision of vehicle, materials, etc. were managed. These trainings shall continue into April 2019.

During this period, fumigation of the office premises and servicing of the generator was carried out. Office consumables and ICT kit items (bags, caps, badges and exercise books, etc.) were purchased as per the requirements. Maintenance of vehicles was carried out as per their schedules and no repair work or untoward incident came up, even when they were out in the field.

## 4. Success Story

### MAKING A WISH COME TRUE: Proving a platform for students keen for learning

The **Government Girls High School Aqil** is located in the district Larkana. The current enrolment of the school is 300 girls students. The catchment area is largely consisted of farmers and labors associated with agriculture sector. SCDP selected this school for ICT training, as there was no school in 10 kilometer radius with computer lab.

ICT training is one of the most significant intervention of SCDP and it has attracted attention from district and provincial education authorities. The Sindh Education Sector Plan 2014-18 puts emphasis on computer learning and political and bureaucratic leadership have highlighted the importance of computer competency at several occasions. Despite the priority of ICT education, only 2% schools have computer labs as per the SEMIS 2014-15 profile. SCDP in view of this missing resource provides training to teachers, students and OOSC. While providing the training, SCDP also advocates the provision of computers to schools to ensure sustainability of the intervention.



*Students at the Government Girls High School Aqil, Larkana*



*Mr. Nisar Khuhro appreciating the students at the Government Girls High School Aqil, Larkana*

As a continuous exercise to reach out to local philanthropists, business entities, and local influentials, SCDP reaches out to community to seek involvement and investment in this educational process to attract more resources and ownership. In district Larkana also, Chairman PMC SCDP, Mr. Asad Ali Shah, while visiting the schools reached out to **Mr. Nisar Ahmed Khuhro**, a famous politician and former Senior Minister for Education Sindh and invited him to visit the school and the training. Mr. Khuhro visited the school and inquired about ICT training intervention. He found that SCDP is providing ICT trainings to the secondary level students and those students are very enthusiastic in learning basic computer skills.



*Donated computers and IT lab set up at the Government Girls High School Aqil, Larkana*

Impressed with the concept and impact of the intervention, Mr. Khuhro announced setting-up of the computer lab in the school and announced to contribute eleven desktop computers along with associated equipment for that school. Further, a vacant hall of school was also converted into dedicated IT lab with the support of Mr. Khuhro. The announcement became a reality within fifteen days and school now has a functioning computer lab.

# 5. Picture Gallery

## Feeds posted on the SBEP Facebook page



USAID  
FROM THE AMERICAN PEOPLE





USAID  
FROM THE AMERICAN PEOPLE




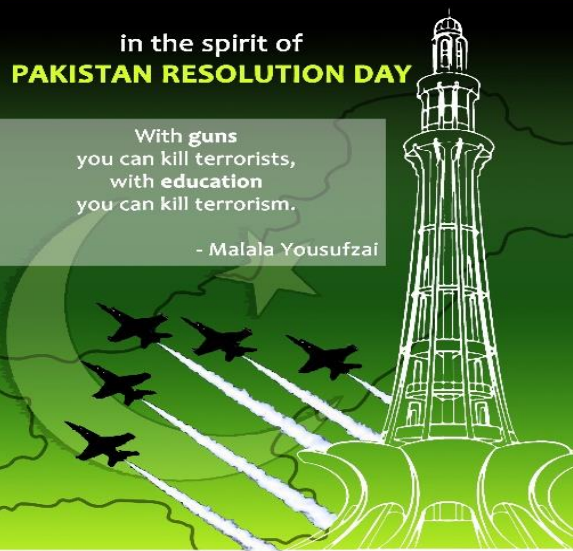


Photo Credit: ICT Training | March 4, 2019  
Sindh Capacity Development Project

in the spirit of  
PAKISTAN RESOLUTION DAY

With guns  
you can kill terrorists,  
with education  
you can kill terrorism.

- Malala Yousufzai



SINDH BASIC EDUCATION PROGRAM

Together, building leaders for tomorrow...

## Snapshots from the SBEP newsletter

### Welcome on board

The Sindh Basic Education Program (SBEP) has received a powerful endorsement from the Government of Sindh. The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh. The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh.

### Message from the Project Director

The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh. The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh.

### Our Esteemed Partners

The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh. The SBEP is a key component of the Government's commitment to modernizing education in Sindh. The SBEP is a multi-year program that will provide quality education to all children in Sindh.

### Sindh Capacity Development Project (SCDP) updates

#### External financial evaluation of PMU

SCDP received support to conduct an external financial evaluation of the PMU. The PMU is a key component of the SCDP and is responsible for the implementation of the SCDP. The PMU is a key component of the SCDP and is responsible for the implementation of the SCDP.

#### Quarterly M&E field visits

The SCDP has completed its quarterly M&E field visits. The field visits are a key component of the SCDP and are used to monitor the progress of the SCDP. The field visits are a key component of the SCDP and are used to monitor the progress of the SCDP.

#### SBEP Annual Progress Report

The SBEP has released its annual progress report. The report provides a detailed overview of the SBEP's performance over the past year. The report provides a detailed overview of the SBEP's performance over the past year.

#### SMC Trainings

The SCDP has provided support for SMC trainings. The trainings are a key component of the SCDP and are used to improve the quality of education in Sindh. The trainings are a key component of the SCDP and are used to improve the quality of education in Sindh.

#### Out-of-School ICT Trainings

The SCDP has provided support for out-of-school ICT trainings. The trainings are a key component of the SCDP and are used to improve the digital literacy skills of children in Sindh. The trainings are a key component of the SCDP and are used to improve the digital literacy skills of children in Sindh.

#### Other important updates

The SCDP has provided support for other important updates. The updates are a key component of the SCDP and are used to improve the quality of education in Sindh. The updates are a key component of the SCDP and are used to improve the quality of education in Sindh.

## ICT Trainings





## EGRA dissemination event – 14 March 2019



## Meetings on M&E strategic plan at DG M&E



## SBEP Quarterly Monitoring Visit – October to December 2018





# SINDH CAPACITY DEVELOPMENT PROJECT

## QUARTERLY PROGRESS REPORT

April - June 2019

DISCLAIMER: This report is made possible by the support of the American People through the United States Agency for International Development (USAID). SCDP is implemented by Deloitte Yousuf Adil Chartered Accountants under Contract Award No: AID-391-C-15-00010. This report was produced for review by USAID.

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## ACRONYMS

AKU-IED	Aga Khan University – Institute for Educational Development	PPP	Public Private Partnership
ALP	Alternative Learning Pathways	PSC	Project Steering Committee
CBP	Capacity Building Plan	RFP	Request for Proposal
CWG	Communication Working Group	RSU	Reform Support Unit
DCAR	Directorate of Curriculum & Research	SAP	Systems, Applications and Products
DEO	District Education Officer	SBEP	Sindh Basic Education Program
EGR	Early Grade Reading	SCDP	Sindh Capacity Development Project
EMIS	Education Management Information System	SCMP	Sindh Community Mobilization Program
FABS	Financial Accounting and Budgeting System	SELD	School Education & Literacy Department
GoS	Government of Sindh	SEMIS	Sindh Education Management Information System
ICT	Information and Communication Technology	SLA	Sindhi Language Authority
IP	Implementing Partner	SMC	School Management Committee
JICA	Japan International Cooperation Agency	SPDC	Social Policy and Development Centre
LOP	Life of Project	SPPRA	Sindh Public Procurement Regulatory Authority
M&E	Monitoring and Evaluation	SRP	Sindh Reading Program
MIS	Management Information Systems	STBB	Sindh Textbook Board
MSF	Mission Strategic Framework	STEDA	Sindh Teachers Education Development Authority
NCHD	National Commission for Human Development	TA	Technical Assistance
NFE	Non Formal Education	TNA	Training Needs Assessment
NLA	National Language Authority	TTI	Teacher Training Institute
OOSC	Out Of School Children	UNICEF	United Nations International Children's Fund
PC-1	Planning Commission Form 1	USAID	United States Agency for International Development
PC-3	Planning Commission Form 3	USG	United States Government
PC-4	Planning Commission Form 4		
PC-5	Planning Commission Form 5		
PD-PMIU	Program Director - Program Management and Implementation Unit		
PDR	Planning Development & Research		
PFMRAF	Public Financial Management Risk Assessment Framework		
PHP	Hypertext Preprocessor		
PIFRA	Project to Improve Financial Reporting & Auditing		
PITE	Provincial Institute of Teacher Education		
PMIU	Program Management and Implementation Unit		

## EXECUTIVE SUMMARY

This is the Quarterly Progress Report of Sindh Capacity Development Project for the quarter April to June 2019. It discusses the progress, achievements and major activities of the project that have taken place during this quarter. It gives a detailed account of the general as well as the specific progress that each component has made during the reporting quarter against their deliverables and highlights the challenges faced by all four components.

Out of the 43 assigned deliverables, 41 deliverables were completed till June 30, 2019. There are 2 deliverables in-process of completion and are expected to be completed before the end of the project.

Under Component 1, all 12 targeted deliverables have been completed. Assistance provided to PMIU in the reporting month, included support in resolution of queries of Planning and Development Board, GoS, regarding revised PC-I document. SAP connectivity has also been established at PMIU. Training of PMIU Officers on SAP was conducted by FABS, CGA in June, 2019. Recommendations were also shared with PMIU following previous review of the preparation process of bank reconciliation. Guidelines with respect to filling PC-3 project forms were also prepared. Regular follow ups have been made regarding reconstitution of audit committee, presentation of audit report of first quarter of 2017-18 and necessary corrective actions thereon. Further, SCDP provided technical assistance to PMIU in hiring process of internal auditor. Assistance provided to PMIU in the reporting quarter also included preparation of revised PC-III (B) and support in submission of PC-I.

Under Component 2, out of 10 deliverables, 10 have been completed. In the reporting quarter, SBEP Monthly Progress Reports were reviewed and shared with PMIU. Further, SCDP M&E team developed and submitted SCDP Monthly as well as Quarterly Progress Report January to March 2019. SCDP planned to pilot the monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar Shahdadkot and Dadu. In this regard, refresher trainings have been conducted in district Khairpur in March 2019 and districts Sukkur and Larkana in the month of April 2019. SCDP engaged 43 SMC members, including 6 women, in the refresher trainings. In the reporting period, SCDP M&E finalized data and documents related to progress data of 3 MSF indicators and were subsequently uploaded on USAID Pak-Info portal. Final draft of M&E strategic plan along with strategy for its implementation was submitted to DG M&E. Finalized 4th and final rating of PMIU M&E and shared it with PD PMIU and USAID. In view of the close out activities, conducted project send-off meetings with DG M&E and handed over relevant reports to DG M&E for further assistance.

Major achievements of the component 3 in the reporting quarter included: Initiation of drafting of research paper on EMO policy recommendations through trained Government Officials of SELD in three consultative sessions. Incorporated participants' feedback and comments into final document i-e EMO Policy Reform and Recommendation. SCDP organized an event on ICT Skills for in Karachi on April 30, 2019. Secretary SELD Mr. Qazi Shahid, Education Officer USAID Mr. Mark Sorenson, Program Director SBEP PMIU Mr. Agha Fakhur, Education Specialist USAID Mr. Lila Ram, Director General PITE Mr. Qamar Shahid, Executive Director STEDA Mr. Abdul Majeed Bhurt and other concerned official participated in the event. Secretary Education directed the PITE and SCDP to carry out consultative meetings for working out the modalities for upscaling ICT training based on SCDP's model. Other key achievements in the reporting quarter include, promotion of SBEP on social media, participation of



SCDP at the USAID Core Communications Group Meeting. Further, feedback received from USAID on SBEP video documentaries was addressed. Final version of the video documentaries will be submitted in the first week of July, 2019.

Under Component 4, significant achievement were developing and sharing of a concept note on piloting PPP in NFE with the NFE Directorate. On March 5<sup>th</sup> 2019, NFE taskforce meeting was organize by NFE Directorate. During the meeting, Secretary SELD recommended a few changes in NFE implementation framework. In subsequent meeting, NFE implementation framework was approved by the Secretary SELD in the NFE Task Force meeting held on May 21, 2019. Dissemination of NFE Best Practices and ALP Implementation Framework will be held in first week of July, 2019. Moreover, with regard to ICTs 901 Out of School Children comprising of 666 adolescent girls and 235 boys availed ICT trainings in Karachi, District Qambarshadadkot, Larkana, Dada and Kashmor. Overall 4,305 against 4000 LOP benefited from ICT trainings. As per instructions of Secretary SELD during the event ‘ICT Skills for Schools’ held on May 14, 2019. SCDP drafted the ICT concept note with implementation plan for scaling up ICT in School Education. SCDP conducted project send-off meetings with Directorate of NFE and PPP Node and handed over package of SCDP research studies and reports to the concerned. They highly appreciated SCDP contributions to PPP Node and NFE Directorate.

## INTRODUCTION

Sindh Basic Education Program (SBEP) is an integrated program between USAID and Government of Sindh, Pakistan to achieve, “increased and sustained student enrolment in primary, middle and secondary schools” in seven districts of Sindh (Sukkur, Larkana, Khairpur, Kashmore, Dadu, Qambar Shahdadkot and Jacobabad) and five towns in Karachi (Lyari, Kemari, Orangi, Bin Qasim and Gadap).

SCDP is a four-year USAID-funded project awarded to Deloitte Yousuf Adil to support the sustainability of SBEP by ensuring stronger governance and improved public accountability in the education sector through systems building and institutional strengthening of the Government of Sindh (GoS). It supports the Program Management Implementation Unit (PMIU) in the development of its core capacities including monitoring and also the capacity development of the School Education & Literacy Department (SELD).

SCDP has been assigned 43 deliverables by SBEP which have been divided into four major components. As the project is drawing towards completion some of its deliverables are completed while others are still in process or are ongoing support activities.

The following table shows the total number of indicators and their progress against one of the following status labels: completed and in-process. The status label ‘completed’ refers to the deliverables that have been achieved and reported to USAID. ‘In Process’ refers to the deliverables which have a specific due date and work on achieving them has begun. Of the 43 assigned deliverables, 40 deliverables have already been completed. Of the remaining deliverables, 3 are currently in-process till the end of the project mentioned in the report.

<b>TOTAL NUMBER OF DELIVERABLES</b>	<b>43</b>
<b>PROGRESS STATUS</b>	<b>NUMBER OF DELIVERABLES</b>
Completed	41
In Process	2

Deliverable-wise activity details are provided in the Program Activities section which describes each activity’s status and the reasons for different activity delays. To monitor their progress, indicators have been assigned against each deliverable. The following sections describe the progress of each deliverable during this quarter along with the cumulative progress till the end of the quarter.

## SBEP'S M&E INDICATORS FOR SCDP

There are 9 indicators assigned by SBEP's M&E plan to monitor the progress of SCDP. Progress against these indicators are given below:

S. NO.	INDICATOR	LOP TARGET	TILL MAR 2019	QUARTERLY PROGRESS APRIL - JUNE 2019	PROGRESS TILL JUNE 2019	PROGRESS %
1	<b>Sub-Obj-2.2-a</b> Number of teachers having completed training in ICTs	800	800	-	800	100%
2	<b>Sub-Obj-2.2-b</b> Number of in school students having completed training in ICTs	4,000	4,031*	-	4,031	100%
3	<b>Sub-Obj-2.2-c</b> Number of out of school adolescents and adults having completed training in ICTs	4,000	3,404*	901	4,305	100%
4	<b>Sub-Obj-3.1-d</b> Number of SMC members trained in monitoring and reporting	241	241	-	241	100%
5	<b>Obj-4-a</b> Rating of PMIU capacity to implement the SBEP M&E Plan.	4	3	1	4	100%
6	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1	100%
7	<b>Obj-4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	152	-	152	100%
8	<b>Sub-Obj-4.1-b</b> Rating of the PPP Node of the ELD <sup>1</sup> to effectively carry out its mandate	4	2	1	3	75%
9	<b>Sub-Obj-4.2-a</b> Number of research papers disseminated	2	2	-	2	100%

\*2,173 OOSC were trained in ICTs till July 2018, however, M&E field visits for the quarter Apr-Jun 2018, Jul-Sep 2018 and Oct-Dec 2018 revealed that 64 training beneficiaries did not fall in the category of OOSC, thus, removed from overall progress, correspondingly, the said figure was swapped into cumulative progress of In-school students. Total number of OOSC trained in ICTs so far reduced to 2,310 while In-school students' progress increased to 3,421 till December 31, 2018.

This reduction resulted in decreasing 27 male and 37 females from OOSC and increasing in-school students' progress.

<sup>1</sup> ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## OVERVIEW OF THE PROGRESS AGAINST PAK INFO INDICATORS

The following are the Pak Info Indicators with Life of Project targets and actual progress in the April to June quarter 2019:

S.NO.	INDICATORS	LOP TARGET	PROGRESS TILL MAR 2019	ACTUAL PROGRESS APR – JUN 2019	TOTAL PROGRESS TILL JUNE 2019
1	<b>Sub-Obj--b</b> Number of Adolescent Girls (10-19 years) Let Girls Learn completed training in ICTs (Note: this indicator is a subset of Sub-Obj-2.2.c above and its figures are included in the indicator referred to)	1,000	1,091	-	1,091
2	<b>Obj-4-c</b> Number of administrators and officials trained with USG support (MSF 4.3.2a; F 3.2.1-3)	142	152	-	152
3	<b>Obj-4-b</b> Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning (MSF 4.2.1-b F 3.2.1-38)	1	1	-	1

## BREAKUP OF NUMBER OF ADMINISTRATORS TRAINED

4.3.2A. NUMBER OF ADMINISTRATORS AND OFFICIALS SUCCESSFULLY TRAINED WITH USG SUPPORT (F 3.2.1-3)	LOP TARGET BREAKUP	PROGRESS TILL MAR 2019	PROGRESS APR – JUN 2019	PROGRESS TILL JUN 2019
Functionaries at PMIU/ELD <sup>2</sup> trained to use SAP for project management and accounting under PIFRA framework.	9	9	-	9
15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	15	15*	-	15
40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	47	47*	-	47
20 staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	22	22*	-	22
10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the Finance Department trained in several aspects of PPP policy/regulatory framework and projects	10	10*	-	10
Tier-1: Minimum of 6 high-level provincial officials trained at a US-based university.	6	6	-	6
Tier-2: Minimum of 10 managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education	18	18	-	18
Tier-3: Minimum of twenty five district level education managers from the target districts/towns trained and/or sent to the inter-provincial exposure	25	25*	-	25
<b>Total</b>	152	152	-	152

\*The above table presents function wise training provided to the administrators and officials. It may also be noted that in some occasions GoS nominated officers for more than one training.

<sup>2</sup>ELD (Education Literacy Department) has been changed to SELD (Sindh Education and Literacy Department)

## PROGRAM ACTIVITIES

Component I	Improve efficiency and effectiveness of the Program Management and Implementation Unit (PMIU)
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<b>TOTAL NUMBER OF DELIVERABLES</b>	12
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<b>PROGRESS STATUS</b>	
Completed	12

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>I-a-1</b> Based on capacity-need assessment exercise, a customized capacity-building plan for the PMIU developed.	Number of Capacity Building Plan Developed [Target=1]	Achieved.	Completed
<b>I-a-2</b> Financial bookkeeping in accordance with accounting standards accepted to the GoS maintained at the PMIU regularly under PIFRA framework.	Number of PFMRAF findings related to financial management resolved. [Target = 5 relevant findings in PFMRAF related to financial management re-solved]	Achieved. The report implementation status of bank reconciliation process for the month of February was submitted to PMIU on April 23, 2019	Completed
<b>I-a-3</b> Assist PMIU in the establishment and implementation of internal financial controls to ensure transparency.	Number of PFMRAF findings other than financial management and M&E resolved. [Target = 15 relevant findings in PFMRAF related to areas other than financial management and M&E resolved]	Achieved.	Completed
<b>I-a-4</b> Functionaries at PMIU/ELD trained to use SAP for project management and accounting under PIFRA framework.	Number of administrators and officials trained with USG support [Target=6]	Refresher training on manuals for PMIU is scheduled on July 8, 2019.	Completed
<b>I-b-1</b> Assistance provided to the PMIU for the revision and preparation of SBEP's PC-I and/or sub-PC-Is under the guidance of the PD-PMIU.	Number of PC-I/ Sub-PC-I prepared.	Achieved.	Completed

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>I-b-2</b> Assistance provided in a timely manner to the PMIU in the preparation of reports for PC-3, PC-4, and PC-5.	Guidance documents for preparing PC-3, PC-4 and PC-5 prepared.	SCDP will submit guidance documents for PC-3(A) report in second week of July, 2019 after PMIU shares requested data.	Completed
<b>I-b-3</b> Annual Financial Evaluation conducted at the PMIU and recommendations submitted for further action.	Number of Annual Financial Evaluation conducted  On demand (01)	-	Completed
<b>I-b-4</b> Annual Financial Reports, Risk Mitigation Reports, Accounts, and Tax Reports with regard to the PMIU reports prepared and submitted to USAID, as per set guidelines and frequency.	Number of annual Financial, Risk Mitigation, Tax and Accounts reports prepared and submitted	Achieved.	Completed
<b>I-c-1</b> Four customized manuals on HR, Procurements, Finance & M&E that comply with the rules and regulations of the GoS & SPPRA are available and disseminated in English, Urdu and Sindhi and observed to be used by the PMIU.	Number of Manuals prepared and translated  [Target=4 manuals]	Achieved.	Completed
<b>I-c-2</b> A minimum of 15 staff members of PMIU inclusive of its regional office trained and observed to be performing their duties efficiently.	Refer indicator-4.	Meeting was held on April 24, 2019 with Deloitte tax department for the Tax training on Topic:  a. Filing of income tax and sales tax returns,  b. Filing of withholding tax statements and  c. Appellate processes required based on two notices received.  Tax training will be held in second week of July once due diligence of trainer is completed.	Completed
<b>I-c-3</b> Minimum of 40 respective staff members of PMIU and officials of the GoS oriented on the effective use of the manuals.	Refer indicator-4.	Achieved. Manuals refresher training is scheduled for July 10th and 11th, 2019.	Completed
<b>I-c-4</b> Staff rationalization analysis conducted, JDs of staff updated, and temporary staff support provided to PMIU, as needed.	Number of Staff Rationalization Analyses conducted  [Target=1]	Achieved.	Completed

## **PROGRESS UPDATE**

Under Component 1, all 12 targeted deliverables have been completed. Assistance provided to PMIU in the reporting month, included support in resolution of queries of Planning and Development Board, GoS, regarding revised PC-I document. SAP connectivity has also been established at PMIU. Training of PMIU Officers on SAP was conducted by FABS, CGA in June, 2019. Recommendations were also shared with PMIU following previous review of the preparation process of bank reconciliation. Guidelines with respect to filling PC-3 project forms were also prepared. Regular follow ups have been made regarding reconstitution of audit committee, presentation of audit report of first quarter of 2017-18 and necessary corrective actions thereon. Further, SCDP provided technical assistance to PMIU in hiring process of internal auditor. Assistance provided to PMIU in the reporting quarter also included preparation of revised PC-III (B) and support in submission of PC-I.

## **MAJOR ACTIVITIES**

Following are the major activities that took place during April to June 2019 quarter:

### **REVIEW OF BANK RECONCILIATION PROCESS**

Bank reconciliation Process Improvement report was submitted to PMIU on February 5, 2019 after SCDP team reviewed the process to identify areas of improvement. The report on implementation status of bank reconciliation process for the month of February was submitted to PMIU on April 23, 2019 and for the month of March has been shared in the 2<sup>nd</sup> week of May, 2019.

### **AUDIT COMMITTEE**

A follow-up was made on March 8, 2019 regarding the issue of non-functional status of audit committee, and subsequently a meeting was held with PD-PMIU in which it was suggested that follow-up should be made regarding nomination of committee members with the respective Secretary's. In this regard, Email was sent to USAID on April 18, 2019 to address the current status and challenges faced by SCDP on deliverables of capacity building and re-constitution of internal audit committee. In response to the communication, CoR, USAID requested an internal meeting with SCDP which was held wherein it was agreed that the matter may be discussed in the PSC after which Secretary Education kindly agreed to hold a separate meeting to discuss the same. In this respect, a request for meeting will be sought through a formal letter from Secretary SLED in July, 2019

### **SAP CONNECTIVITY**

SAP connectivity has been provided by Financial, Accounting and Budgeting System (FABS) to PMIU in the 3<sup>rd</sup> week of April, 2019. FABS focal person confirmed the creation of User ID for relevant PMIU staff for viewing rights after SCDP followed-up with PMIU to provide relevant information required by FABS, CGA. Training of PMIU Officers to effectively use SAP was successfully conducted by officials of Financial Accounting and Budgeting System (FABS), Controller General of Accounts (CGA) at PMIU in June, 2019. Moreover, follow-ups were made regarding SAP refresher training to be provided by SCDP internally, scheduled on July 8, 2019.

### **ASSISTANCE PROVIDED TO PMIU IN PREPARATION OF REVISED PC-III (B)**

SCDP followed up for the collection of further data from PMIU officials for preparing working papers of PC-III (B). Working papers were also obtained from PMIU as further required in order to prepare the Planning Commission – III (PC-III).



### **TRAINING ON TAX MATTERS**

SCDP finalized meeting minutes of the May 22<sup>nd</sup> meeting of Deloitte Tax department with PMIU were checked and verified and shared with the PMIU officials for review. SCDP requested PMIU to communicate the nominees for the Tax Training which were received by SCDP. Advertisement for the requirements of Tax Trainer was prepared and sent to PMIU for approval. After approval of PMIU the advertisement for the Tax Training has been published on Deloitte website for receiving the Trainer's proposals and quotations. This training is tentatively planned for July 16 – 17, 2019.

### **SUPPORT IN THE SUBMISSION OF PC-I:**

SCDP compared the revised PC-I with original PC-I and listed down the changes, updates and additions will be presented to Secretary Planning & Development in a meeting on July 2, 2019. A meeting was held with PD – PMIU and with relevant PMIU officers to ensure all documentation required for the meeting with secretary P&D were prepared, including brief of reasons for change in PC-I.

### **CHALLENGES**

- Reconstitution of Audit committee remained a challenge despite repeated follow-ups.

Component 2

Strengthen the effectiveness and impact of SBEP through the implementation of the M&E plan

<b>TOTAL NUMBER OF DELIVERABLES</b>	10
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<b>PROGRESS STATUS</b>	
Completed	10

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>2-a-1</b> M&E Plan of SBEP's implemented and resulted in fine-tuning of SBEP to reach desired outcomes most efficiently and effectively.	Rating of PMIU capacity to implement the SBEP M&E Plan [Target=4]	Achieved.  4th and final rating of PMIU M&E was conducted on May 31, 2019 and shared with PMIU in the reporting quarter.	Completed
<b>2-a-2</b> Quarterly Monitoring Report and Consolidated Annual Monitoring Report prepared and submitted to PMIU and USAID, as per set guidelines.	Number of Monitoring Reports prepared and submitted [Target =12 Quarterly, 3 annually]	Achieved.  12 Quarterly and 3 Annual Monitoring Reports were prepared and submitted to PMIU during the life of project.	Completed
<b>2-a-3</b> Substantial inputs and support provided to PMIU for the preparation of overall Quarterly and Annual Progress Reports as well as Pak-Info reporting for SBEP in timely manner.	Number of Progress Reports prepared and submitted [Target =12 Quarterly, 3 annually]	Achieved.  SBEP Quarterly progress report Jan - Mar 2019 will be shared in the 2nd week of July.	Completed
<b>2-a-4</b> Technical reports and third-party validation reports prepared and submitted to USAID, as and when required.	Number of Technical Report and Third-Party Validation Reports prepared and submitted [Target=1]	Achieved.	Completed
<b>2-a-5</b> Minimum of 240 SMC members from 120 school sites oriented and involved in monitoring and reporting.	Number of SMC members trained in monitoring and reporting [Target=240]	Achieved.	Completed
<b>2-a-6</b> M&E dissemination strategy developed and implemented.	Number of M&E Dissemination Strategy prepared and implemented [Target=1]	Achieved.  Implementation of M&E dissemination strategy is in place by PMIU.	Completed/Ongoing
<b>2-b-1</b> Support provided to the PMIU for the establishment, maintenance and functioning of an M&E system; including M&E databases.		Achieved	Completed

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>2-b-2</b> Minimum of 20 relevant staff members of the M&E Directorate and PMIU trained to enhance their knowledge & skills of M&E and best practices in education.	Refer indicator-4.	Achieved	Completed
<b>2-b-3</b> Support provided to M&E Directorate to develop Strategic plan along with the implementation strategy.	Number of Strategic Plan and its implementation strategy develop. [Target=1]	Achieved. M&E strategic plan along with strategy for its implementation was submitted to DG M&E on May 23rd 2019.	Completed
<b>2-b-4</b> Support provided to PMIU in the update of the SBEP's web portal and M&E Directorate to enhance its capacities including the establishment of close linkage with the implementation of the SBEP's M&E Plan.	Number of Recommendations provided to update SBEP web portal [Target=TBD]	Achieved.	Completed

## PROGRESS UPDATE

Under Component 2, out of 10 deliverables, 10 have been completed. In the reporting quarter, SBEP Monthly Progress Reports were reviewed and shared with PMIU. Further, SCDP M&E team developed and submitted SCDP Monthly as well as Quarterly Progress Report January to March, 2019. SCDP planned to pilot the monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar Shahdadkot and Dadu. In this regard, refresher trainings have been conducted in district Khairpur in March 2019 and districts Sukkur and Larkana in the month of April 2019. SCDP engaged 43 SMC members, including 6 women, in the refresher trainings. In the reporting period, SCDP M&E finalized data and documents related to progress data of 3 MSF indicators and were subsequently uploaded on USAID Pak-Info portal. Final draft of M&E strategic plan along with strategy for its implementation was submitted to DG M&E. Finalized 4th and final rating of PMIU M&E and shared it with PD PMIU and USAID. In view of the close out activities, conducted project send-off meetings with DG M&E and handed over relevant reports to DG M&E for further assistance.

## MAJOR ACTIVITIES

Following are the major activities that took place during the April to June 2019 quarter:

### SBEP AND SCDP MONTHLY PROGRESS REPORTS

M&E team finalized SCDP Monthly Progress Reports of March, April, May and June 2019 and shared with PMIU and USAID in the reporting quarter. In addition, SCDP M&E provided assistance to PMIU in reviewing SBEP monthly progress report March, April and May 2019 and shared the final version with PMIU.

### SCDP AND SBEP QUARTERLY PROGRESS REPORT JANUARY TO MARCH 2019

In the reporting month, SCDP M&E finalized SCDP Quarterly Progress Report of January to March 2019 after incorporating USAID comments and subsequently uploaded on Pak-Info Portal. In the reporting period, SCDP M&E started developing SBEP quarterly progress report January to March 2019 which will be submitted to PMIU by 2<sup>nd</sup> week of July, 2019.

### SCDP AND SBEP DATABASES

SCDP M&E team updated SCDP and SBEP databases for the progress till December, 2018. This included the changes in progress after results revealed from the findings of SBEP Annual Monitoring Report 2017-18 and October to December 2018.

### PAK-INFO PORTAL

SCDP M&E Finalized data and documents related to 3 MSF indicators and were subsequently uploaded on USAID Pak-Info portal. This also included SBEP Quarterly Monitoring Report October to December 2018, SCDP Quarterly Progress Report January to March 2019 and revised SCDP work plan for year IV.

### G2G GENDER ANALYSIS REPORT

The report has been revised as per the input and feedback from USAID.

### M&E STRATEGIC PLAN

The final draft of M&E Strategic Plan was submitted to the newly posted Directorate of M&E Mr. Shahmeer Bhutto followed by a letter and briefing session on May 30, 2019. DG M&E appreciated the efforts made by SCDP by developing a comprehensive strategy and committed to take it up with Secretary SELD for its implementation.

### PMIU M&E RATING 2018-19

M&E team conducted rating of PMIU M&E on May 31, 2018. M&E SCDP team visited PMIU and assessed the performance of M&E PMIU team, using the performance indicators criteria which was based on professional, technical skills, organizational capacity and I.T skills of PMIU M&E department. SCDP M&E finalized Rating Analysis Report of PMIU M&E, comparing 2017-18 year performance with 2018-19. The rating report was share with PD PMIU and USAID on June 29, 2019.

### E-SMC MONITORING

SCDP planned piloting the monitoring through E-SMC application with selected trained SMC members from 43 EMO schools in district Khairpur, Sukkur, Larkana, Qambar ShahdadKot and Dadu. In this regard, refresher trainings have been conducted in district Khairpur in March 2019 and district Sukkur and Larkana in the month of April 2019. SCDP engaged 43 SMC members including 6 women in the refresher trainings.

S#	DISTRICT	EMO SCHOOLS	PARTICIPANTS		TOTAL	CLUSTER DISTRICTS	REFRESHER TRAINING DATE
			MALE	FEMALE			
1	Khairpur	15	13	1	14	Khairpur	March 29-30, 2019
2	Sukkur	13	12	2	14	Sukkur	April 1-2, 2019
3	Larkana	4	12	3	15	Larkana	April 10-11, 2019
4	Kambar ShahdadKot	5					
5	Dadu	6					

#### DG M&E SEND-OFF MEETING

In view of the project closeout activities, SCDP conducted a send off meeting with DG M&E SELD on June 19, 2019. Key participants of the meeting include Mr. Shahmir Bhutto (DG M&E SELD), Mr. Asad Ali Shah (Chairman PMC), Mr. Naveed Shaikh, CoP SCDP and core teams members of SCDP and M&E SELD respectively. Mr. Shahmir Bhutto (DG M&E) was highly appreciative of technical assistance provided by SCDP to SELD and DG M&E. SCDP provided hard copies of M&E strategic plans along with soft copies of same on DVD to DG M&E office. He requested for SCDP support with regard to providing a preliminary rapid assessment of DG M&E's MIS system so as to enable the directorate to chart out future plans for enhancing its capacity and functionality to cater data needs.

#### DG M&E MIS PRELIMINARY ASSESSMENT MEETING

SCDP conducted meeting with DG M&E technical team to ascertain status of MIS system and assess system capacity development requirements on June 18, 2019 at DG M&E, Karachi. DG M&E team, shared MIS PPTS and relevant documents for further reference. However, owing to glitches in DG M&E's MIS system, live demonstration of functioning of MIS database could not material. Therefore, SCDP was unable to run system assessment checks on its functioning etc.

#### CHALLENGES

- There is a lack of corrective action on the findings of SBEP M&E reports by the SE&LD therefore limiting the utility and effectiveness of SBEP M&E reports.

Component 3

Facilitate knowledge generation on education challenges & innovative interventions to inform decision-makers for the improvement of education policies and programs

<b>TOTAL NUMBER OF DELIVERABLES</b>	5
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<b>PROGRESS STATUS</b>	
Completed	4
In Process	1

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>3-a-1</b> Two research studies on SBEP's innovative interventions and strategies conducted.	Number of research papers disseminated  [Target=2]	Achieved.	<b>Completed</b>
<b>3-b-1</b> Research Dissemination Strategy developed and implemented to share the knowledge on effective programming approaches and lessons learned with relevant stakeholders.	Number of Research Dissemination Strategies prepared and Implemented  [Target=1]	Achieved.	<b>Completed</b>
<b>3-c-1</b> Support provided to ELD's role in policy and program reform (inclusive of SBEP) as a result of research and advocacy conducted.	Reforms/Policy decisions based on research.	Achieved.  USAID shared feedback on EMO Policy Reform & Recommendations paper incorporated in final document. The report will be submitted to the concerned in second week of July, 2019.	<b>Completed</b>
<b>3-d-1</b> Support provided to ELD through capacity building in conducting research and using research evidence for developing policies and programs enhanced at provincial level against the baseline/benchmarks.	Rating of ELD's capacity in conducting research	Achieved*.	<b>Completed</b>

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
3-e-1 Support provided to PMIU to enhance advocacy and communication capabilities to increase impact and visibility of SBEP among the Government of Sindh, ELD, media, civil society, and communities.	Number of Communication strategies prepared [Target=1]	The final version of SBEP and SCDP videos was reviewed by USAID on June 28, 2019. The submission of video documentaries is expected in the first week of July 2019.	In Process

\*Based on detailed deliberations with SE&LD and USAID, it was determined owing to complete absence of research team within SE&LD, it was not possible to build their capacity. Instead, it was decided that training would be provided to attach departments of SE&LD (DCAR, STBB, PITE, STEDA, TTI). Accordingly, AKU-IED was engaged to provide comprehensive training of relevant staff members of such organizations and carry out assessment of their capacity after such trainings. The AKU-IED completed this training and assessment of 27 members. The overall average assessment after the training of such staff was 4.5 as per the report submitted by AKU-IED. The rating pertains to the participants trained and does not reflect organizational capacity for research.

### PROGRESS UPDATE

Major achievements of the component 3 in the reporting quarter included: Initiation of drafting of research paper on EMO policy recommendations through trained Government Officials of SELD in three consultative sessions. Incorporated participants' feedback and comments into final document i-e EMO Policy Reform and Recommendation. SCDP organized an event on ICT Skills for in Karachi on April 30, 2019. Secretary SELD Mr. Qazi Shahid, Education Officer USAID Mr. Mark Sorenson, Program Director SBEP PMIU Mr. Agha Fakhur, Education Specialist USAID Mr. Lila Ram, Director General PITE Mr. Qamar Shahid, Executive Director STEDA Mr. Abdul Majeed Bhurt and other concerned official participated in the event. Secretary Education directed the PITE and SCDP to carry out consultative meetings for working out the modalities for upscaling ICT training based on SCDP's model. Other key achievements in the reporting quarter include, promotion of SBEP on social media, participation of SCDP at the USAID Core Communications Group Meeting. Further, feedback received from USAID on SBEP video documentaries was addressed. Final version of the video documentaries will be submitted in the first week of July, 2019.

### MAJOR ACTIVITIES

Following are the major activities that took place during the April to June 2019 quarter:

#### ICT SKILLS FOR SCHOOLS - SUCCESS AND WAY FORWARD

The ICT Skills for Schools event took place on April 30, 2019. This event is also coincided with the World ICT Girls Day which is celebrated though out the world. The event witnessed participation from Secretary SELD Mr. Qazi Shahid, Education Officer USAID Mr. Mark Sorenson, Program Director SBEP PMIU Mr. Agha Fakhur, Education Specialist USAID Mr. Lila Ram, Director General PITE Mr. Qamar Shahid, Executive Director STEDA Mr. Abdul Majeed Bhurt, members from Directorates of Primary & Secondary Education in Karachi, School Education & Literacy Department (SE&LD), and the Project Management Implementation Unit (PMIU-SBEP) along with several participant teachers, in school and out of school children who were beneficiaries of the program. Secretary Education in his speech appreciated the ICT intervention and showed strong commitment to continue this model and cover more schools and districts. Secretary Education directed the PITE and SCDP to carry out consultative meetings for working out the modalities for upscaling ICT training based on SCDP's model.

### **EMO POLICY REFORM WORKING PAPER WITH GOVERNMENT TRAINED OFFICIALS**

In continuation of the Research & Advocacy training held on June 7<sup>th</sup> 2018 for government officials by SCDP, SE&LD was contacted to design a research task to utilize the newly acquired research capacity. SCDP provided training to 27 government officials on 'Research Capacity Development Program – for SELD' with support of AKU-IED and SPDC. It was agreed that select SELD officers trained through above mentioned SCDP intervention be engaged to firm-up policy recommendation for SELD. The SBEP flagship reform of EMO was selected for the purpose. As an outcome of this suggestion, SCDP wrote a letter to Secretary Education asking for permission for moving ahead. SELD's Advisor on Curriculum subsequently informed the heads of PITE, DCAR and STBB about SELD's decision. Accordingly, SCDP convened a meeting of SELD officers at SCDP office to kick-start the process of firming up the policy recommendations. SELD identified 10 research participants to further work on 'EMO Policy Reforms and Recommendations' paper.

SCDP conducted three consultative sessions to deliberate on the researchers findings. 3<sup>rd</sup> consultative session attended by 49 government officials, EMOs and experts was organized on 29 May, 2019. During the session, participants deliberated on researchers' recommendations under the research themes – EMO and Assessment, District Level Coordination, Resources in PPP Node and EMO Model, EMO and Community and EMO Concession Agreement/Financial/Legal and others. In the reporting June, the feedback and comments received from the 3<sup>rd</sup> consultative session participants were incorporated and shared with the researchers for final review. EMO Policy Reform & Recommendations paper has been finalized. Submission of report is expected in the month of July, 2019.

### **VIDEO DOCUMENTARIES**

SBEP & SCDP (ICT) videos remained in process for further refined. Several meetings with the vendor took place during the month of April to incorporate the changes earlier suggested by the USAID. The revised version of the ICT video (after review by USAID & SCDP senior management) was approved on May 17, 2019. SCDP worked closely with the vendor to incorporate all the changes suggested by USAID. Submission of final version of videos documentaries to USAID is expected in the first week on July 2019.

### **SBEP SOCIAL MEDIA PROMOTION**

Designing and updating of new SBEP posts remained a continued practice leading to an interactive and engaging social media experience. These posts were designed by SCDP and approved by USAID.

### **PARTICIPATION AT USAID CORE COMMUNICATIONS GROUP MEETING**

Representative from SCDP actively participated in the Core Communications Group Meeting held by USAID on April 3, 2019.



Component 4

Strengthen capacities, systems and policies of the E&LD to improve the education services in conjunction with the education reforms in Sindh

<b>TOTAL NUMBER OF DELIVERABLES</b>	16 (4-b-4 is a sub indicator)
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<b>PROGRESS STATUS</b>	
<b>Completed</b>	15
<b>In Process</b>	1

<b>DELIVERABLES</b>	<b>INDICATORS, TARGETS</b>	<b>PROGRESS ACTIVITY SUMMARY</b>	<b>STATUS</b>
<b>4-a-1</b> Capacity gap analysis with regard to PPP of ELD conducted and shared with ELD and USAID.	Number of Capacity Building Analyses conducted [Target=2]	Achieved.	<b>Completed</b>
<b>4-a-2</b> Assistance to the GoS provided to support PPP Unit/Node at the ELD to improve its capacity to promote, develop and implement PPP projects.	Rating of the PPP Node of the ELD to effectively carry out its mandate [Target=4]	Rating of PPP Node for 2017-18 was conducted on May 21, 2019. A 3-year consolidated report on PPP Node SELD performance is expected in the month of July, 2019.	<b>In process</b>
<b>4-a-3</b> Min. of 10 staff members involved in PPP with PPP Unit/Node at ELD, RSU and the FD trained in several aspects of PPP policy/regulatory framework and projects.	Refer to indicator 5	Achieved.	<b>Completed</b>
<b>4-a-4</b> Standardized PPP tool kits and education sector-specific guidelines developed and disseminated.	Number of Standardized PPP Tool Kits developed [Target=1]	Achieved.	<b>Completed</b>
<b>4-a-5</b> Education specific PPP management information system (MIS) developed, and support provided to the ELD for its effective utilization.	Number of Education Specific PPP MIS developed [Target=1]	Achieved.  PPP-MIS was developed and successfully published on PPP Node independent server. SCDP conducted PPP E-MIS training in the reported month.	<b>Completed</b>
<b>4-a-6</b> Support provided to ELD to institutionalize PPP best practices in education.	Number of Best Practices recommended to ELD [Target=TBD]	Achieved.	<b>Completed</b>
<b>4-b-1</b> Min. 800 govt. teachers (at least 30% females) participate in training sessions and demonstrate competencies in effective use of ICT in teaching-learning process at schools.	Number of teachers having completed training in ICTs [Target=800] (SCDP Target=at least 75 per district)	Achieved.  A total of 800** (100%) teachers were trained. Out of the total trained, 464 were male and 336 were female. The share of females was 42%.	<b>Completed</b>

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>4-b-2</b> Min. of 4,000 students (at least 50% girls) participate in training sessions to demonstrate competencies for using ICT as an effective tool in their everyday learning specially science learning.	Number of in school students having completed training in ICTs [Target=4,000] (SCDP Target= At least 400 per district)	Achieved.  A total of 4,031** (100%) in-school students were trained. Out of which 1,979 were girls and 2,052 were boys. The share of girls stands at 49%.	<b>Completed</b>
<b>4-b-3</b> Min. of 4,000 out of school children (ages 13-17) and adults (at least 35% females) residing in project villages participate in ICT literacy programs.	Number of out of school children having completed training in ICTs [Target=4,000] (SCDP Target= at least 400 per district)	Achieved.  A total of 4,305 (100%) OOSC & adults were trained. Out of the total trained, **1,436 were male and 2,869 were female. The share of females was 67%.	<b>Completed</b>
<b>4-b-4</b> Min. of 1,000 out of school adolescent girls (ages 10-19) residing in project villages participate in ICT literacy programs. (Note: this indicator is a sub set of Sub-Obj-2.2.c above and its figures are included in the referred indicator)	Number of adolescent girls receiving skill development training (MSF 2.1.2b, MSF 4.1c, F-3.2.2-41; PPR) [Target=1,000]	Achieved.  A total of 1,132** Adolescent girls (113%) within the age of 10-19 years were trained in ICT basic skills. The share of adolescent girls was 100%.	<b>Completed</b>
<b>4-c-1</b> Assist ELD to development of ALP policy focusing on private sector engagement developed as per rules of business of the GoS.	Number of policies, laws, regulations or guidelines developed or modified to improve education quality, management or planning [Target=1]	Achieved.	<b>Completed</b>
<b>4-c-2</b> Technical support provided to the ELD for the development of ALP policy implementation framework and its piloting.	Number of ALP Policy Implementation Framework develop.	Achieved.  After incorporation of USAID feedback in NFE policy implementation framework, its dissemination which will be held in the first week of July.	<b>Completed</b>
<b>4-c-3</b> Best practices and lessons learned documented and disseminated to inform policy makers for further action.	Number of best practices and lesson learned documents prepared	Achieved.  In the reporting quarter, USAID feedback and comments were incorporated in the NFE best practices study. Its dissemination seminar will be held in the first week of July, 2019.	<b>Completed</b>
<b>4-d-1</b> Capacity need assessment conducted and shared with ELD and USAID.	Refer indicator-25.	Achieved.	<b>Completed</b>
<b>4-d-2</b> Tier-1: Min. of Nine high-level provincial officials trained at a US based university to sharpen their skills and knowledge on cross-functional leadership and policy reforms.	Refer indicator-4.	Achieved.	<b>Completed</b>

DELIVERABLES	INDICATORS, TARGETS	PROGRESS ACTIVITY SUMMARY	STATUS
<b>4-d-3</b> Tier-2: Min. of ten managers and technical staff of ELD participated in a regional study tour to enhance their understanding of best practices in education and observed to be applying new knowledge for the implementation of education reforms in Sindh.	Refer indicator-4.	Achieved.	<b>Completed</b>
<b>4-d-4</b> Tier-3: Min. of 25 district level education managers from the target districts/towns trained and/or sent to inter-provincial exposure and observed to be contributing to the implementation and management of SBEP more efficiently.	Refer indicator-4.	Achieved.	<b>Completed</b>

\*\*2,173 OOSC were trained in ICTs till July 2018, however, M&E field visits for the quarter Apr-Jun 2018, Jul-Sep 2018 and Oct-Dec 2018 revealed that 64 training beneficiaries did not fall in the category of OOSC, thus, removed from overall progress, correspondingly, the said figure was swapped into cumulative progress of In-school students. Total number of OOSC trained in ICTs so far reduced to 2,310 while In-school students' progress increased to 3,421 till December 31, 2018. This reduction resulted in decreasing 27 male and 37 females from OOSC and increasing in-school students' progress. This also impacts 4-b-4 LGL girls by 3 in Jul-Sep 2018 and 7 in Oct-Dec 2018 quarter.

## PROGRESS UPDATE

Under Component 4, significant achievement were revision of draft NFE implementation framework and sharing of a concept note on piloting PPP in NFE with NFE directorate. On March 5<sup>th</sup> 2019, NFE taskforce meeting was held by NFE directorate. During the meeting, Secretary SELD recommended a few changes in ALP implementation framework. Later, NFE implementation framework was approved by the Secretary SELD in the NFE Task Force meeting held on May 21, 2019. Dissemination of NFE Best Practices and ALP Implementation Framework will be held in first week of July, 2019. Moreover, with regard to ICTs 901 Out of School Children comprising of 666 adolescent girls and 235 boys availed ICT trainings in Karachi, District Qambarshadkot, Larkana, Dada and Kashmor. Overall 4,305 against 4000 LOP benefited from ICT trainings. As per Secretary SELD instruction, SCDP drafted the ICT concept note with implementation plan for scaling up ICT in School Education on May 14, 2019. SCDP conducted project send-off meetings with Directorate of NFE and PPP Node and handed over package of SCDP research studies and reports to the concerned. They highly appreciated SCDP contributions to PPP Node and NFE Directorate.

## MAJOR ACTIVITIES

Following are the major activities that took place during April- June quarter 2019:

### NFE IMPLEMENTATION FRAMEWORK

Draft of the ALP implementation framework, developed after extensive discussions with Directorate of NFE, JICA, UNICEF, USAID SRP and other stakeholders. On March 5<sup>th</sup> 2019 NFE taskforce meeting was held by NFE directorate. In meeting, it was recommended by Secretary SELD to incorporate changes. In process, SCDP organized meeting on March 12<sup>th</sup> and discussed to incorporate changes with the help of development partners and NFE directorate. The draft implementation framework was shared with NFE directorate in month of April 2019. ALP implementation framework was approved by the Secretary SELD in the NFE Task Force meeting held on May 21, 2019. Approved NFE Implementation Framework was shared with USAID. SCDP received USAID's confirmation on its dissemination which will be held in the first week of July, 2019.

### **NFE BEST PRACTICES**

USAID provided feedback on the NFE Best Practices which was incorporated. Its dissemination seminar is expected in the first week of July, 2019.

### **DIRECTORATE NFE AND PPP NODE SEND-OFF MEETING**

Send-off meetings were held with Director NFE and Directors PPP Node and team at the respective government offices. The meetings focused on the SCDP interventions to support and facilitate NFE Directorate and PPP Node in improving the prevailing conditions and enhancing capacities. SCDP efforts were highly appreciated. Sets of SCDP studies and reports were also shared with the concerned.

### **RATING OF PPP NODE**

Meeting was held with the PPP officials wherein the draft rating template was shared with the officials. The officials agreed with the rating indicators and it was recommended that another round of meeting will be held during the first week of May, 2019. Rating exercise was PPP Node's rating will be carried out during the same month.

### **ICT TRAININGS OF OUT OF SCHOOL CHILDREN – LEVEL 4**

During the reporting quarter, 901 students availed ICT trainings which include 666 females & 235 males. ICT trainings were held at GBHS Thoof Chosule and GBHSS Kot Lal Bux Mahesar in district Qamber Shahdad Kot, GBHS Bhattai and GGHS Kandhkot in district Kashmore, GGHS Dhamrah, and GGHS Aqil in district Larkana, GGHS Shaheen and GGPS Koila Gudam in district Karachi and GGHS Johi in district Dadu respectively. The total number of 1,436 Boys and 2,869 girls have been trained in ICT skills, bringing the total number of trainings beneficiaries to 4,305 against the target of 4000 out of school children. 100% of the target has been achieved against LOP, out of which 67% were female.

The following table summarizes the details of ICT trainings of Level 4 during the reporting quarter:

<b>S#</b>	<b>DISTRICT</b>	<b>VENUE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1	Qamber Shahdad Kot	GBHSS Kot lal bux Mahesar	50	50	100
2	Qamber Shahdad Kot	GBHS Thoof Chosule	0	120	120
3	Dadu	GGHS Johi	0	68	68
4	Kashmore	GBHS Bhattai	144	0	144
5	Kashmore	GGHS Kandhkot	0	58	58
6	Larkana	GGHS Dhamrah	0	120	120
7	Larkana	GGHS Aqil	0	120	120
8	Karachi	GGHS Shaheen	0	80	80
9	Karachi	GGPS Koila Gudam	41	50	91
<b>TOTAL</b>			<b>235</b>	<b>666</b>	<b>901</b>

#### **SCALING UP ICT IN SCHOOL EDUCATION PLAN**

As per instructions of the Secretary SELD to replicate SCDP ICT model and cover more schools and districts in Sindh. SCDP continued to engage with Mr. Qamar Shahid Siddiqui; Director General PITE, Mr. Haroon Laghari; Director TTI and Mr. Abdul Majeed Bhurt; STEVTA . A number of consultative meetings carried out to work out the modalities for upscaling ICT training based on SCDP's model in the reporting month. SCDP drafted the ICT concept note with implementation plan for scaling up ICT in School Education on May 14, 2019.

## **CHALLENGES**

- The recruitment process of the PPP Node has been pending for a long time. We have been highlighting the need for effective PPP Node for sustainability of SBEP.
- Renting a suitable office space for the PPP Node has been a major challenge.
- The strengthening of Directorate NFE, in terms of adequate staff, releases of budget is a major challenge.

## **SUPPORT FUNCTIONS**

### **HUMAN RESOURCES**

#### **MAJOR ACTIVITIES**

During the last quarter, HR was primarily engaged in meeting the human resource requirement gap of SCDP with respect to filling in open positions. Besides the recruitment process, the function has been handling day-to-day Human Resource operations such as payroll, leave management, attendance management, and staff filing for the SCDP staff. During the quarter following hiring's were made: Consultant for Compliance, Advisor PPP and NFE.

As per close out plan following positions were ended during the quarter: Manager Communication, Team Leader Education, Reform and Policy, Monitoring Evaluation & Research Officer, Programmer Analyst, Senior engineering advisor, Training and Learning Assistant, Training and Learning Coordinator, Sr. Training and Learning Coordinator, Research officer PPP, Office Boy, Driver and Parking Attendant.

#### **CHALLENGES**

- As per approved close out plan, HR faces challenges with regard to ensure retention of staff and simultaneously laying off employees on the basis of approved contract ending dates. A bigger challenge was to take PST files and Laptop backups timely from separated employees.

### **LOGISTICS AND ADMINISTRATION**

#### **MAJOR ACTIVITIES**

During the quarter, from 10-30 April 2019 ICT Trainings were held at 4 Districts (Karachi, Shahdadkot, Kashmore and Dadu). All the requirements of stationery items, logistics and transport etc. were met. On 30 April 2019, ICT Seminar was held at the Beach Luxury Hotel. It was attended by about 90 persons including school children and teachers, prior to the Seminar rehearsals were held at SCDP conference room and the teachers and school children were served meals.

On 29 May 2019 a Workshop on EMO Reforms was arranged at the Beach Luxury Hotel. It was attended by about 60 persons. It was held in the second half of the day and being the month of Ramadhan, it was an Iftar cum Dinner arrangement. On 25 & 27 June 2019, PPP MIS Trainings were held. For this the Deloitte Yousuf Adil,s training hall was requested. The training sessions were attended by about 40 persons and each day tea and lunch arrangements were made.

During this period, Printing of manuals for the events was done. Fumigation of the premises was carried out. The laptops received after the completion

During the quarter provided administrative and logistic support to overall activities of the project satisfactorily.

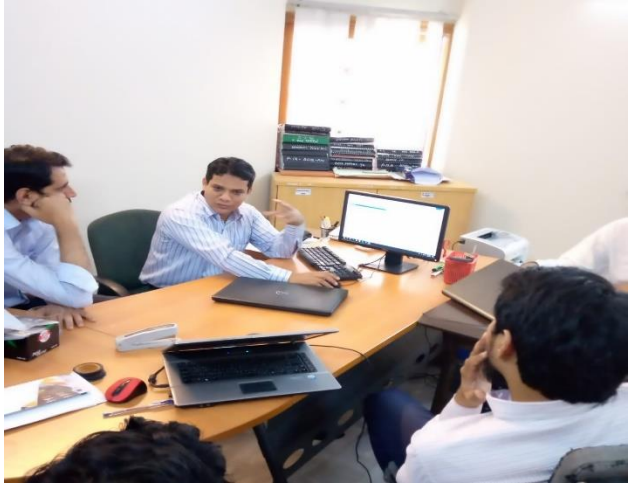
## PICTURE GALLERY

### ICT Skills for Schools – Success and Way Forward





## SAP training by FABS to PMIU officers



## PPP MIS Training



## PPP MIS Training for EMOs



## DG M&E send-off meeting



## SCDP M&E assessing DG M&E MIS



## Directorate NFE send-off meeting



## PPP Node send-off meeting

