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SINDH COMMUNITY MOBILIZATION PROGRAM

Annual Report – Year III (October 1, 2015 – September 30, 2016)



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ACRONYMS

A/E	Architecture and Engineering
AKU-HDP	Aga Khan University Human Development Program
BHU	Basic Health Unit
CA	Concession Agreement
CCT	Cross Cutting Theme
CEO	Chief Executive Officer
CFC	Charter for Compassion
CG	Consul General
CM	Chief Minister
CMP	Community Mobilization Program
COP	Chief of Party
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
DC	Deputy Commissioner
DDMA	District Disaster Management Authority
DEO	District Education Officer
DHO	District Health Officer
DM	District Manager
DOH	Department of Health
DRR	Disaster Risk Reduction
ELD	Education and Literacy Department
EMO	Education Management Organization
FY	Fiscal Year
GBPS	Government Boys' Primary School
GBELS	Government Boys' Elementary School
GBHS	Government Boys' High School
GHS	Government High School
GGPS	Government Girls' Primary School
GGELS	Government Girls' Elementary School
GGHS	Government Girls' High School
GOS	Government of Sindh
GR	General Register
HANDS	Health and Nutrition Development Society

IBA	Institute of Business Administration
IRC	Indus Resource Center
IRD	International Relief and Development
ISEF	Intel Science and Engineering Fair
KAP	Knowledge, Attitudes, and Practice
KPI	Key Performance Indicator
LGL	Let Girls' Learn
LHW	Lady Health Worker
LOA	Letter of Award
MNCH	Mother Newborn and Child Health
MNA	Member of National Assembly
MOU	Memorandum of Understanding
MPA	Member of Provincial Assembly
PAG	Project Advisory Group
PAR	Participatory Action Research
PCP	Pakistan Center for Philanthropy
PD	Program Director
PFFF	Pakistan Fisher Folk
PKR	Pakistani Rupees
PMIU	Program Management and Implementation Unit
PPP	Public Private Partnership
PPHI	Peoples' Primary Healthcare Initiative
PY	Project Year
RFP	Request for Proposal
RSU	Reform Support Unit
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Program
SEF	Sindh Education Foundation
SHNCs	School Hygiene and Nutrition Committees
SIP	School Improvement Plan
SMC	School Management Committee
SMP	Social Mobilization Plan
SOW	Scope of Work
SPPRA	Sindh Public Procurement Regulatory Authority

STTA	Short-Term Technical Assistance
TA	Technical Assistance
TEO	Taluka Education Officer
TFEC	Technical and Financial Evaluation Committee
TOR	Terms of Reference
TOT	Training of Trainers
UC	Union Council
UN	United Nation
UNCRC	United Nation's Convention on the Rights of Children
U.S.	United States
USAID	United States Agency for International Development
VDP	Village Development Profile
VGF	Viability Gap Fund
WATSAN	Water and Sanitation

A. PROGRAM SUMMARY

On September 21, 2011, the United States Agency for International Development (USAID) has signed an Activity Agreement with the Government of Sindh (GOS) to implement the Sindh Basic Education Program (SBEP). This initiative is one of several donor interventions that support the Government's broader Sindh Education Reform Program agenda. SBEP is focused on increasing and sustaining student enrollment in primary, middle and higher secondary schools. SBEP centers on seven districts in northern Sindh: Dadu, Jacobabad, Khairpur, Kashmore, Larkana, Qamber Shahdadkot, Sukkur and the five towns Bin Qasim, Gadap, Kemari, Lyari and Orangi of Karachi City in Sindh Province.

SBEP is comprised of seven components: 1) construction of schools in the areas affected by 2010 floods; 2) support to GOS policy reforms to merge, consolidate and upgrade schools through construction of schools; 3) improvement in early grade reading in primary schools; 4) community mobilization, with a focus on increasing girls' enrollment and improving the nutritional status of children; 5) technical assistance (TA) to the GOS's Education and Literacy Department (ELD); 6) architecture and engineering support for school construction, and 7) monitoring and evaluation.

International Relief and Development (IRD) is implementing five-year USAID funded Sindh Community Mobilization Program (CMP) that commenced in August 2013. It forms a cornerstone of SBEP, particularly component four of the program. CMP itself has four key components: 1) increase communities' involvement in the GOS reform of merging, consolidating and upgrading schools; 2) improve community and District administrations' coordination for increased girls' enrollment; 3) improve child nutrition in selected communities and government schools through research that informs innovation and good practice; and 4) pilot component: launch of the Education Management Organizations (EMOs).

In addition, CMP has three cross-cutting themes (CCTs) which significantly add value to these objectives: 1) Gender: mainstreaming of program activities; 2) Water and sanitation (WATSAN): improved facilities, knowledge and practice; and 3) Disaster Risk Reduction (DRR): improved awareness, knowledge, preparation and practice. Additionally, CMP is providing small grants to neighboring schools to address needs which they identify and prioritize in school improvement plans (SIPs).

The program tracks and supports the construction, merging, consolidation and upgrading of SBEP schools. Also, CMP works with neighboring schools that fall within designated areas around new schools being built under SBEP and that accord with the specific criteria set by USAID for CMP activities. CMP's inclusive community activities are designed to make these educational improvements sustainable by increasing community support for their local schools and advocacy for better educational provision generally.

B. I. SUMMARY OF ACCOMPLISHMENTS DURING JULY 1, 2016 – SEPTEMBER 30, 2016

During the last quarter of project year III, Sindh Community Mobilization Program continued with community mobilization interventions that contributed in increasing enrollment as well as ensuring optimum retention by promoting enabling environments in all targeted schools. CMP Qamber Shahdadkot team organized a quarterly review and planning meeting to share the program's progress with District Education Officer and his team. CMP also shared the snapshot of CMP year IV plan. Besides the ongoing support to SMCs and construction contractors in construction schools, CMP team signed 70 grant agreements with SMCs as part of the small grants program.

CMP has conducted cluster based enrollment enhancement campaign in 75 clusters and managed to reach out to 36,601 participants, which included students (boys and girls), teachers, parents, civil society representatives, media and officials from education department. This was also the first time, when Education Department in Sukkur district registered the students in general register on the day of admission. Community outreach is another area, where CMP has made significant efforts by engaging communities in celebrating community recognition days, like; Annual School Days, Independence Day and International Literacy Day in various schools. These events foster enhanced community participation and strong involvement in local decision making. These events also provide excellent opportunities to engage communities for increased role of women in promoting increased girls' enrollment. CMP continued to provide capacity building support to SMCs and facilitated the process of making and updating Social Mobilization Plans (SMPs) and School Improvement Plans (SIPs). During quarter IV SMCs drafted nine SIPs. In addition, 56 new SMPs were developed.

CMP, in collaboration with other SBEP partners, organized inauguration ceremony of GHS Kolab Jial, District Khairpur, chaired by US Consul General and Minister for Education and Literacy.

CMP organized school based events for local resource generation in 54 schools. As a result of success from this as well as previous quarters' local resource generation events CMP team sought 456 in-kind and cash contributions of from community members, local notables and philanthropists of 54 schools.

CMP signed a sub-contract with Aga Khan University Human Development Program for technical assistance in implementation of component III (Improve child nutrition in selected communities and government schools through research that informs innovation and good practices). In the last quarter, 44 CMP focused schools were supported in conducting school cleaning activities. CMP ensured gender mainstreaming in all program activities, such as; women participation in community recognition days, reviewing and implementing grants which addresses equitable needs of boys and girls and engagement of men and boys in facilitating women participation in local decision making. In this regard CMP conducted dialogue with team members, communities and organized meetings with other stakeholders.

One of the significant accomplishments of CMP during this quarter is to provide technical assistance to the ELD in drafting RFP # 3 on cluster based model (a package of construction as well as some neighboring schools) which will allow EMOs to improve more number of schools. CMP also organized two district support team meetings in Khairpur and Sukkur districts to facilitate existing EMOs in smooth operations and management of handed over schools.

In the last quarter of PY III, CMP has provided technical assistance to ELD in hiring of independent experts for EMOs to streamline financial management matters for already outsourced school, which will allow EMOs to effectively operate and manage schools.

B 2. OVERVIEW OF ACHIEVEMENTS DURING OCTOBER 1, 2015 – SEPTEMBER 30, 2016

The Sindh Community Mobilization Program has completed its three years of implementation. During the third year of the program, CMP continued to execute the community mobilization interventions that not only contributed to the Sindh Basic Education Program (SBEP) educational reforms (which includes increasing enrollment ensuring optimum retention by fostering conducive and child centered learning environments in all targeted schools), but also led to community empowerment through meaningful participation. While continuing collaboration with Education and Literacy Departments (ELD) at the district and provincial levels, SBEP's other components and other non-profit organizations, the CMP team ensures that all the deliverables have lasting outcomes at the grass-roots level.

During the reporting year, CMP team facilitated the consolidation, merging and upgrading of schools by coordinating with communities and the ELD. CMP organized two groundbreaking ceremonies (one in Dadu and other in Qamber Shahdadkot District) followed by signing of Memorandum of Understanding (MOU) between 13 School Management Committee (SMCs) and contractors to kick off the construction of schools in both districts. Before the construction phase CMP also organized meetings between SMCs and construction contractors for Package I schools. In addition to school construction, the CMP team signed 70 grant agreements with SMCs as part of the small grants program.

CMP invested in the capacity building of SMCs and sub-committees so they can develop and implement social mobilization and school improvement plans, increase students' enrollment and retention and expand outreach of the program among the larger community. CMP trained 2,780 SMC sub-committee members in CMP focused communities so they can perform their roles and responsibilities effectively. CMP continued its efforts to engage communities in celebrating community recognition days. In this reporting period, 310 events, including Annual School Days, World Environment Day, Mother's Day, Independence Day, Cultural Day, International Women's Day, World Teachers Day, Human Rights Day, Universal Children's Day and International Literacy Day were celebrated in various schools. These events foster enhanced community participation and strong involvement in local decision making. These events also provide excellent opportunities to engage communities for increased role of women in promoting increased girls' enrollment. CMP continued to provide capacity building support to SMCs and facilitated the process of making and updating Social Mobilization Plans (SMPs) and School Improvement Plans (SIPs). During Year III SMCs updated 206 SIPs and drafted 213 new SIPs. In addition, 145 new SMPs were developed and 144 updated.

CMP, in collaboration with other SBEP partners, organized inauguration/opening ceremonies of five newly constructed schools – four in district Khairpur and one in district Sukkur.

The CMP team is playing a critical role in resource mobilization by influencing and encouraging communities to revive and enhance philanthropic activities. CMP organized school based events for local resource generation in 92 schools and sought 572 in-kind and cash contributions of from community members, local notables and philanthropists of 87 schools which is one of the great achievements of the CMP.

CMP signed a sub-contract with Aga Khan University Human Development Program for technical assistance in implementation of component III (Improve child nutrition in selected communities and government schools through research that informs innovation and good practices). During the reporting period, 393 CMP focused schools were supported in conducting school cleaning activities. CMP procured health screening kits and established health and nutrition corners in 333 schools this year. CMP ensured gender mainstreaming in all program activities. In this regard CMP conducted dialogue with team members, communities and organized meetings with other stakeholders. As a result of these efforts, 137 women submitted their nominations to join SMCs and sub-committees and are contributing their ideas and input for the improvement of schools and

attainment of education. CMP Gender Advisor also reviewed the small grants process and application to ensure that these inputs benefit boys and girls equally.

One of the significant accomplishments of CMP this year is the successful implementation of EMO reform. During the reporting period CMP provided technical assistance in launching three request for proposals (RFPs) for EMOs to outsource management of USAID funded newly constructed SBEP schools. As a result of this assistance, ELD was able to sign concession agreements and handed over four schools to two EMOs. CMP also provided technical assistance to the ELD to streamline the operational mechanisms of EMOs and expand this reform beyond the SBEP focused districts.

During the provincial budget for fiscal year 2016-2017, GOS allocated landmark allocation of Pak Rupees 1 Billion for EMO reforms. CMP is pleased to be a technical partner of ELD in this regard. CMP continued to maintain coordination with the private sector for leveraging resources for SBEP target schools. Pfizer Inc. contributed \$US 15,000 for health corner equipment for 13 SBEP target schools and Pfizer Pakistan provided in-kind health corner equipment for one school. Based on the learning from the field, CMP and ELD are moving with cluster based model under ELD's RFP #3 for potential EMOs.

C. STATUS OF THE ACTIVITIES AS PER COMPONENTS

Component I: Increase Communities Involvement in the GOS Reform of Merging, Consolidating and Upgrading Schools

Implementation of Consolidation, Merging and Upgrading Policy

The Government of Sindh approved the policy of school consolidation in 2012. The purpose of the policy was to enhance the provision of quality education while ensuring access to education at the same time. In the following exhibit, the policy framework is presented to contextualize the situation analysis. *The policy has provided clear directions related to the management of resources and powers of campus principals. The School Consolidation Policy has authorized the Director of School Education to notify merging and consolidation of schools.*

In order to ensure effective implementation of GOS reform of consolidation, merging and upgrading, CMP team initially brainstormed strategic and operational aspects of this policy. They discussed in detail the criteria to be taken into account for mapping schools regarding consolidation and merging and factors to determine the feasibility of this reform.

Following the internal dialogue, the CMP team organized meetings with District Education Officers (being primary stakeholders to recommend schools for merging, consolidation or upgrading) and communities to understand their opinions and concerns about this reforms. CMP continued to remain facilitator and catalyst of this process. CMP team conducted meetings with communities of CMP focused districts, in which the team explained the process of consolidation and merging, its steps, pros and cons and also the government's take on this reform. The responses from communities in different districts were varied. Some communities supported the reform while two communities in Jacobabad district had serious reservations because a few girls' only schools were planned to be merged with boys' schools, which would pose a challenge for girls' education. Therefore, the SMC of that particular GGPS decided to submit an application to ELD to reverse this merger.

Social Mobilization Plans

A Social Mobilization Plan (SMP) is a living document that requires active community participation to identify schools' needs, prioritize and plan activities and take actions for smooth school functioning. SMPs are generally developed by the community with SMC playing a lead role and CMP as a catalyst. SMPs are continuously reviewed and updated every year. During the reporting period, CMP provided technical assistance to SMCs, their sub-committees and community members to develop 145 new SMPs and worked with 144 communities to update their existing SMPs.



These plans include activities such as SMC general body meetings, celebrating schools' annual days and international and national days, as well as organizing activities to ensure students' enrollment and retention. While developing SMPs, the CMP team ensured gender integration as a key aspect.

District wise breakdown of Social Mobilization Plans

Task	Districts								
	Dadu	Jacobabad	Kashmore	Karachi	Khairpur	Larkana	Qamber Shahdadkot	Sukkur	Total
Developed	8	39	20	--	--	20	45	13	145
Updated	14	--	2	31	56	--	5	36	144

Pre-Construction Meetings with Schools' Stakeholders

Before the construction stage, CMP organize pre-construction meetings by bringing in relevant stakeholders, such as; PMIU, USAID, GOS, and Halcrow (the construction contractor), DEOs and the associated head teachers and SMCs of the notified construction schools. During these meetings CMP, PMIU and Halcrow gave a detailed briefing to the participants regarding CMP's objectives, methodology and activities. They also explained communities' support for temporary relocation of schools. This meeting ensures effective coordination between the contractor, school, and target community for facilitation during construction phase.

During the reporting year, CMP facilitated a pre-construction coordination meeting at Deputy Commissioner's office, Qamber Shahdadkot attended by 21 participants including PMIU's senior management, Halcrow, DEO, SMC chairpersons and head teachers of schools in the construction package. CMP briefed the participants about SBEP, its objectives, activities and targets. While explaining its own role, Halcrow also delineated down the roles and responsibilities of PMIU, school staff, district education department, CMP, communities and other stakeholders.

The CMP team shared information on the temporary arrangements that would be made to ensure that children's education remains uninterrupted. ELD officials and other participants thanked USAID for supporting construction of new, state-of-the-art school buildings. Before construction meeting, Halcrow showed proposed school model through video presentation. The participants appreciated SBEP initiative and agreed to provide the required support to the contractor for completion of construction work.

Groundbreaking Ceremonies

CMP organized groundbreaking ceremonies at the school construction sites, in coordination with USAID, PMIU, other SBEP components and Architecture and Engineering (A/E) contractors, to formally initiate the process of school construction. These events brought Senior GOS and ELD officials, elected representatives, USAID and SBEP representatives, community members, district officials of the ELD and A/E contractors together to participate in the groundbreaking events and reinforce their commitment to education in Sindh. During these events, stakeholders (especially construction contractors and program participant communities) agreed on the terms and conditions, which they follow during the construction stage. These ceremonies are also preceding step to the signing of MOUs between communities and contractors.



Secretary Education sapling the planting the sapling plant during groundbreaking ceremony at Dadu District



D.C and DEO unveiling the plaque during groundbreaking ceremony at Qamber Shahdadkot



D.C.DC as key note speaker during groundbreaking ceremony at Qamber Shahdadkot

CMP organized two groundbreaking ceremonies in Dadu and Qamber Shahdadkot districts which marked the official kick-off for SBEP-funded school construction. The first groundbreaking event at Dadu was chaired by Secretary, Education and Literacy Department, Government of Sindh and attended by 268 participants, including members of the provincial assembly, PMIU representative, USAID officials, DEOs, SMCs of construction schools, community children and media representatives. On the occasion of groundbreaking, Secretary, ELD appreciated the efforts of USAID and

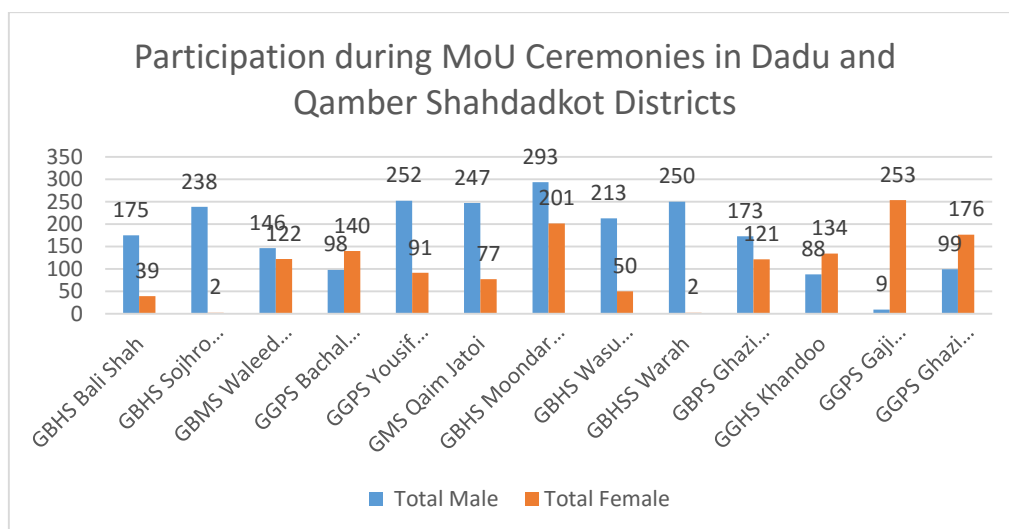
acknowledged their contribution. During the event, members of the provincial assembly (MPAs), member of the national assembly (MNA), secretary ELD and USAID representatives unveiled the plaque and planted a tree sapling.

The second event at Qamber Shahdadkot was chaired by the Deputy Commissioner Qamber Shahdadkot and attended by officials of the ELD, PMIU, media, community notables, civil society representatives, school teachers and students. A total of 494 people participated in the event. SMC Chairperson shared a brief history of the school and surrounding communities also expressed gratitude to the Government of Sindh as well as USAID for making their dream come true through long-term developmental investment in their village, which will benefit successive generations. Deputy Commissioner District Qamber Shahdadkot appreciated the efforts of USAID and SBEP partners in modernizing education in the province and district. He assured his full support and cooperation with the community, the SBEP team and other stakeholders. Notably he stated, *“I am confident that this program will play vital role in providing quality education in remote areas of Sindh.”*

During both groundbreaking ceremonies, CMP received significant positive feedback from communities as well as coverage through print and electronic media by local and national newspapers and TV channels.

MOU Signing Ceremonies

As a result of productive pre-construction joint coordination meetings with relevant stakeholders, followed by groundbreaking ceremonies, which marked the official kick-start of school construction, CMP and PMIU facilitated the signing of 13 MOUs between contractors and SMCs of 13 new schools to be constructed (six in Dadu district under package II and seven in Qamber Shahdadkot district under package I). The MOUs signed between SMCs and construction contractors have outlined clear roles and responsibilities of communities as well as contractors and aimed to ensure community ownership of the school construction process.



Besides the terms of reference (TORs), these MOUs included details such as school design, timeline for completion of construction work, temporary learning facilities for children during the construction period and disposition of equipment and materials from the old school etc. The main purpose of these MOUs is to ensure that all construction runs smoothly without compromising quality and without harming the interests of either party. During the MOU ceremonies in Dadu and Qamber Shahdadkot districts large community members participated. Participants included parents, community members, ELD officials, teachers, students and district government representatives. All the MOUs were signed by concerned SMCs and construction contractors as primary signatories and witnessed by the CMP district managers and remain valid until construction is completed. All primary signatories (SMCs and construction contractors) have agreed to abide by the outlined roles and responsibilities before, during and after construction of the schools.

Conflict Resolution for Smooth Execution of School Construction Activities

During the reporting period, CMP field teams facilitated seven meetings in Dadu, Larkana, Qamber Shahdadkot and Sukkur at Halcrow's request as they were facing difficulties in construction work, especially pertaining to the land issues. CMP engaged school SMCs, community members, land owners, parliamentarians, Assistant Commissioners and as a result issues were resolved and the construction work resumed smoothly.

Quarterly Review and Planning Meeting with District Education Department

The CMP team initiated a quarterly review and planning meeting with the district education department including DEOs, Taluka Education Officers (TEOs) and Supervisors. The first meeting was conducted in district Qamber Shahdadkot. It was presided over by the Deputy Commissioner of Qamber Shahdadkot and attended by all TEOs and DEOs. CMP shared a progress update presentation with all participants who then reviewed the progress of the district and gave feedback and suggestions.



Quarterly Progress, Planning and Review meeting with District Education Department Qamber Shahdadkot

In the meeting, challenges of education in the district were also shared and discussed. A total of 21 participants attended the quarterly review and planning meeting.

School Inauguration and Opening Events

As a result of CMP's continuous efforts, other SBEP component, ELD and most importantly communities, a cohort of five newly constructed state of art schools have been completed during this year. In order to celebrate this success CMP in coordination with USAID and PMIU, organized high profile school inauguration events in two schools of Khairpur district and opening ceremonies in three schools (two in Khairpur and one in Sukkur).

During the reporting period, CMP organized two high-profile school inauguration events. The first was the inauguration of Government High School (GHS) Kouro Goth, district Khairpur on April 7, 2016, attended by high-profile dignitaries including the Chief Minister of Sindh, the US Consul General in Karachi, renowned politician Bakhtawar Bhutto Zardari (daughter of former Prime Minister Benazir Bhutto and Former President Asif Ali Zardari), the Senior Minister for Education and Literacy, the USAID Mission Director and the Secretary of Education and Literacy. There was also 500 other participants including officials from the US Government, GOS, SBEP stakeholders and notables of the area, a large number of community members, school children and teachers.

During the school inauguration the Secretary of the ELD, GOS appreciated the efforts of USAID and SBEP partners in modernizing education in the province. The Mission Director of USAID Pakistan highlighted the importance of education and how USAID is partnering with GOS to improve the quality of education in the province. During the inauguration ceremony an SBEP documentary, prepared by CMP, was screened encapsulating the efforts and successes achieved throughout this program.

Sania, Student of newly constructed GHS, Kouro Goth mentioned that "the inauguration ceremony and this well-equipped school is a celebration of a bright future for us."

On the occasion of USAID funded first newly constructed school inauguration Bakhtawar Bhutto Zardari acknowledged the devotion, commitment and hard work of the ELD to complete this state-of-the-art building in record time. She said, "There is no better way to turn a new page in history than educating our children."

CMP also organized another school inauguration event at GHS Kolab Jial, Khairpur district, chaired by Mr. Brian Heath, US Consul General and Jam Mahtab Hussain Dahar, Minister for Education and Literacy, Sindh and attended by approximately 400 people, including officials of the US Government, GOS, SBEP stakeholders, EMOs, civil society representatives, community notables, large number of community members, children and media representatives. CMP and other SBEP partners set up information stalls to share relevant information with dignitaries. While addressing the audience, the Minister for Education and Literacy paid gratitude to USAID for their generous contribution and remarked that education for both girls and boys is an absolute way forward to cope with social and economic challenges. During the inauguration, Mr. Brian Heath, US Consul General said, *“We recognize that no nation can achieve socio-economic advancement if they are not investing in the education and development of their children. By building such state-of-the-art schools, USAID is creating opportunities for children of Sindh to learn, grow and reach to their fullest potential and become leaders of tomorrow.”*

Besides these two high-profile school inauguration ceremonies, CMP also organized opening ceremonies for GHS Tando Mir Ali and GHS Jhahj Regulator in Khairpur district and GHS Arain in Sukkur district. The school opening events were chaired by the Deputy Commissioner of Khairpur, the Additional Deputy Commissioner of Khairpur, and the Commissioner of Sukkur, respectively. During these events, students expressed their excitement for new schools and were very happy to see well equipped state-of-the-art school buildings for them. All school inauguration/opening events received significant coverage in local and national newspapers and TV channels.

Following the inauguration CMP facilitated two days of school-based activities in the first four schools. The main purpose of these activities was to familiarize students and parents with the new school buildings and their facilities. These activities were carried out in collaboration with other SBEP partners who highlighted the importance of reading, storytelling and use of audio/visual aids in the multi-purpose halls. The CMP Program Manager facilitated health, nutrition and hygiene sessions with the students and parents to raise awareness and inculcate behavioral change among communities towards nutrition and hygiene best practices.

Photos from School Inauguration and Opening Ceremonies during reporting year



GHS Kouro Goth, District Khairpur Inauguration Ceremony



GHS Kolab Jial, District Khairpur Inauguration Ceremony



GHS Tando Mir Ali, District Khairpur Opening Ceremony



USAID Funded state-of-the-art school



GHS Tando Mir Ali, District Khairpur



GGHS Jhahj Regulator, District Khairpur Opening Ceremony



GGHS Arain, District Sukkur Opening Ceremony

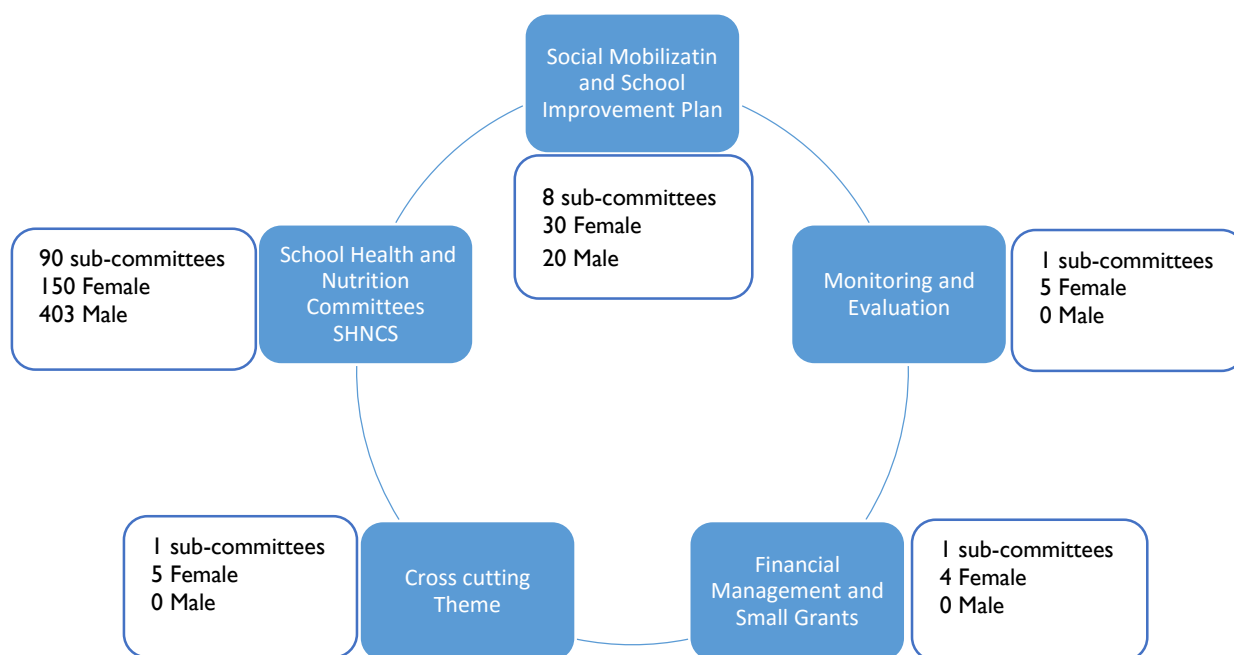


Component II: Improve Community and District Government Coordination for Increased Girls' Enrollment

SMC Sub-committee Formation

Community empowerment is one of the critical elements of CMP. CMP continued the formation of SMC sub-committees to broaden community involvement by bringing more parents and community members, so they can contribute to increased enrollment and retention. CMP, in collaboration with SMC executive committees, organized large community meetings in which all community members were informed about the sub-committees and their roles and responsibilities. After sharing the roles of different sub-committees, CMP facilitated SMC executive committees to identify potential candidates to join one of the five sub-committees, depending on their interest.

CMP also encouraged participation of women in these sub-committees, so gender integration, as one of the key cross cutting themes, could be ensured.

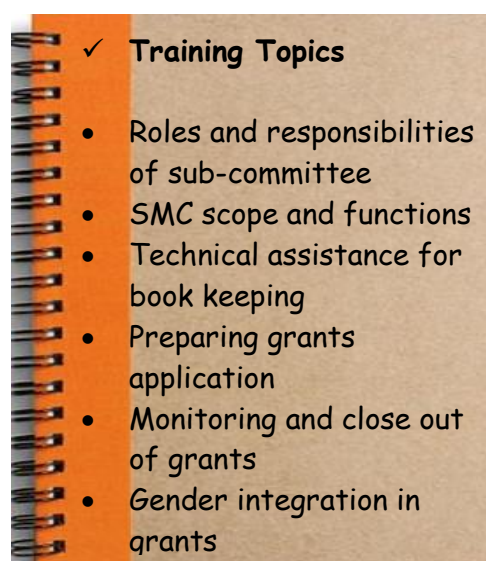


During the reporting period CMP engaged 101 SMCs and communities for the formation of 101 sub-committees with a total participation of 617 people (423 Male and 194 Female), in all CMP focused districts.

Training of Trainers (TOT) for CMP and sub-contractors' teams on Financial Management and Small Grants

CMP continued to build the capacity of the IRD team, and sub-contractors' staff, so i) the knowledge and skills trickles down to community members, ii) effectively implement the program; and iii) remain motivated and bring a lasting positive impact in CMP focused schools and communities. This two-day TOT session contributed to the team's understanding of financial and small grants management and also enabled them to facilitate the same training for sub-committee members.

The financial management content was taught according to generally accepted accounting principles and the small grants management content was derived from the grants



manual and a pilot implementation of 10 small grants. During the TOT, 72 participants were trained and are expected to train sub-committees, in a more simplified manner, followed by grass-roots level technical assistance in the grant application development process.

Training of SMC Sub-committees on Social Mobilization

Capacity building of communities, especially SMC sub-committees, is one of the vital components of CMP because it enables communities to lead developmental interventions at the grass-roots level and sustain those interventions beyond the life of project. It is worth mentioning that SMC sub-committees play a critical role, not only in the implementation of small grants, but they also invest significant efforts in increasing enrollment, expanding outreach and leading special initiatives.

During Year III, the CMP team and sub-contractors' staff provided training to 120 members (74 Male and 46 Female) of 22 SMC sub-committees on social mobilization and how communities can play an important role in increasing enrollment, especially girls' enrollment, and retention in CMP targeted communities. Through these training sessions CMP also facilitated communities regarding development and implementation of school improvement plans. CMP highly encourages participation of women and gender equity during these trainings.

CMP training facilitators engaged participants in an interactive way by using local examples and simple low text methodology and asked for their suggestions and perspectives. Participants also described the challenges girls face in getting or continuing education. All the trainings were conducted at community level to accommodate participants, especially women, who can't travel to a distant venue. In some of the villages, the district administration and ELD also visited the training sessions and shared their valuable input.

Training of SMC Sub-committees on Financial Management and Small Grants

Financial management and small grants is a critical area of responsibilities for which CMP provided capacity building support to SMC sub-committees in order to efficiently and effectively manage grants and financial record keeping. After CMP staff's TOT, CMP conducted a three-day training on Financial & Small Grants Management for SMC sub-committees. The purpose of this training was to:

- Help SMC sub-committees understand their roles & responsibilities in Financial Management and Small Grants;
- Enable SMC sub-committees to understand the overall scope of the school management committee and its functions;
- Provide guidelines and technical assistance to participants for maintaining financial records, such as Cash Book, Ledger and Stock Register;
- Introduce SMCs to the Small Grants Cycle; and
- Orientate the SMC sub-committee members on how to generate an application for small grants implementation, monitoring the progress of grants utilization and reporting mechanism to foster transparency.

During the reporting period, CMP provided training to 2,472 members (1,848 Male and 624 Female) of 282 SMC sub-committees on Financial Management and Small Grants.

District wise breakdown is as follows:

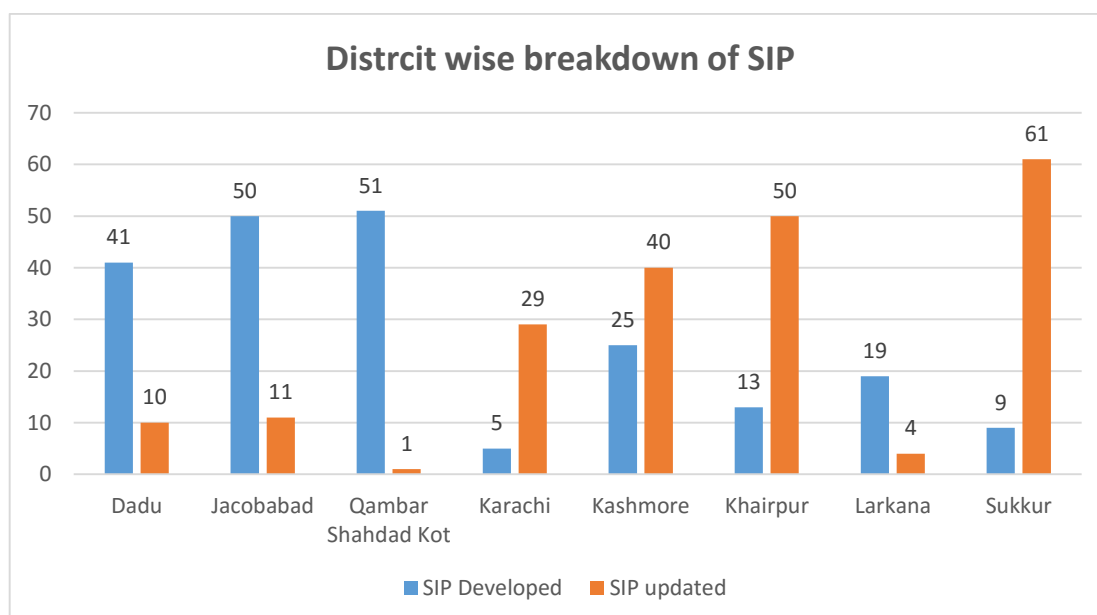
District	# of SMC Sub-committees	Male	Female	Total
Dadu	36	228	85	313
Jacobabad	38	228	81	309
Karachi	31	164	107	271
Kashmore	47	385	30	415
Khairpur	28	202	50	252
Larkana	43	275	111	386
Qamber Shahdadkot	34	222	82	304
Sukkur	25	144	78	222
Total	282	1848	624	2472

Development of School Improvement Plan (SIP)

School Improvement Plans (SIPs) are basic yet important documents for schools. CMP provided trainings to SMC subcommittees for development of effective SIPs.

Because of these trainings and capacity building efforts SMCs are now able to identify, analyze and prioritize school needs, estimate resources required to execute the work plan and implement and monitor the activities described in SIPs. After training sessions, SMC sub-committees are also able to update their existing SIPs. Through gender mainstreaming efforts the communities are now able to cater to the needs of girls' students in SIPs and also consider resource allocations.

During Year III, SMCs, with the facilitation of CMP developed 213 SIPs and updated 206 SIPs (district wise breakdown is mentioned below). Through these activities, the SMC sub-committees helped to vitalize the community and enhance their participation in SBEP activities.



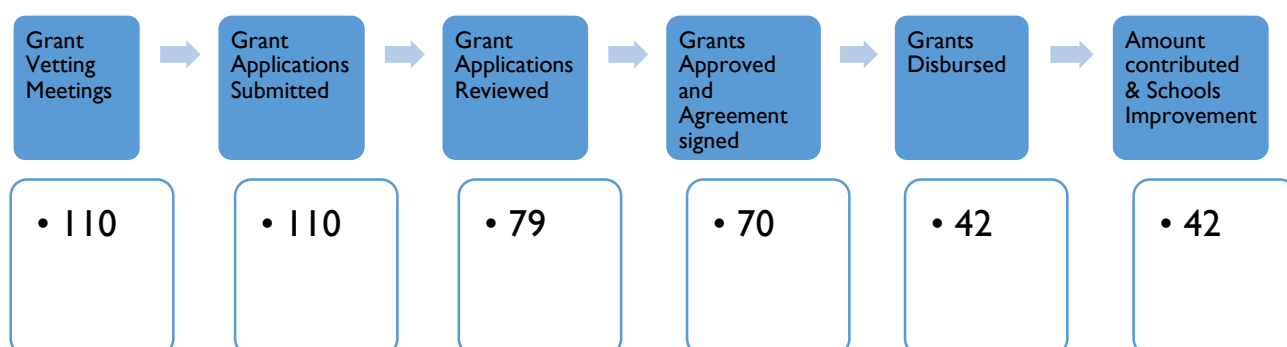
School Improvement through Small Grants Implementation

As CMP is working with 409 schools, only 106 of them will benefit from newly constructed buildings, which means communities from the remaining 303 schools (non-constructed schools or neighboring schools) will explore other possibilities to improve schools and at least provide basic facilities to the students. In order to facilitate communities to repair missing facilities of very small scale, CMP is offering a small grants program of up to US\$ 1,500 per school under the following procedure to implement school improvement activities Identified and prioritized in SIP.

The small grants program has the following steps, as outlined in the grants manual;

- **Grant Vetting Meeting:** This is the first step after the training of sub-committees on Financial Management and Small Grants, where the CMP team provides technical assistance to SMC sub-committees on identification, prioritization and finalization of school improvement needs. CMP also guides the sub-committees regarding the feasibility and allowability of funds. The inputs of vetting meetings help in the development of proper grants application.
- **Grant Application Submission:** After vetting meetings, SMC sub-committees develop the grants application and submit to CMP grants section for further process.
- **Grant Application Review:** Once the grants applications are submitted, these are scrutinized and forwarded to a panel for their review from program, gender integration and financial perspectives.
- **Grant Approval:** After review and panel’s recommendation, applications are submitted to the COP for approval. They are then sent to the field for agreement signing followed by disbursement.
- **Agreement Signing and Disbursement of Grant Funds:** This is the final stage before implementation of grants, where SMC sub-committees are invited to sign an agreement for implementation of small grants as per SIP followed by disbursement of funds, either in SMC account or any other financial service provider’s facility.
- **Implementation of Grant Program:** Once SMC sub-committees sign an agreement and receive funds, they, in collaboration with CMP as well as other community members, implement that grant to repair missing facilities and improve the school to offer a conducive learning environment to both boys and girls students. During this phase the CMP small grants team, district managers and sub-contractor team monitor the progress of grants implementation and provide the feedback on the quality of the work as well as record keeping.
- **Grant Progress Verification and Close out:** In addition to on-going grants monitoring visits, the CMP Small Grants Section conducts final progress verification for all the closing grants and provides them a certificate for the satisfactory completion of the work. Then grants are formally considered closed out in CMP’s record. During this process CMP also captures photographs of improved facilities, a) to share the change with community as well as with other stakeholders; and b) it also serves as means of verification for CMP and documented in quarterly/annual reports.

Summary of Completion of Grants Tasks during the Reporting Period



District wise as well as activities wise breakdown CMP small grants tasks accomplished during the reporting period October 1, 2015 – September 30, 2016:

District	Grants Activities					
	Vetting Meeting	Received Applications	Reviewed Applications	Approved Grants	Agreement signed	Grants disbursed and Grants Implementation in process
Dadu	5	5	4	3	3	0
Jacobabad	6	6	6	1	1	1
Kashmore	25	25	13	10	10	5
Khairpur	20	20	15	15	15	13
Karachi	15	15	11	11	11	4
Larkana	15	15	6	6	6	2
Qamber Shahdadkot	6	6	6	6	6	2
Sukkur	18	18	18	18	18	15
Total	110	110	79	70	70	42

Enrollment Enhancement Campaign / Walk

Increasing students' enrollment, especially girls' enrollment is one of the major objectives of CMP and the team has invested a lot of efforts in the first two years of programming through a school specific enrollment campaign in Year I and a cluster based enrollment campaign in Year II, which has achieved significant performance in increasing demand for education in the targeted districts. As a result CMP enrolled 38,812 students (14,575 girls and 24,237 boys) in CMP targeted schools in two years.



Enrollment Enhancement Campaign at Karachi

However, at the same time a lack of new schools, space within existing schools and lack of teachers create challenges for keeping new entrants in the schools to get a quality education.

Keeping this in mind situation CMP planned an enrollment campaign for this year (2016-17) in a way to achieve more meaningful results. During the planning of campaign CMP focused that the enrollment campaign will be organized only in those areas where, a) sufficient number of children, especially girls, of an appropriate age are out of school; b) schools with sufficient basic facilities (i.e. furniture, space, teachers etc.) are available to accommodate more children; and c) areas/villages where enrollment campaigns were not organized previously. The CMP team identified and selected four to five potential areas/ clusters, preferably girls' schools, in each district depending on the local context and number of schools in each district for the organization of enrollment campaigns.

In order to determine the areas for the enrollment campaign, data of out of school children and school facilities was collected. Data was provided by head teachers and selected members of SMCs and sub-committees. As the result of this planning CMP organized a total of 75 campaigns across CMP targeted districts. 36,601 participants (23,219 male; 13,382 female) including 29,006 students, 3,176 parents, 1,398 teachers, 555 SMC members, 1,861 community members, 147 District Education Department Officials and 458 others participated in enrollment walks and events. “Let’s go to school” was the slogan of the enrollment campaigns of this year.



Registration of children in GR at
District Sukkur

The main objective of organizing these enrollment campaigns at the cluster level was “to increase awareness of SMC, parents and community members about the importance of education and encourage them to take steps for increasing student enrollment with a focus on girls and reduce the dropout rate of children from CMP targeted schools.”

During the enrollment campaigns students’ teachers, SMC members walked through the streets and main routes of the village and key note speakers delivered their speeches on the importance of girls’ education. Students also performed cultural tableaux, role plays on importance of education and participated in different competitions like drawing and quiz competitions on educational themes. During the enrollment enhancement campaign, CMP also provided giveaways: water flasks, stationery items or school bags to children as a token of appreciation. During the report period all newly enrolled students received giveaways.

Another new feature of this year’s enrollment campaign was to set-up a registration desk in the selected schools for on-the-spot registration of children by adding the name in the General Register (GR) on the day of admission. Normally students get GR number after a few months of registration but this was first time newly enrolled students received a GR number on their day of admission. In addition to awareness raising, the activity of provision of on-the-spot GR number facilitated parents and expedited the process of enrollment.

Special Initiatives

Intel Science and Engineering Program

Coordination with District Education Department and School Administration

In continuation of the MOU signed between USAID and Intel, methods were explored for using Information and Communication Technology (ICT) as an effective tool in everyday learning, especially for science subjects. CMP facilitated sessions of Intel Pakistan with the school administration and district education department, where they shared in detail, the process and outcome of the intervention where students with mentorship of teachers can design and submit the projects, which can advance up to international level competition. During the reporting year CMP worked with Intel Pakistan to conduct meetings in all CMP focused districts.



Intel Pakistan orientation session with students and teachers at GBSS, Juma Himayati, Karachi

Selection of Projects and Participation in Provincial Intel Science and Engineering Fair

Based on the orientation sessions conducted by Intel Pakistan in project year II, during the reporting year 16 projects under three categories, i.e. Chemistry, Physics and medicine and health/disease diagnosis and treatment from 35 students and eight teachers of four districts submitted the projects and participated in provincial Intel Science Fair in October 2015.

Selection of Projects and Participation in National Intel Science and Engineering Fair

Out of 16 projects presented in provincial fair, there were five projects by 12 students of four schools from three districts were able to make their way to Intel National Fair where one project of two students was selected as second position under the category of physics.

School-Based Orientation Session

On the basis of successful sessions conducted in PY 2, abstracts and project submission and participation in provincial and national fairs, Intel Pakistan, in collaboration with CMP, conducted orientation sessions for students and teachers of grades 8-11 on science and engineering subjects. They provided ideas, explained subject categories, the process of registration and abstract submission and participation in provincial, national and international fairs. During the reporting year CMP facilitated Intel Science sessions for 17,631 participants from CMP focused districts.

District wise breakdown of participation of Intel sessions

District	Total Schools	Boys	Girls	Total Students	Male Teacher	Female Teachers	Total Teacher	Total teachers and students
Dadu	30	2,112	1,212	3,324	284	90	374	3,698
Jacobabad	26	2,574	650	3,224	307	86	393	3,617
Karachi	18	87	433	520	21	34	55	575
Kashmore	10	1,439	144	1,583	177	18	195	1,778
Khairpur	19	2,108	781	2,889	299	71	370	3,259
Larkana	26	172	258	430	24	16	40	470
Qamber Shahdadkot	6	1,344	637	1,981	313	38	351	2,332
Sukkur	13	919	704	1,623	167	112	279	1,902
Grand Total	148	10,755	4,819	15,574	1,592	465	2,057	17,631

Registration and Preparation as well as Submission of Abstracts

Once all students and teachers of grades 8-11 attend orientation sessions, they are now eligible and encouraged to complete the registration form and prepare an abstract to submit to Intel Pakistan, where those abstracts are reviewed. After review Intel share shortlisted candidates with CMP. As a result of the orientation sessions of current as well as previous quarters and continuous support and follow-up by field teams with students, CMP received and forwarded 57 science project abstracts from 127 students of 20 SBEP focused schools. Intel Pakistan conducted shortlisting and 20 projects, under chemistry and medicine and health/disease diagnosis and treatment categories, were selected for the provincial level Intel Education Science Fair. CMP disseminated the list of shortlisted candidates' and teachers with their respective schools and offered technical assistance in finalizing the projects. Students, with the help of teachers and CMP, designed the projects. All the projects are required to undergo a testing process, including lab testing.

Community Exchange Visits

Community exchange visit is another special initiative of CMP, which is aimed to promote cross-community learning through exchange of their experiences in the context of SBEP. Under this initiative a community visits another community to learn how they have undertaken steps to improve smooth functioning of schools, such as the organization of different school-related events, implementation of school improvement activities, school initiatives to increase student enrollment and retention. Host communities shared their key accomplishments, major challenges they faced and methods for overcoming obstacles. During this exchange, visiting communities prepared a learning sheet and jotted down suggestions for means by which they could implement new approaches in their schools upon their return.



Community members during exchange visit at GGSS Wali Muhammad Haji Yaqoob, Karachi

This process allows both communities to learn from each other and also increase self-confidence. During the reporting period, CMP facilitated 22 community exchange visits in all CMP targeted districts. Considering the importance of female participation, CMP also organized women groups exchange visits, which is necessary and challenging. The CMP team made a lot of effort to organize female exchange visits and mobilized the community in this regard.

District	# of Communities	Participants		
		Male	Female	Total
Dadu	10	142	41	183
Jacobabad	3	9	81	90
Karachi	4	37	36	73
Kashmore	2	28	1	29
Khairpur	4	49	5	54
Larkana	9	69	36	105
Qamber Shahdadkot	12	166	56	222
Sukkur	3	42	3	45
Total	47	542	259	801

Comments from female participation in community exchange visits

“This is the first time ever we experienced this type of visit which provided a learning opportunity. We used to assume that learning can only be possible from training sessions. This was an easy, interactive and effective way of learning for us”. **Zauhra Teacher, GGHSS Warah**

“During the school visit, I learned that being an SMC member is not a formality but it requires self-initiative to run the operations of a school from the SMC fund and to find out other sources as well to fulfill the basic need of students to ensure the quality of education.” **Musarat Nazeer Abro, PST-Teacher & SMC Member, GGPS Khando**

Organized Summer Camps for Students in CMP Schools

Community empowerment through meaningful community participation is the main purpose of CMP, which promotes a community's involvement in their children's attainment of quality education. During the reporting period, CMP organized summer camps for some schools as a pilot activity. The purpose of this activity was to engage students and parents in non-conventional settings to discuss those factors which enhance effectiveness of program. CMP planned to achieve following objectives.

- Provide recreation opportunity to children so they can boost engagement in extracurricular activities
- Sensitize parents to take conscious efforts for providing their children with recreational opportunities, which are important for their cognitive development and confidence building
- Involve parents in discussion about enrollment and retention of children in the schools
- Provide exposure and offer life skills to students by engaging them with their peers from other schools
- Contribute in enhancing quality education by promoting a learning and conducive environment

CMP team district Khairpur organized two days summer camp during summer vacations in three schools, where nine other CMP-focused schools participated. Total 938 participants (726 Male and 212 Female) including students, teachers, EMO staff, SMC members, parents and community members participated. CMP planned different activities, such as singing and drawing competitions, and sports to keep the students engaged. Communities appreciated CMP's efforts for organizing such interactive programs for students.



Children showing their Henna painted hands during summer camp. District Khairpur

Increased Community Outreach through Annual School Days and Community Recognition Days

CMP continue to engage and empower community in a way that they make continuous efforts to expand intra and intercommunity outreach for maximization of impact on the lives of children in CMP focused communities. Community recognition days have proved as most effective tool in this regard. During the reporting year, CMP, in close collaboration with each community, organized different events to recognize and reward the community's involvement.

World Teachers Day

In order to appreciate and recognize the efforts of teachers, CMP and SMC sub-committees organized World Teachers Day on October 5, 2015. Another reason of celebrating this event was a) To increase interest level of students and parents, so they offer gratitude to their best performing teachers and b) Involve teachers as change agent in community so he/she continue to provide quality education to all students in the community.

Universal Children's Day

Every year, on November 20, the world celebrates Universal Children Day to reiterate commitment towards fulfilling the rights of millions of the world's children; this mission had been, ratified under United Nation's Convention on the Rights of Children – UNCRC. During the reporting year, CMP and SMC sub-committees jointly celebrated Universal Children Day so parents and children could be made aware of this widely celebrated global day and the state of the world's children today as well as be more sensitized to their own duties and obligations in safeguarding and improving the welfare of children within their own communities and country.

During this event, children made speeches and performed different activities to convey their message to adults; the proceedings were well received by people from different walks of life.

World Human Rights Day

CMP makes a conscious effort to celebrate different events, so that people are at least aware and start discussions among their neighbors about issues related to that event. Accordingly, World Human Rights Day was noted on December 10, 2015, and CMP organized an event to enhance awareness about human rights and to sensitize communities to the rights to an education of children (girls as well as boys).

Culture Day

For the past few years, Culture Day has become one of the significant events in Sindh Province, where people express their pride in their culture and try to inculcate those positive attributes of culture among children. CMP and SMC sub-committees also celebrated culture day in some of the CMP-focused schools, where children, parents, and teachers, as well as those from government departments and civil societies, participated in these events. Students expressed their feelings and presented the culture of Sindh Province through different performances, tableaux and role plays. Students stressed the importance of education. The events received wide media coverage in print as well as electronic media.

Eid Milad U Nabi

Eid Milad U Nabi is the celebrated birthday of the Prophet Muhammad (P.B.U.H). CMP facilitated different sub-committees in organizing and celebrating this event. Student, teachers and other participants discussed important aspects of His life and recited *Hamad* and *Naat* to offer tribute.

Pakistan Day

On March 23, Pakistani celebrates “Pakistan Day” to commemorate the 1940 resolution that had called for them to form a separate, independent state. CMP, SMC and community members celebrated that event and actively engaged students, teachers, and school administration in all categories of competition. Speakers paid tributes to national heroes and showed their commitment to make Pakistan a strong nation.

Mega Sports Event

CMP organized a two-day, mega sports events in District Qamber Shahdadkot. The objective of the event was to engage students through informal settings and promote enrollment. The event attracted viewers, including community notables, district administration officials, schools leaders, teachers, players, and social activists. The event received coverage in local media. Additionally, Deputy Commissioner joined the closing ceremony by distributing the prizes, where he also gave his appreciation to the CMP's initiative for promoting physical health of students.

Annual School Day and Local Resource Generation Day

CMP along with SMC sub-committees organized Annual School Day to recognize high-performing students as well as to mobilize in-kind resources from the community to fulfill the school's needs. The activity also provides an opportunity for teachers, SMCs and parents to motivate students, parents, and communities to build their confidence and enhance presentation skills. All main stakeholders of education including school children, teachers, parents, SMCs/subcommittee members, community members and district education officials and notables participated in the events. Different competitions were organized to build the confidence of students and teachers, who competed at debates, singing and drawing contests, tableaux, and interactive performances. Prizes for winning children and top position holders and appreciation certificates were given to the students who performed well in their class and secured high grades.

World Environment Day

June 5th marks World Environment Day, in accordance with a declaration by the United Nations in 1972. It is one of the globally celebrated days for individuals to take practical actions in raising awareness for the protection of environment and earth. The theme for 2016 World Environment Day was, **“Zero Tolerance for the Illegal Wildlife Trade.”**

In order to enhance awareness of children and communities about the importance of environment and its conservation, CMP in collaboration with communities and Government Forest Department, organized World Environment Days in some of the SBEP focused schools in Dadu, Karachi, Larkana and Qamber Shahdadkot.



Each student has planted one tree on occasion of World Environment Day. GBPS Mehrab Sandelo, District Larkana

Celebration of World Environment Day provided an opportunity to inculcate knowledge about environment protection among children and encourage them to take part in helpful measures, such as in tree planting. During these events, CMP also highlighted how important is to have proper WATSAN facilities for environment conservation and its effect on human health.

CMP and communities accomplished following objectives through this event:

- Increased awareness of students, parents, teachers, SMCs and government officials on environment protection as well as WATSAN
- Encouraged children for practical actions to protect environment and preserve natural resources
- Developed students’ interest and skills in co-curricular activities

During this event Government Forest Department provided plants to CMP communities as an in-kind contribution.

Independence Day

Pakistan celebrates Independence Day on 14th August of each year. It is one of the major National Days celebrated by Pakistan. Extending its support, the Sindh Community Mobilization Program (CMP), with support from School Management Committees, organized the Independence Day celebration in different schools where people from different walk of life participated.

In some of schools, Commissioner and Deputy Commissioners graced the occasion with their presence and hoisted the national flag. The event was also witnessed by District Education Department, District Administration and civil society representatives.

On this occasion as well, August Commissioner Sukkur hoisted the national flag, an event that was organized jointly by CMP, EMO and SMC GGHS Arain Sukkur. The Commissioner expressed gratitude to national heroes who had taken part in securing the freedom of Pakistanis. Students participated in series of presentation, including speeches, tableaux, role plays, drawing competitions, quizzes, and singing the national anthem. CMP awarded prizes as a token of appreciation.



Commissioner Sukkur hoisting Flag during Independence Day at GGHS Arain Sukkur

World Literacy Day

September 8 is known as World Literacy Day, declared by UN in 1965, to actively mobilize the international community and to promote literacy as an instrument to empower individuals, communities and societies. In order to raise awareness among community to facilitate children to attain their right to education, CMP organized World Literacy Day in different schools in close collaboration with District Education Department, EMOs, SMCs and other community members.



Director School Education Larkana awards prize to a student during International Literacy Day in district Qamber Shahdadkot

The theme for World Literacy Day 2016 was **“Reading the Past – Writing the future”** which invites us to think and take wisely actions for future generations. The main purpose of organizing this event in CMP targeted schools was to encourage children and community to celebrate and participate in globally recognized events and to sensitize stakeholders on the importance of literacy. Led by SMCs and teachers, with CMP serving as facilitator, activities of the event were prepared by students and highlighted the importance of literacy; they ranged from speeches to tableaux and stage performances.

During the events, key note speakers highlighted importance of this day and also shared the challenges they had faced in improving literacy rates and suggestions for overcoming these challenges.

Name of event	Summary of Community Recognition Days					
	# of events	# of districts	# of schools	# of participants		
				Male	Female	Total
World Teachers Day	2	1	5	334	128	462
Universal Children’s Day	11	8	22	2,875	2,138	5,013
World Human Rights Days	1	1	1	53	17	70
Culture Day	7	4	8	485	1,025	1,510
Eid Milad U Nabi	5	3	6	407	835	1,242
International Women’s Day	8	8	18	154	3,431	3,585
Pakistan Day	1	1	2	87	74	161
Mega Sports Event	2	1	6	1,195	312	1,507
Annual School Day and Local Resource Generation Day	251	8	281	28,375	19,458	47,833
Mother’s Day	4	4	5	191	1,716	1,907
World Environment Day	5	4	14	940	388	1,328
Independence Day	8	7	16	1,765	1,730	3,495
International Literacy Day	5	5	7	1,472	1,045	2,517
Total	310	55	391	38,333	32,297	70,630

CMP organized, above mentioned school and community based activities, by active and meaningful participation of communities, which led to a.) Close collaboration of communities, education

department and other stakeholder, b.) Increased women participation and opportunities for girls' students to participate in such activities and c.) Enabling environment for students (boys and girls) to ensure better learning outcomes.

Component III: Improve Child Nutrition in Selected Communities and Government Schools through Research that Informs Innovation and Good Practices

CMP and AKU-HDP Sub-contract Signing Event

Sindh Community Mobilization Program (CMP) signed a sub-contract with Aga Khan University's Human Development Program to provide technical assistance in the implementation of the nutrition activities of the program. US Ambassador to Pakistan David M. Hale agreed to grace the occasion by his presence and the event was also witnessed by American Consul General, Brian Heath; Deputy Mission Director of USAID Craig Buck; Director General, Health GOS, Mr. Hassan Murad Shah; Dean of AKU Medical College, Dr. Farhat Abbass and other senior officials from USAID, Government of Sindh, Aga Khan University and civil society representatives.

Mr. David M. Hale, US Ambassador to Pakistan mentioned that, *“Education plays a vital role in improving children’s health and nutrition.”* He further added *“No nation can reach its full potential if its people are not healthy and educated.”*

Mr. Naveed Ahmed Shaikh, DCOP program, CMP shared a brief overview of CMP and stressed the importance of this partnership in the accomplishment of program objective on nutrition of the CMP. Dr. Ghazala Rafique, Director AKU-HDP shared the salient features of CMP and AKU’s partnership, which includes training of CMP team, pre- and post-screening of children and formative research in CMP-focused schools.



COP-CMP and Director AKU-HDP are signing sub-contract. US Consul General, Dean AKU, US Ambassador to Pakistan, DG Health and Deputy Mission Director USAID are witnessing the ceremony.

AKU-HDP will provide support in the following areas;

AKU-HDP will provide support in the following areas;

- Participatory action research for poor nutrition level of children and design innovate approach to improve child nutrition
- Capacity building of CMP staff, partner organizations staff and SMCs subcommittees
- Formative action research for media messages with the community, monitoring and reporting
- Provide technical support for referral mechanism and when required

Targets:

- Conduct baseline and end-line research on root problems of malnutrition in CMP districts.
- Develop Training Manual and train project staff members on Nutrition.
- Conduct quarterly supportive monitoring visits with CMP to ensure quality control of sessions conducted in the schools and communities
- Provide technical support for screening of children in target schools.
- Provide technical support to develop referral system between CMP target schools and nearest health facilities.
- Provide advice and technical support for the in kind contribution like micro-nutrients to school children through health facilities.

District and Provincial Level Networking Meetings

In the third year of program implementation, CMP established and strengthened coordination with public and private sector stakeholders working in the areas of health, nutrition and hygiene at the provincial level as well as within the CMP-focused district. These coordination meetings had multifold objectives: i) To share CMP’s interventions, particularly in the areas of children health, nutrition and hygiene with the participants and also to seek information about their interventions, strategies and

inputs in the same thematic and geographic areas, ii) To foster the working relationship with different stakeholders in order to leverage support for CMP and its sub-contractors and iii) To develop referral mechanism for diagnosis and treatment of malnourished children from CMP-focused communities.



District Level networking Meeting for Health Nutrition and Hygiene. District Sukkur at IBA Sukkur.

In this regard, CMP conducted meetings with Department of Health, GOS, provincial nutrition cell, USAID-funded MNCH services program and People’s Primary Healthcare Initiative – PPHI (A non-government organization managing largest number of primary health facilities in Sindh). During these meetings CMP exchanged information about its interventions and explored mutual areas of collaboration. Beside provincial level meetings with different stakeholders, CMP organized District-Level Stakeholders’ Coordination Meetings at all CMP-focused

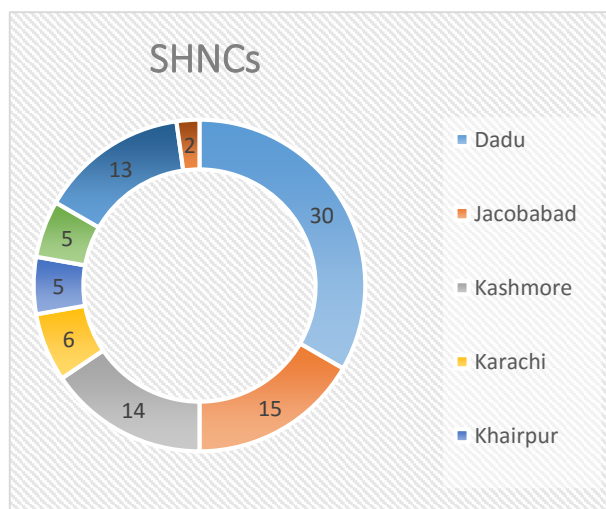
districts and invited district health and education departments and other non-government organizations working on child nutrition in these districts. CMP facilitated these meetings by sharing program briefs, strategy and interventions and also gathered information from their counterparts about their plans of action. These meetings were co-chaired by the heads of health and education departments and were attended by civil society organizations. During these meeting focal persons from these departments assured their cooperation with CMP.

While coordinating with health department stakeholders at Dadu District, CMP team visited a government-operated stabilization center at Civil Hospital Dadu. During the visit, the director of the stabilization center discussed their case management mechanism and encouraged CMP to collaborate and serve as a referral source for cases of severe or acute malnourished children it has identified.

Beside formal stakeholders’ coordination meetings, CMP nutrition component lead and field teams also continued its relationship with People’s Primary Healthcare Initiative (PPHI), one of the significant non-government organizations that manages primary public sector health facilities. One of the major achievements of these regular meetings was the mapping of primary health facilities in geographical areas of CMP so that an effective referral system can be established for malnourished children, once they have been screened in the CMP-focused districts. District Managers and the PPHI in all CMP-focused districts appreciated the efforts of CMP and assured a strong collaboration at district level.

Formation/Restructuring of School Hygiene and Nutrition Committees

School Health and Nutrition Committees – (SHNCs) are very important project partners at the community level, and they are composed of community representatives, including but not necessarily, SMC general body member. SHNCs are expected to raise awareness among community regarding health, nutrition and hygiene as well as ensure proper screening and referral of malnourished children of the ages of 5-10 years. SHNCs follow a specific set of roles and responsibilities focusing on screening and referral of children, promoting personal, domestic, and environmental hygiene the in communities and they work closely with Nutrition Associates as well as other CMP staff.



CMP team shared the findings of health and nutrition survey, explained the objectives of health and nutrition practices plan, and discussed in detail the roles and responsibilities of SHNC members. As a

result of the detailed discussion, CMP team facilitated SMCs and other community members in all CMP-focused districts and formed/restructured 90 SHCNs having 553 members (403 Male and 150 Female).

Establishing School Based Health and Hygiene Corners

Identification of room / corner

CMP shared the idea of establishing health room / corner in CMP-focused schools, which was well received by SMCs. In the next step, CMP field team in collaboration with SMCs and school administration identified and finalized the room / space where the health corner would be set up.

Distribution of Health Screening Equipment

Subsequent to the identification and finalization of space for health corners, CMP procured and handed over health screening equipment for use in the health corners at the target schools.

CMP public-private partnership unit managed to mobilize resources worth US\$ 15,000 from Pfizer International to set up a health corner in 13 CMP focused schools. The purpose of establishing health corner and providing the equipment is to offer nutrition screening services to the students.

Setting up of Health Corner

Once the space was allocated and equipment was distributed, CMP teams facilitated SMCs and School Health and Nutrition Committees (SHNCs) sub-committees to set up health room / corners. During the reporting period CMP has established 333 health and hygiene corners in seven districts, as mentioned in table below. CMP will explore the possibilities to expand and sustain community based support for maintaining the health corners

S.No.	District	# of health corners established
1	Jacobabad	59
2	Kashmore	56
3	Khairpur	58
4	Karachi	26
5	Larkana	43
6	Qamber Shahdadkot	41
7	Sukkur	50
Total		333

Health Screening Set	
1.	Weight and Height Machine
2.	Wooden Table
3.	Plain chair with Bait
4.	First Aid Box
5.	MUAC Tape
6.	Thermometer
7.	Grip Bandage 3"
8.	Cotton Bandage 3"
9.	Towel Small
10.	Lifebuoy Liquid Soap (140 ml)
11.	Pair of Scissor



Health Corner, GBES, Khan Muhammad, Gadap Town, Karachi

School Based Health and Hygiene Awareness Raising Sessions

CMP believes that raising awareness among children and communities regarding health, nutrition, and hygiene is equally important as providing tangible inputs, such as setting up of health screening corners, because the awareness raising will lead to behavioral change.

The purpose of these sessions is to inculcate concepts of healthy and unhealthy food, personal, domestic and environmental hygiene (especially menstrual hygiene for adolescent girls) and balanced nutrition to students, teachers and parents. During the reporting period, CMP in collaboration with PPHI and SHNCs, conducted health, nutrition and hygiene awareness-raising sessions in 12 schools of four districts.



At these sessions, there were 698 participants (337 Male and 361 Female), including school teachers, SMC members, parents and students. Facilitators used interactive methodology to keep audiences involved and responded to their queries regarding the selection of locally available nutritious food items.

School Cleaning Activities

CMP has been making efforts to raise awareness of children and community regarding personal, domestic and environmental hygiene and consider school cleaning activity, which is community-driven initiative, as both an outcome as well as a change in behavior due to attendance at hygiene awareness sessions. This is a community-driven and significant activity, where a community, with the facilitation of CMP teams, strives to keep their schools clean, conducive and enabling for learning by engaging children, teachers and school administration.

During the reporting period, communities organized “School Cleaning Activity” by bringing significant number of children, parents, teachers and SMCs. CMP provided cleaning kit and also rewarded the students who performed well in the activity. The purpose of this activity was to inculcate knowledge and raise awareness about health, nutrition and hygiene, which will lead to behavior shift to keep school safer and cleaner. CMP facilitated 393 schools to celebrate 392 school cleaning activities.

There were 38,869 participants at these activities (23,799 Male and 15,070 Female), among whom are teachers, students, SMC members, community members, and parents. During the cleaning activity, children also planted trees and listened to an awareness session that was organized by the local SHNC.

Global Hand Washing Day

Global Hand Washing Day is another awareness raising event, where different organizations globally spread the message that washing hands with soap, especially after critical times (after using toilet, handling meals and playing sports), can prevent many diseases. Conversely, improper hygiene can cause different diseases, some of which can result in nutritional deficiencies. In order to promote this healthy practice of washing hands with soap, CMP engaged schools and communities to participate in this campaign.

During the reporting period, CMP and communities jointly celebrated Global Hand Washing Day on October 15, 2015 in eight schools in seven districts. The purpose of celebrating this event was to sensitize community towards personal hygiene. CMP encouraged students, teachers and parents, especially mothers, to participate in this event and arranged for diverse activities, such as a drawing competition, henna painting, tableau performance, and role play demonstration on how to avoid disease by practicing hands washing.

Nutrition Component Orientation

CMP organized a two-day orientation session for field teams to provide clarity regarding the concepts of nutrition education and its principles, goals and priorities. The session was scheduled in three cohorts (Sukkur, Khairpur, & Jacobabad in cohort 1), (Kashmore, Larkana and Qamber-Shahdadkot in cohort 2) and (Karachi & Dadu in cohort 3).



Program Manager conducting session with field team during orientation

The main objectives of these sessions were:

1. Create better understanding and awareness among participants on the selected thematic areas and the educational messages to use for promoting good nutrition practices with low-cost means– moving from concepts towards practical implementation with target audiences;
2. Develop the capacity of staff regarding nutrition education and surveillance work

Topics discussed during nutrition sessions were;

Brief introduction of nutrition component

- Causes and consequences of malnutrition
- Impact of malnutrition on education
- Anthropometry
- Structure of SHNCs and their role
- Formation of health corner and placement of nutrition equipment
- District level coordination mechanism
- Improving quality of work
- Productivity through cleaning day activity

Nutrition Stakeholder's Orientation

When IRD contracted Aga Khan University (AKU) Human Development Program (HDP) to provide technical support in the nutrition component of Sindh Community Mobilization Program (CMP), an orientation of the nutrition stakeholders was scheduled. The primary purpose of orientation was to identify the roles and responsibilities of each stakeholder and promote team building. It was agreed that the orientation will be organized by IRD.

The purpose of the orientation meeting was to:

1. To develop an understanding of the work done by IRD, IRC and HANDS since the beginning of CMP;
2. To introduce the role of AKU HDP, as a technical partner providing support to the CMP nutrition component; and
3. To focus participants on team work



Nutrition Component Orientation Session,
Participants Presenting the Root Causes of
Malnutrition



Nutrition Stakeholder's Orientation Participants
Discussing Field Level Challenges

Pre-KAP Data Collection Workshop

In this reporting period Three Day Pre-KAP data collection workshop was organized by AKU-HDP in district Khairpur. 30 staff members participated in this workshop. The purpose of this workshop was to build the capacity of participants to work on a pre-KAP survey to measure change in children's knowledge, attitude and practices related to nutrition, health and hygiene in selected CMP schools by using a survey questionnaire and 24-hours dietary recalls.

This included designing and finalizing tools for the Participatory Action Research (PAR), to help identifying the problems and solutions related to health, hygiene and nutrition status of children aged five to nine years and inform innovation and good practices in selected communities.

Component IV: Launch of Education Management Organizations – EMOs

Launch of Request for Proposals (RFP) for EMOs to Outsource Management of USAID Funded Schools under SBEP

CMP provided technical assistance to ELD in developing the Request for Proposals (RFPs) to outsource management of the SBEP constructed schools to prequalified Education Management Organizations (EMOs). This technical assistance included but was not limited to developing the overall shape of the RFP, and its components include (among others) the scope of work, key performance indicators (KPIs), payment mechanisms, budgeting templates, criteria for financial and technical evaluation, details of schools like salary and non-salary budgets by GOS, and staff hiring and transfer mechanisms.

In addition to the abovementioned technical support, CMP also facilitated ELD in developing schools' handing/taking-over tool, school survey tool, and pre-site inspection formats for RFP for EMOs. CMP coordinated these inputs with all stakeholders, like Provincial Finance Department, ELD, Reform Support Unit (RSU), Sindh Public Procurement Regulatory Authority (SPPRA), and SBEP-Project Management and Implementation Unit (PMIU) of GOS.

First RFP for Four Newly Constructed SBEP Schools

As a result of assistance it had received, ELD of the Government of Sindh (GOS) launched the first RFP for EMOs to the prequalified bidders. The first RFP invited technical and financial bids for first four SBEP construction schools: Government Boys' High School (GBHS) Kouro Goth, Government Girls' Elementary School (GGELS) Arain, GBHS Jhajh Regulator and GBHS Tando Mir Ali. The RFP was approved for launch in a meeting of the Technical and Financial Evaluation Committee (TFEC), chaired by Secretary Education and Literacy. In the response of RFP, ELD received bids for four schools and these bids were opened in following TFEC meeting.

Second RFP for Five Newly Constructed SBEP Schools

ELD released second RFP for second batch of five SBEP schools on March 14, 2016, with bid submission deadline of April 14, 2016. In the result of these efforts, six prequalified EMOs (IBA Sukkur, CFC, IRC, HANDS, Beaconhouse and SocioEngineering Group) submitted 14 bids that cover all five SBEP schools.

Technical and Financial Evaluation Committee (TFEC) opened the bids submitted against the second RFP for EMOs on May 11, 2016. With technical assistance from CMP, TFEC evaluated and approved the Technical Evaluation Reports (TERs) for the second RFP. According to the evaluation reports, four prequalified organizations (IBA Sukkur, CFC, Beacon house, and IRC) qualified the technical criteria. Following that round of technical evaluation, the financial bids of technically qualified bidding organizations were opened in a TFEC meeting. As per the preliminary financial evaluation conducted by TFEC; the five schools of RFP#2 received lowest bids from following bidders: GBHS Karoondi – IBA Sukkur; GHS Bozdar Wada – Indus Resource Centre; GBHS Kolab Jail – Beacon house School System; GBPS Abad Lakha – Charter for Compassion (CFC); and GGELS Bedil Bekas – CFC.

CMP provided technical assistance to PPP Node of ELD for the assessment of the financial bids submitted by the bidders and for the preparation of Bid Evaluation Report, Financial Evaluation Report and Letter of Awards (LOA) for EMOs RFP#2 schools. On the request of TFEC, CMP also held interactions with IBA Sukkur for review of their financial bid for GBHS Karoondi. Financial bids for this batch of five schools will be approved by TFEC in next quarter. This will initiate the process of handing over of the schools to EMOs after successful completion of procedural formalities, documentation and other contractual matters.

Third RFP for Six Newly Constructed SBEP Schools

Public Private Partnership Node of ELD, with assistance of CMP, has drafted the third RFP for six SBEP schools in Khairpur and Sukkur Districts. After the approval of a cluster-based model for EMOs by Program Steering Committee and the subsequent stakeholders' consultation, CMP assisted in reshaping the structure, modifying financial bid format and modalities of the RFP, and Concession Agreement (CA) in order to allow for inclusion of cluster (neighboring) schools along with the SBEP reconstructed school in single package for bidding. The revised format would not only enable the capture of detailed analysis by budget heads but would also act as the sustainable option for authorities to scrutinize the financial budgets at both the evaluation stage and implementation/contractual period.

Pre-Bid Conference on First RFP for EMOs

In coordination with Public Private Partnership (PPP) Unit of Finance Department (FD), PMIU-SBEP, Halcrow, and HaidermotaBNR, PPP Node of ELD conducted "Pre-Bid Conference on First RFP for EMOs" in Karachi. The Pre-Bid conference is requirement under the SPPRA law, which governs the procurement process of GOS.

Primary purpose of this session was to have a consultation on the RFP for EMOs and concession agreement. A technical panel comprising senior representations of Halcrow, HaidermotaBNR, Finance Department, SBEP- PMIU and ELD responded to comments and concerns of participants.

Pre-Bid Conference on Second RFP for EMOs

Similar to pre-bid conference on first RFP, PPP Node conducted a pre-bid meeting for the second RFP for EMOs. The participants included the pre-qualified bidders, PPP Unit of Finance Department, PPP Node of ELD, and Halcrow. CMP conducted continuous follow-up with the 20 prequalified EMOs and engaged their interest for applying, and also provided technical guidance to help GOS acquire bids for the schools in the package. CMP also provided technical assistance to the PPP Node for responding to the queries of the prospective bidders, and for the issuance of an addendum to the second RFP incorporating the suggestions of the prospective bidders. It is important to note that the addendum was approved in a meeting of TFEC chaired by Secretary Education, ELD-GOS.

Interaction with Stakeholders on First RFP for EMOs

Subsequent to the launch of RFP by GOS, CMP followed-up with all prequalified bidders (potential EMOs – private sector organizations), facilitated visits of potential EMOs' representatives to the schools, and guided them regarding submission of bids in response to the RFP for EMOs. CMP also provided technical assistance to the PPP Node, ELD GOS in drafting responses to queries of pre-qualified firms regarding RFP document.

CMP assisted the ELD GOS in conducting three consecutive sessions of TFEC nominees to evaluate the technical bids received from the eight organizations, which applied in response to first RFP for EMOs. CMP also coordinated inputs of the TFEC nominees of the evaluation committee, which included ELD-GOS, PPP Unit and Finance Department, to expedite the evaluation process. CMP developed a draft consolidated evaluation report for the PPP Node-ELD.

Interaction with Stakeholders on Second RFP for EMOs

CMP visited the five SBEP schools proposed for bidding under the second RFP, and held discussions with teachers and construction contractors. CMP shared its observation with USAID regarding construction timelines. After consultation with USAID and PMIU, GOS may extend the deadline for submission of bids for second RFP by one month

Technical assistance provided to ELD has included

- Guidance and assistance to EMOs to fulfill contractual obligations, establish relationships with local stakeholders, communities and independent auditors, draft and sign escrow agreements of payments;
- Discussions conducted with EMOs for defining roles and responsibilities and selection of independent experts for EMO agreements.
- Facilitated recruitment for the sanctioned / vacant positions of teaching and non-teaching staff in SBEP schools outsourced to EMOs.
- Facilitated PPP Node of ELD in opening of a PPP Viability Gap Fund (VGF) account in the bank as per the SPPRA rules and procedures.
- Developed the documentation of RFPs for EMOs to outsource SBEP constructed schools and also support to conduct technical and financial evaluation;
- Facilitated expansion of EMOs policy reform beyond the SBEP focused districts / schools.
- Hosted Azad Jammu and Kashmir delegation and shared experience of working with GOS;
- Prepared first draft of a concept note on CMP Impact Enhancement, conceptualizing various scale-up and add-on interventions to build on developments achieved so far, and enhance program impact; and
- Participated in a two day work shop titled “Joint Education Sector Review” organized by the Reform Support Unit (RSU), ELD

District Stakeholders Meetings on EMOs Reform

In addition to provincial level technical assistance, CMP also supported GOS in inculcating the concept of EMOs reforms at district level through coordination meetings. CMP organized district level Stakeholders' Meeting on EMOs in District Larkana. The meeting was attended by 40 participants including officials from District Education Department and other stakeholders related to education. Participants were briefed on the progress of EMOs reform and school-level implementation. Participants shared their suggestions/recommendation for implementation of EMOs reform.



District level stakeholders' meeting on EMOs - District Larkana

Meetings of the District Support Team for EMOs

The Chief Secretary, Sindh has notified a District Support Team (DST) for EMOs to help implementation of EMOs reform and provide solutions for program development problems which arise locally. The DST has senior representation of district administration and district education department along with EMOs, SMCs and teachers. During the reporting period CMP closely coordinated with the Deputy Commissioner offices of District Khairpur and Sukkur and other members of the DST to convene the first and second meetings of the DST for EMOs.



Joint meeting of the DST for EMOs of District Khairpur and Sukkur

The first meetings of the DSTs of District Sukkur and Khairpur was held on July 28, 2016, chaired by the Deputy Commissioners of Sukkur and Khairpur. The second meeting – a joint meeting of DSTs of both, Khairpur and Sukkur – chaired by the Commissioner of Sukkur was held on September 22, 2016. Along with all members of both DSTs, Dr. Randy Hatfield, Senior Policy Advisor and Program Manager-SBEP and other senior representatives of USAID also participated in the second DST. During both meetings of DST, progress, achievements

and implementation challenges in the SBEP reconstructed in EMO schools were discussed thoroughly. The DST forum is proving effective in swift decision-making and acquiring the support of local stakeholders for EMOs.

Engagements with Private Sector for Public Private Partnership (PPP):

During the third year of the program, CMP continued its efforts to harness private sector support for SBEP targeted schools. These efforts included meetings with potential partners to discuss and explore areas of collaboration to support SBEP-targeted schools. Under a partnership with Pfizer Inc. (Headquartered in the U.S.) a donation of USD 15,000 was received by CMP to provide health-room equipment and supplies in 13 SBEP reconstructed schools.

In addition, CMP received in-kind health room supplies and equipment for one SBEP school from Pfizer's Pakistan office. Besides health room supplies, CMP leveraged Pfizer's interest for school-based training sessions on nutrition and health.

During the reporting period, CMP continued managing relationships with existing PPP partners of SBEP like Intel Pakistan, Rotary International, Engro Corporation, and Telenor for implementation of activities and in efforts to realize support pledged under the signed MOUs.



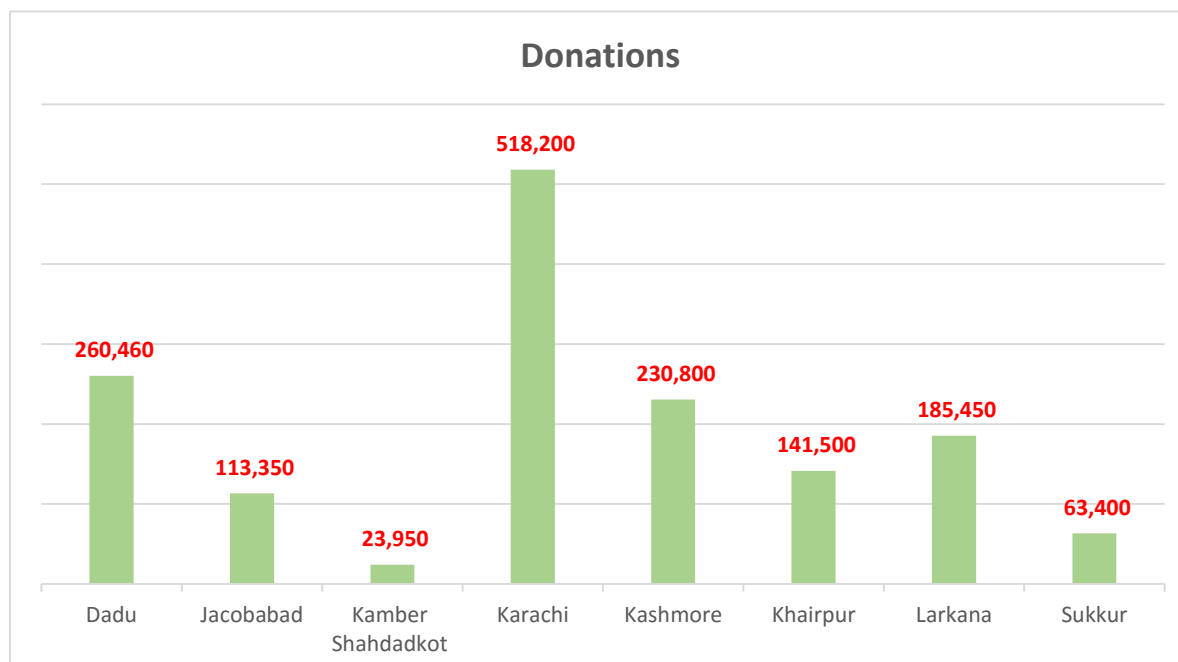
Pfizer handing over health room material to CMP

CMP has shared list of selected schools with Intel for ICT trainings which will be conducted by Intel in coordination with SCDP. In the next quarter, Rotary has committed to equip and furnish computer labs in the first four SBEP construction schools. Telenor has reiterated its commitment of PKR 2.5 million resource support. Support to SBEP schools through Telenor's Corporate Social Responsibility (CSR) is under consideration while Telenor has communicated that they will move SBEP's case for approval at the point where Telenor has substantial business outreach through financial disbursements of CMP small grants. Engro has shared plans with CMP to launch social media campaign (approved by USAID) from April 2016 for SBEP schools. Engro has also shared sample proposals and uploaded on the IATC website for crowd funding during this year. Proposal for procurement of health-room equipment for one SBEP school is under process through Pfizer Pakistan.

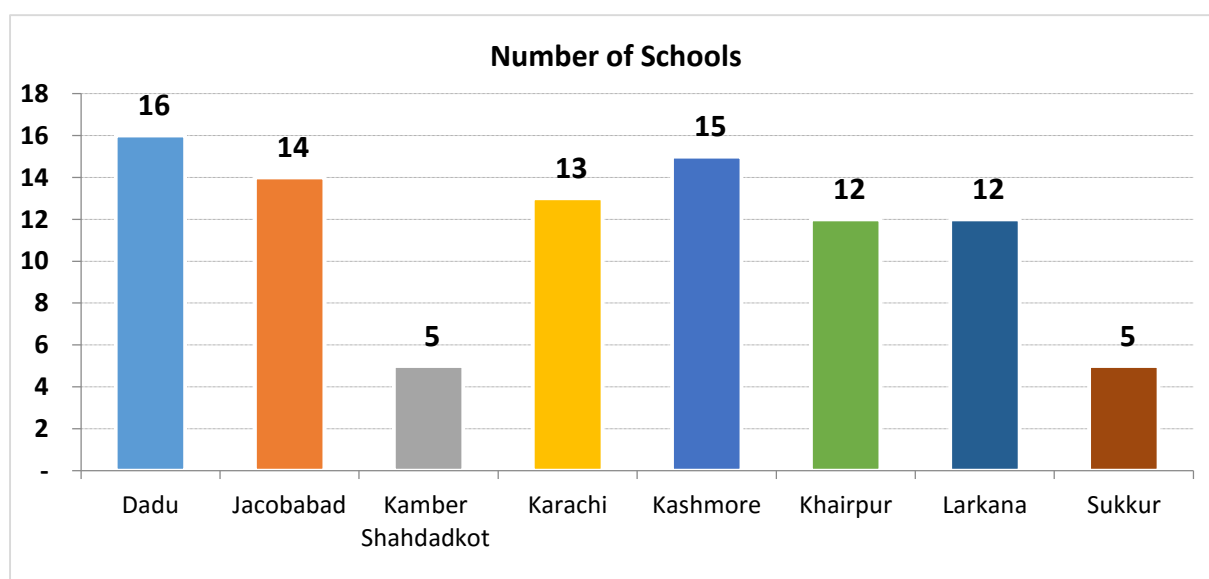
During the reporting period CMP engaged the interest of Maersk Shipping Line and submitted a proposal to seek support in setting up digital libraries and science labs in SBEP targeted schools. The proposal is under the review by Maersk. CMP will continue following up with these parties to realize the pledged support.

CMP also followed up with Universal Service Fund (USF) for provision of computers and internet connectivity to SBEP schools. This was subsequent to an initial meeting of USF with SBEP team led by Secretary Education and Literacy, GOS. USF suggested the Government of Sindh to write a request letter to Ms. Anusha Rahman, Minister of State for Information Technology & Telecom. Consequently a request letter was sent from Honorable Senior Minister for Education, Government of Sindh, and Mr. Nisar Ahmed Khuhro to Ms. Anusha Rahman, Federal Minister of State for Information Technology & Telecom. Despite a rigorous follow-up, the response from Federal Ministry of Information Technology & Telecom and USF is still awaited. CMP is providing its technical assistance to ELD-GOS for this understanding with USF and the required correspondence.

CMP also initiated partnership process with National Bank of Pakistan (NBP) and Habib Bank Limited (HBL). Both parties have asked CMP to submit proposals to support provision of Sports Equipment and ICT Equipment for SBEP target schools. CMP will submit these proposal and follow-up in the next quarter. Other similar interactions with private sector include meetings with Network of Organization Working with People with Disabilities' Pakistan (NOWPDP) which briefed about potential measures for inclusion of the special education for disabled students in government schools; and interactions with Nizam Energy for solar electrification of SBEP-targeted constructions and neighboring schools. CMP has shared information with potential partners and is awaiting a proposal expected in the next quarter, which will be shared at the next SBEP-PSC meeting.



CMP integrated the process of local resource generation for CMP target schools, in-kind support, and private contributions at the local level to drive resource mobilization and to ensure sustainability and stewardship of SBEP interventions. CMP tracked and report contributions, and encouraged local stakeholders by acknowledging their support at recognition events. SMCs and SMC-Subcommittees were sensitized to garner resources through local businesses and individuals to support schools in their locality.



During the third year, CMP held school-based, resource-generation events in selected schools of all CMP target districts and tracked a total of 572 contributions of worth PKR 1,537,110 in 92 schools, by local businesses, individual philanthropists, teachers and community members. CMP also held cluster-based recognition events in all CMP districts in order to appreciate major contributions and encourage other potential donors. The contributions include water coolers, school shoes, rewards to acknowledge achievements of students and to hire local teachers, school uniforms, furniture, ceiling fans, sun shades, books, etc. CMP also held school-based events in these districts to acknowledge the contributors. CMP has received a very encouraging response from the local community, businesses, as well as representatives of the Government

Signing of First Four Concession Agreements under GOS Policy Reform of Education Management Organizations (EMOs)

CMP provided technical and operational assistance to the ELD Government of Sindh (GOS) for the signing of four concession agreements with two Education Management Organizations (EMOs). The Institute of Business and Administration (IBA) Sukkur, and Charter for Compassion (CFC) Pakistan to contract management of the first four schools constructed with the support of USAID under the SBEP in districts Khairpur and Sukkur.

Syed Qaim Ali Shah, Chief Minister (CM) of Sindh; David M. Hale, U.S. Ambassador to Pakistan; Brian Heath, U.S. Counsel General; Nisar Ahmed Khuhro, Senior Minister for Education; Craig Buck, Provincial

Director of USAID; and, Dr. Randy Hatfield, Senior Policy Advisor and Program Manager-SBEP attended the signing ceremony along with other high-ranking officials, ministers, political leaders and representatives from the United States Government, Government of Sindh, development partners, teachers, students, and members of the beneficiary community.

CMP closely coordinated with USAID, PMIU, CM House Karachi, CFC, IBA Sukkur, ELD and Finance Department, GOS for completion of all technical requirements, relevant inputs and all arrangements to organize the signing event.

The signing ceremony has kicked-off implementation of GOS policy reform of EMOs under which GOS is entering into partnerships with credible organizations from the private sector to manage and improve the functioning of public schools under the Sindh Public Private Partnership (PPP) Act 2010.

Handing Over of SBEP Schools to EMOs

During the reporting period CMP facilitated the handing over of the first four schools, constructed under USAID-funded SBEP, to two selected EMOs, i.e. Institute of Business Administration (IBA Sukkur) and Charter for Compassion (CFC) under the Government of Sindh (GOS) policy reform of EMOs. These four schools were inaugurated by senior dignitaries. Following the schools' inauguration ceremonies in April and May, 2016, a comprehensive exercise for inventory checking and procedural handing over was carried out.

CMP ensured extensive coordination with all relevant stakeholders and provided continued support to ELD-GOS, both selected EMOs – IBA Sukkur and CFC, PMIU, Halcrow, District Administration and District Education Departments of Khairpur and Sukkur, SMCs, parents and communities. IBA Sukkur and CFC have taken over managerial responsibilities and they have also shared the progress reports, which also been shared with PPP Node of ELD-GOS and USAID. These four schools will offer access of quality education to 3,870 children in four villages in district Khairpur and Sukkur.



Secretary Education 7 Literacy and Head of EMOs at EMO Signing Ceremony

Once the constructed selected schools were handed over to two EMOs after signing of the concession agreements, CMP has provided assistance in ground/schools level implementation of the EMOs reform by strengthening relations of EMOs with community and district education department.

CMP also assisted GOS to constitute the District Support Team (DST) and organized its two meetings to assist implementation of EMOs reform at local level. The main purpose of DST meetings was to streamline decisions making for efficient implementation. CMP has oriented EMOs on roles and responsibilities of SBEP partners in outsourced schools and also drafted a communication protocol for EMOs to enable them in coordinating with other SBEP partners as per their roles. CMP has assisted in strengthening the relationships between EMOs and local community of the outsourced schools, since CMP has already built a rapport with the SMCs and the larger community since inception of the program.



Pre-Bid meeting on second RFP for EMOs

Expansion of EMOs Policy Reform

Based on the tremendous potential of enhanced efficiency of educational management and immediate results of USAID and GOS partnership for the pilot of EMOs policy reform in SBEP targeted schools, and building on the policy and procedural successes achieved so far, GOS has decided to expand the EMOs reform, beyond the SBEP target area, to non-SBEP schools and districts in Sindh. In a letter addressed to USAID, the GOS appreciated the technical support provided by CMP for the pilot of EMOs reform and also requested USAID to extend this support for expansion of EMOs reform in other (non-SBEP) districts and schools of Sindh.

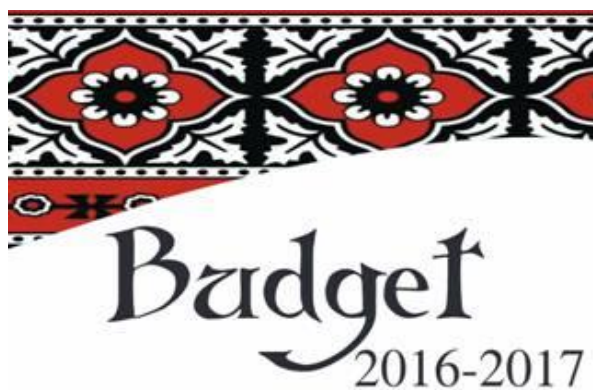
In the response to this request of GOS, and the subsequent proceedings for approval of required support, the USAID has given its approval for assistance through CMP for the expansion of EMOs model to non-SBEP schools. The assistance role of CMP for expansion of EMOs reform is centered on conducting outreach programs with stakeholders and to provide technical assistance for evaluation and procurement processes involved in outsourcing the management of selected non-SBEP public sector schools to EMOs. This intervention will a.) Institutionalize the implementation of EMOs reform in education sector, b.) Strengthen relationship between USAID and the Government of Sindh and c.) Most importantly also sustain and scale up impacts of the SBEP.

During the reporting period and after approval by USAID, CMP provided assistance to PPP Node of ELD for shortlisting of applications submitted against the second Expression of Interest for EMOs for non-SBEP schools, advertised by GOS.

Financial Allocations by GOS in FY 2016/17 in support of SBEP Target Schools

During the reporting period, the Sindh Legislative Assembly passed the GOS fiscal budget for financial year (FY) 2016/17 which includes a landmark financial allocation of PKR 1 billion for implementation of EMOs reform. This commitment by the GOS has resonated very positively among the reform stakeholders, especially the private sector.

Additionally the GOS has also made the other allocations in FY 2016/17 to support the SBEP target schools, which include; PKR 250 million block SNE allocation for hiring of teaching and non-teaching staff, which could be used for filling staff positions in SBEP target schools; PKR 27.3 million for electrification of SBEP schools; PKR 128 million re-allocations and PKR 163 million new allocations for provision of furniture to schools constructed under SBEP in Districts Khairpur, Sukkur, Karachi, Dadu and Larkana; PKR 120 million for renovation and provision of



basic facilities in selected EMOs cluster/neighboring schools in Districts Khairpur and Sukkur; and PKR 60 million for provision of furniture and renovation of basic facilities in the existing (old) blocks of schools reconstructed under SBEP in Districts of Khairpur and Sukkur. CMP provided technical assistance to ELD, GOS in pitching for the above financial allocations and closely coordinated with various wings of ELD, Finance and Planning Departments of GOS.

During this quarter, CMP also assisted the Planning, Development and Research (PDR) Wing of ELD-GOS in developing relevant planning documentation, compilation and analysis of data and coordination support for execution of three Annual Development Plans (ADPs), PKR 60 Million each, reflected in the current fiscal budget of GOS for renovation, provision of basic facilities and furniture in the existing (old) blocks of SBEP campus schools, and the SBEP/EMO cluster (neighboring) schools of districts Khairpur and Sukkur. CMP also provided technical assisted to the PDR Wing of ELD in developing a comprehensive Scheduled New Expenditure (SNE) document for school-wise allocation of teaching and non-teaching staff positions in SBEP target schools.

Release of EMO Funds Allocated in GOS Budget FY 2015/16:

Another significant achievement of the reporting period is that due to regular follow up, technical assistance for documentation and continuous coordination of CMP, the Finance Department of GOS has released PKR 500 million under the allocated funds for EMOs reform in GOS Budget of FY 2015/16, to ELD, GOS through an EMOs Viability Gap Fund (VGF) for Escrow account mechanisms. The first release of funds to EMOs is anticipated in the next quarter, which is expected to send a very encouraging message to the EMOs and the larger private sector involved in education management about the commitment of the Government for the EMOs reform.

CMP is also providing support and assistance to PPP Unit of Finance Department, ELD-GOS and prospective banks in deciding the escrow account mechanisms for release of funds to EMOs under the contract terms. Under proposed financial structure, separate escrow accounts will be opened for each contract. The escrow mechanism will be governed by a tri-partite escrow agreement, which will be executed between the ELD GOS, EMO and the escrow Bank. Subject to the escrow agreement and the standing instructions set out therein, including clearance from the IE and IA, the payment for every quarter will be released by the escrow bank from the respective escrow accounts to the EMOs bank accounts.

Hiring of Independent Auditors (IA) and Independent Experts (IE) for EMOs

On June 28, 2016 a ceremony was held in the office of Secretary Education, ELD-GOS, to observe the signing of agreements among Deloitte Yousaf Adil, IBA Sukkur and ELD, and Earnest and Young, CFC and ELD, respectively. These Independent Auditors will guide and support the opening of escrow

¹ Definition of Escrow Account: An escrow account is a financial instrument held by a third party on behalf of the other two parties in a transaction. The funds are held by the escrow bank until it receives the appropriate written or oral instructions or until obligations have been fulfilled. <http://www.investopedia.com/terms/e/escrow.asp>

accounts for EMO contracts for the release of GOS funds to EMOs under the contract terms for management of public sector schools.

During this quarter, CMP provided comprehensive assistance to the ELD-GOS for hiring of IAs and IEs under tripartite agreements to ensure transparent, accountable and efficient implementation of the EMOs reform. Hiring of IA and IE is also a condition precedent under the contracts for procurement of EMOs. CMP provided assistance and coordination to ELD-GOS, EMOs, the proposed audit firms, Finance and Law Departments, GOS, in drafting the IAs scope of work, developing the tripartite agreements, and defining their roles and responsibilities under the contract terms.

CMP also performed coordinated efforts with IBA, CFC, PPP Node of ELD, and proposed IEs to define the roles of IEs under the concession agreements signed for management of public schools. CMP held several meeting with the involved stakeholders to define and develop understanding of the EMOs and potential IEs about the measurement of key performance indicators (KPIs) and other involved mechanisms to smoothly operationalize the implementation of a transparent and accountable oversight system. The IEs are expected to be signed with both current EMOs (IBA Sukkur and CFC) during the next quarter.

Cluster Based Model for EMOs

The SBEP Steering Committee in its 13th meeting granted approval to implement cluster based model for EMOs. Under this approach, the management of SBEP construction schools along with its neighboring/cluster schools will be outsourced to EMOs.

This model will greatly help address the demand side challenges posed at the cluster schools by utilizing the experience and expertise of EMOs. This model is also expected to bring efficiency at various levels of management, economy (as measured through per-child cost), infrastructure improvement, curriculum enrichment and staff capacity development. One of the primary advantages of this model is the sustainability of improvements brought and impact generated by the SBEP in the cluster schools.



CMP worked extensively during this quarter to develop the concept for cluster based model, delivered presentations to different stakeholders; including GOS, USAID and private sector potential partners (prequalified EMOs). CMP also conducted a stakeholders' consultative workshop on cluster based model to seek the inputs, comments, concerns and recommendations of the involved stakeholders which included representation of the prequalified EMOs, ELD and Finance Department, GOS, RSU, USAID, PMIU and SBEP components. The participants also perform group work to structure the changes required in the current EMOs model for catering to cluster schools like infrastructure challenges, administration, selection criteria, measurement of KPIs, etc. CMP consolidated the recommendations of the participants into a report of the session and shared with USAID.

Subsequent to the approval of SBEP-PSC, CMP is now working to assist GOS in incorporating the changes required in RFP, concession agreements, KPIs, etc. and mapping the condition of cluster schools for implementation of the cluster model starting with the third RFP for EMOs, which is expected to include six SBEP construction schools in Khairpur and Sukkur.

D. STATUS OF THE ACTIVITIES AS PER CROSS CUTTING THEMES

CCT I: Gender Mainstreaming of Program Activities

Capacity Building of CMP Team and Sub-contractors

CMP organized a capacity building workshop for CMP and sub-contractors' field teams on gender mainstreaming and inclusion of women in SMCs and sub-committees. The session was focused on gender equity and justice and highlighted the importance of women in decision making bodies. Participants also discussed that community dialogue can be an effective tool to understand socio-cultural dynamics, engage men and women in thought process, sensitize them towards gender integration and seek their willingness to take them on board.

The objectives of community dialogues are;

- To increase women membership and participation in SMCs and subcommittees.
- To raise awareness on woman's role in education; and
- To take community's perspective on women's participation in SMCs

SMC Sub-committee Training on Gender Mainstreaming

Considering the importance of women empowerment and gender mainstreaming, CMP team continued to contribute in capacity building of communities, especially SMC sub-committees on cross-cutting themes, regarding the issues of women empowerment. Communities can play a vital role towards girls' education, if they are well sensitized about the importance of gender mainstreaming and receive proper information. During the reporting period CMP trained 95 participants (58 Male and 37 Female) from 19 communities in Jacobabad and Qamber Shahdaskot districts. The main purpose of these training sessions was to a.) Raise awareness among community members that role of men and women is equally importance for sustainable development, especially in the context of education, b.) Encourage women to participate in decision making forums and share their input and c.) Ensure gender balance not only in SMCs and sub-committees by increasing women's participation but also in all activities carried out by CMP.

Dialogue with Community for Women Participation and Empowerment

As per policy ELD guidelines, there should be three women out of five SMC members in girls' school. However the policy guideline does not specify the number of women members in SMCs of mix and boys' schools. In order to implement this policy of women inclusion in girls' school CMP conducted dialogue with communities to share this important aspect of policy and take them on board to restructure the SMCs. This is a detailed exercise to restructure the SMCs which was true in most cases.



Women participants during community dialogue

"We have been able to understand our roles & responsibilities as a parent towards our children's education after becoming the member of SMC Sub-committee".

Sukhan Brohi, Village Aungh

CMP field teams conducted community dialogues, separately with men and women. In those few schools where local community were comfortable, CMP conducted joint dialogues including men and

women. During these sessions, participants discussed the challenges that can be faced by women if they become a member of SMC sub-committees. Participants shared their concerns that most of the women are illiterate, they do not know about the SMCs and its role and responsibilities and due to social norms it is difficult for women to go outside of the village to attend trainings.

CMP team informed that training for women will be organized at the village level and will be conducted by female staff to train them on social mobilization, SMC process, gender mainstreaming and their role and responsibilities. The communities' response was varying from aggressive to calm to excitement. CMP field team tried to respond to every situation according to the community dynamics and engaged SMCs and other social activists. During the reporting period CMP facilitated 75 community dialogue having 4,472 participants (1,495 Male and 2977 Female) from all CMP focused districts. As a result of these community dialogues 137 women expressed their interest to join SMCs and sub-committees for contributing their input in betterment of education, especially for girl's education.

Active Role of Women in Resource Generation

As CMP continue to involve men and women in field level activities and also facilitating women to join SMCs and sub-committees, in the result women are demonstrating their interest and contributing their efforts for improvement of schools. During the reporting period CMP organized many local resource generation events to seek community contribution of schools and confirmed that women are not only taking part in organizing these community based events but also contributing their in-kind and cash resource for schools. During the reporting period 62 women have participated in six local resource generation events and provided Cash, Water Cooler, Hand Fans and Quilts as their contribution.

Coordination Meeting with Stakeholders on Women Participation in SMCs

CMP team organized a consultative meeting with USAID and other stakeholders to discuss the female membership in SMCs and other decision-making bodies. The meeting was held in February 2016. Dr. Randy Hatfield, Senior Policy Adviser and Program Manager Sindh Basic Education Program USAID, representatives of RSU, PMIU, IRC, Hands and CMP senior management participated in the meeting. Gender advisor shared a presentation based on the assessment of CMP program and shared reasons for girls' low enrollment in the province.



One of the major reasons identified was the lack of women participation in decision-making bodies such as SMCs and the sub-committees. The gender advisor provided data about the current status of women membership in SMCs in CMP targeted schools. Participants appreciated the efforts of CMP and agreed with the need of women membership in SMCs. RSU representatives informed that they are working on policy document to enhance women membership in SMCs.

During the reporting period CMP also conducted meetings with RSU to address issues pertaining to girls' education, such as girls' dropout, streamline the process of girls' stipend, analysis of girls'

Women perspective on community dialogue

Before Community Dialogue, we were never asked to participate in any decision making body. All community members, even including ourselves used to believe that we can't provide any input for the betterment of education of our children.

Now, after joining the community dialogues, we as well as male community members have realized that our input regarding the challenges towards girls' education is more valid than male members' point of view.

We also feel that we should be part of SMC to contribute our ideas for betterment of education.

Hawa Suprio, SMC sub-committee member

enrollment data, policy on women membership in SMCs (Girls' School, Boys' Schools and Mix schools) and provision of separate toilets for girls and boundary wall to provide safe environment for girls' students.

Meeting with PMIU to Address the Challenges for Gender Mainstreaming

CMP conducted a meeting with PMIU to discuss the challenges of gender mainstreaming in SBEP and how to address them with the support of PMIU. The main discussion points were women membership in SMCs, mix schools registered as boys' school, provision of latrine and boundary walls of neighboring schools, drop out ratio of girls, Let Girls' Learn (LGL) and limited number of girls' school.

Review of CMP Small Grant Manual

During the reporting period, gender advisor reviewed the grant manual and shared her input regarding the gender mainstreaming perspective. It was included in the manual that grant vetting meeting and SIP formation process must address needs of boys and girls and at the stage of SIP development equal participation of men and women should be ensured. It is also included in the manual that in order to increase girls' enrollment and retention, those grants which addresses girls' needs should be given priority.

The CMP gender advisor also revised the role and responsibilities of gender committee with the input of field team for restructuring process of SMCs sub-committees.

Let Girls Learn (LGL) and CMP's Contribution towards LGL

USAID organized a meeting with LGL Stakeholders/Partners in February, 2016 in Islamabad. The objective of the meeting was to understand the partners' contribution towards LGL. CMP participated in the meeting and shared a presentation on the CMP activities contributing towards LGL. Based on further guidance from the USAID, CMP has recorded information on adolescent girls attending CMP targeted schools.



First position holder in drawing competition

CMP has continued working on LGL initiative. During our work on gender mainstreaming CMP found that due to lack of washroom facilities most of the adolescent girls were absent specially during menstrual period and this issue was addressed through small grants. SMC sub-committees repaired washrooms and boundary walls in girls' schools to provide safe and secure school environment. CMP has ensured that priority should be given to address these issues which support girls' enrollment and attendance in general and let girls' learn initiative in specific.

CMP is also supporting adolescent girls in CMP schools to showcase their talent and strengths through extra curriculum activities, such as sports tournament, drawing competition and so on. Another area where CMP is supporting adolescent girls is encouraging them to register, prepare abstract and develop proposal for Intel provincial and national fairs. CMP teams have mobilized parents and teachers to give opportunities to their girls to learn through sports and exposure at Intel Science and Engineering Fair.

Gender Integration in CMP Activities

It was observed that the girls' students and female teachers participated in boys' school during World Environment Day. They became the part of the ceremony and a large number of girls' students participated in different activities, such as speeches, drawing competition, tableaus and dance and song performances. In fact, girls took the first and third position in speeches and 1st position in drawing competition.

International Women's Day

The international community globally celebrates "International Women Day" in month of March in order to recognize the services of women in different areas and also empower and encourage them. Similarly, CMP with support of community and school management committees celebrated International Women's Day and organized different programs at school level.

Following were the main objectives to celebrate International Women's Day;

- Create awareness among Students, SMC members, teachers and community regarding international Woman's Day and reason behind its celebration;
- Understand and acknowledge the role of women in bringing positive change in the society; and
- Recognize the importance of gender equality in education as a fundamental right and increase girl enrollment.

The events were well attended by participants including community, children, SMC, parents and representatives of the District Education Department officials. Speakers highlighted the importance of women in the development of society. They shared achievements of women in different fields, such as education, sports and politics. Further, to develop the interest of the students in the events, different competitions like drawing competition, henna designing, and games were held. In addition, students presented welcomes songs, tableaus, and role plays. CMP rewarded performing students with giveaways and prizes.

Mother's Day

Mothers' Day is celebrated globally to commemorate the dedication and unconditional love of mothers for their children. During the reporting year CMP in collaboration with SMCs and communities decided to celebrate Mother's Day. The event encouraged huge female participation, especially mothers and recognized their contribution in nurturing their children. CMP invited participants from different walks of life, including department of education, civil society representatives, community members, children and media representatives.

During these events students paid tribute to mothers by singing, delivering speeches and reciting Hamad and Naat. Chief guests also emphasized the role of mother in character building of a child. The communities acknowledged CMP's for organizing such programs as well as for the efforts in improving education in their villages. At the end of the event, prizes were distributed to the students that took part in different segments of the day.

For gender mainstreaming, it is necessary that both girls and boys benefit from resources on equal basis. During the reporting year CMP encouraged SMCs to implement small grants with focus that it provide a conducive learning environment to both gender. The schools implemented grants for provision of drinking water in girls' school; repair of female toilets, and repair of classrooms designed to enhance the learning environment for girls. In some schools, SMC sub-committees repaired boundary wall to provide an enabling environment to the girls

CMP organized sports event to provide an opportunity for girls' students to participate. For the first time in GGHSS Waggan School and in this village a large number of girls participated in sports event.



International Women Day - Dadu



Participants of Mothers' Day at GGMS Bhambo Khan Chandio, District Qambar Shahdadkot

A total of 313 participants including teachers, female students, and distinguished personalities attended sports activities. The event started with national anthem, followed by games as listed below:

- Cricket competition;
- Badminton;
- Rope pulling; and
- Volley Ball.

District education department appreciated CMP for promotion of girls' sports.



Girls' Sports Event, Warrah, Qamber Shahdadkot

CCT II: Water and Sanitation - WATSAN

The CMP team in district Qamber Shahdadkot organized training session for SMC sub-committees on WATSAN. The session included useful information about improving personal, domestic and environmental hygiene through effective Water, Sanitation and Hygiene (WASH) practices. The session was held at GBHS, Wasu Kalhro. Two neighboring schools also participated.

Ensuring the proper awareness and facilitating support to improve access to water and sanitation is one of the cross cutting themes of CMP. It is observed that improved WATSAN enable students, especially girls to attend schools regularly.

CMP facilitated schools under small grants implementation in all CMP focused district to improve the access of water and sanitation. Details are attached in annex- K.

CCT III: Disaster Risk Reduction (DRR) Improved Knowledge, Awareness, Preparation and Practice

SMC Sub-committee Session on DRR

As majority of the CMP targeted districts are flood affected and prone to natural disasters. Therefore, in order to increase awareness of communities on disaster risk reduction, CMP team in district Qamber Shahdadkot organized a session on DRR preparedness. The session was organized at GBHS Wasu Kalhro, where two other neighboring schools also participated. Participants found information on DRR very useful and thanked the facilitators. Fort five community members were trained. Assistant Commissioner and Deputy DEO attended event and shared valuable suggestions.

Coordination Meeting with UNICEF and USAID

During the reporting period CMP along with USAID representatives, participated in a coordination meeting of District Disaster Management Authority, organized by Deputy Commissioner, Khairpur. The main purpose of this meeting was to conduct the mapping of NGOs working in the district as well as to discuss the duplication of DRR interventions in 26 CMP/SBEP construction schools of district Sukkur and Khairpur with the DRR interventions of UNICEF funded “Resilient, Informed and Safer Schools and Communities Program” implemented by Pakistan Fisher Folk Forum (PFF).

During the DDMA meeting, CMP also briefed about the DRR interventions in CMP targeted districts. In meeting, it was decided that PFF and CMP shall meet at the district level and UNICEF and USAID will also have a bilateral meeting to avoid the duplication of efforts between similar programs and/or interventions. As a result of those meetings and in order to avoid the duplication PFF has handed over the activities’ data of schools to CMP. After receiving data from PFF, CMP has continued the DRR sessions and other activities as per CMP’s plan in these schools. The DRR related data received from PFF is stored in CMP field office Sukkur

E. CHALLENGES

- Cultural sensitivities, barriers and lack of education remains to be a contributing factor for low women participation in local decision making.
- Lack of basic facilities, such as; furniture, toilets, classrooms and boundary walls in the neighboring schools (non-construction schools) is one of the major hindering factors for less girls' enrollment which CMP is addressing through small grants that aims to improve the learning environment.
- ELD, GOS is facing challenge to streamline the flow of funds to EMOs of first four schools and lack of resource might pose a challenge for EMOs to smooth implementation.
- Due to lack of financial resources and limited human resource and capacity of PPP Node of ELD response to EMOs regarding ground-level implementation has been slow, which is proving problematic for implementation. Staffing of the PPP Node is still a challenge, yet to overcome by the ELD-GOS.
- Delays in hiring of IEs has trickledown effect on submission KPIs of EMOs, which further causes delays in payment release.

F. LESSONS LEARNED

The outsourcing of first four newly constructed schools to EMOs has resulted in immediate uptick of enrollment in these schools. The provision of better facilities and improved management has been welcomed by the communities and EMOs are reporting huge interest of parents. This is in contrast to general assumption that partnership of government schools with private education organizations will face significant challenges, at least in initial years.

This success came with unexpected challenges as well. The communities in neighborhood of these schools started asking for having similar arrangements in their schools as well. Responding to the interest of communities, Education Department floated the idea of implementing Cluster Based Approach in EMOs reform. Cluster model is also part of Sindh Education Sector Plan, hence, in alignment with province wide reform vision of government of Sindh. CMP provided assistance to Education Department in socializing this idea amongst stakeholders specially focusing on implementation and funding challenges associated with expanding the reform from potentially 106 schools to 300+ schools. The cluster based idea was finally taken up SBEP Steering Committee and was approved with government of Sindh pledging more resources to CMP neighboring schools.

The latest draft of 'Request for Proposal' prepared by Education Department is cluster based. The document is inviting bids from EMOs for six construction and 18 CMP neighboring schools. To improve the school learning environment in CMP neighboring schools government has allocated additional USD 1.2 million. The actual dynamics of this change in strategy can only be known after its implementation, however, this revised strategy has the potential to increase the coverage of students by threefold in coming years.

During the initial three years of program implementation five sub-committees continued to function. The communities however felt that the decision making and effectiveness of sub-communities can be further enhanced by introducing changes in their roles and functions and bringing cohesiveness and synchronization in how they work. As a result, CMP revisited the structure of sub-committees and merged five sub-committees into three thus ensuring better outcomes and local decision making.

G. OPERATIONS

- CMP operation conducted recruitment against vacant as well as newly created position. During reporting period 21 staff members joined CMP team.
- CMP initiated the performance appraisal process for staff, which followed salary revision, promotion of some staff members and extension of contract to staff.
- CMP staff also completed online mandatory training modules, provided by headquarter.
- CMP senior management also made significant changes to program's organizational structure, as a result now program has DCOP (Programs) and DCOP (Operations), Director Contracts, Grants and Procurement and some other positions. Due to change in organizational structure there is also change of line management for some staff members.
- CMP also relocated its office from Bahria Complex I to Bahria Complex III.
- New office address: 4th Floor, Bahria Complex III, M.T. Khan Road, Karachi – Pakistan



CMP new office

H. PLAN FOR THE NEXT YEAR

The Year IV Work Plan illustrates our focus on leveraging learnings, not only from CMP's past three years of performance, but also as it has been refined through continuous involvement with other SBEP partners and engagement with public sector and community stakeholders. As CMP works in close collaboration with Project Management and Implementation Unit (PMIU), it reflects a number of activities that are consistently aligned with the implementation of CMP's parent program, the Sindh Basic Education Program (SBEP). It is CMP's intention that the resulting work plan will certainly influence and contribute to the overall goal of SBEP.

Upon completion of the project's third year, IRD and its partners (Health and Nutrition Development Society-HANDS, Indus Resource Centre-IRC, and Aga Khan University – Human Development Program - AKUHDP) have developed in-depth grass-roots knowledge of community-based school needs as well as had many opportunities to reflect, learn, and move forward with Year IV project planning. As part of developing this work plan, the CMP team conducted an internal workshop to reflect on successes, best practices, lessons learned and challenges faced. Targets for Year IV included in the work plan incorporate this learning.

CMP continues to emphasize strengthening and empowering School Management Committees during Year IV through specialized trainings, facilitating the development and implementation of social mobilization plans (SMPs) and school improvement plans (SIPs), promoting and facilitating community led events, such as enrollment enhancement campaigns for increased girls' enrollment; groundbreaking ceremonies; annual school days; Memorandum of Understanding (MOU) signing ceremonies; community recognition days; and exchange visits at school/Union Council (UC)/Taluka/district levels.

CMP will continue its efforts to conduct a mapping for implementation of consolidation, merging and upgrading reform. This mapping includes distance of cluster and neighboring schools, number of children, socio-cultural norms of communities, willingness of both communities and overall feasibility of consolidation/merging and this information is gathered through routine community visits and meetings with SMCs executive and general body. During the coming year, CMP will also provide orientation to district education officials on consolidation, merging and upgrading of schools' policies and on gender mainstreaming in education at the provincial level with the facilitation of Reform Support Unit Karachi.

During Year IV CMP intends to conduct a community-based cause assessment for student dropout, especially girls. This will be followed by a series of focus group meetings with parents to mobilize them for continuation of girls' education. Also, over the past three years, CMP has been working closely with communities and has learned that some tasks initially assigned to one specialized sub-committee are more relevant to other sub-committees. This information learned at the field level will help CMP restructure sub-committees' roles and responsibilities according to their strengths and willingness, while also clarifying roles and responsibilities. This year's work plan also provides opportunities for communities to share their experiences and learn from other communities through community-to-community exchange visits. These UC/Taluka/District level visits will foster inter-community relations allow them to learn from their developmental journey and experiences.

In the coming year, CMP plans to invest small grants for up to 156 CMP focused schools so they can repair dilapidated facilities. CMP recognizes that communities should eventually lead school level-and/or community-based activities, with CMP serving as a facilitator, when requested. To that end, the Year IV Work Plan has scheduled communities to be leading most of the school days, community recognition days and other schools/community-based interventions, while CMP will provide broader level guidelines and support.

CMP will also continue to collaborate with Intel Pakistan (under its MOU with USAID) to facilitate the sessions for grade 8-II students in CMP-focused schools. Students will also have an opportunity

to register and prepare and submit abstracts of their science fair projects. Intel Pakistan intends to showcase the selected projects in its provincial fair. Those selected will advance to the Intel National Science Fair and will receive recognition for their efforts.

CMP recently signed a sub-contract with Aga Khan University Human Development Program, which will provide technical strength to execute interventions under the health and nutrition component of the project. During Year IV, CMP will conduct participatory action research (PAR) through a formative process by recording nutrition related knowledge attitude practices (KAP) of target school families and by collecting anthropometry data of more than 800 children to determine their current nutritional status. The research activity will be repeated for two additional rounds to measure the change after engagement of families who participate in health and hygiene awareness sessions. Besides this participatory activity (PAR), CMP will also coordinate with stakeholders working on health, hygiene and nutrition, especially with the Government Health Department's Nutrition Cell and with the PPHI to better connect children and families of CMP-focused communities with those available services to reduce/address malnourishment issues in the communities through effective referral mechanism. CMP will continue to engage nutrition associates as well as school health and nutrition committees to provide health, nutrition and hygiene awareness to communities and identify severe and acute malnourished children of age 5-9 so they can be referred to health facilities for required medical services. In order to encourage parents to take children to health facilities for proper diagnosis and treatment, CMP will establish a pilot voucher system to provide assistance in term of conditional cash grant.

CMP will conduct an assessment of menstrual hygiene practices among adolescent girls in CMP-focused schools as one of the important interventions under the health and nutrition component as well as under the WATSAN theme. The findings of this assessment will guide the team to better tailor hygiene awareness sessions for that particular segment of the population as well as to help address girls' dropout issues. CMP and AKU-HDP will adapt and use IEC material to raise awareness about health, nutrition and hygiene issues. CMP also plans to organize quarterly review meetings with health and nutrition related stakeholders to exchange the update on progress and possible areas of collaboration.

During this year, CMP will continue to support and assist ELD in financial, technical, procedural and management mechanisms for expansion and implementation of EMO reforms. CMP will also assist ELD in identifying reputable organizations for outsourcing the management of public schools. In this regard CMP will organize round table meetings, hold discussions, engage civil society organizations as potential EMOs and demonstrate existing EMO's work as well as share detailed briefings during provincial consultative sessions to promote this intervention. In addition to assisting ELD for expansion of EMO reform, CMP will also continue to provide facilitation to GOS as well as current EMOs for ground level implementation regarding their current schools. This support includes identifying independent experts and independent auditors for EMOs, allocation for funds in provincial budget cycle, release of funds as per their performance and smooth coordination between EMOs and district education department, SMCs and the community.

Another area of emphasis for CMP during Year IV will be improving engagement of the private sector (corporate as well as local institutes and individual philanthropists) for generating or leveraging resources for improving schools. CMP will actively engage local philanthropists through regular community mobilization interventions and will encourage them to own their schools and contribute their time, talent, cash and in-kind resources to create an enabling environment for children.

Gender mainstreaming will be ensured in all interventions. Practices, such as advocacy with RSU for women membership in SMCs across the province and community dialogue with community members to encourage women in decision-making bodies, will continue throughout the year. Along with these activities, CMP will introduce some unconventional approaches, like organizing expert talks on the subject of education and gender integration and use of theatre for community sensitization towards gender integration. Capacity building sessions will be organized for staff as well as district education officers to enhance their level of understanding about gender mainstreaming.

CMP will also conduct a gender audit with the CMP staff so they can analyze their own work through the gender lens. It is hoped and expected that this will foster improved ownership towards gender mainstreaming.

Since target communities are in disaster prone areas, this year CMP will design IEC materials for raising community awareness regarding prevention and preparedness of disaster risk reduction.

As CMP moves into its fourth year of implementation and its focus shifts to outcomes/results, CMP's activities planned under this year's work plan are inclined towards community empowerment with strategic support, coordination and communities' capacity building and enhanced visibility and communication to expand the outreach through diversified sources. CMP will enhance its presence through social and mainstream media, keeping alignment with SBEP's overall communication strategy and USAID branding guideline, to remain connected with relevant stakeholders.

I. ANNEX I: SUCCESS STORIES



USAID
FROM THE AMERICAN PEOPLE

**SINDH COMMUNITY
MOBILIZATION PROGRAM (CMP)**

SUCCESS STORY

From outreach to outcome

Newly constructed School turned to be an enhanced opportunity for continued education of dropped out girls



Uzma Asmat recontinuing her education after more than two years drop out.
Student of Class IX,
GGHS, Arain, District Sukkur

Photo by: USAID/CMP

In the post flood scenario in 2011 Government Girls Elementary School, Arain, District Sukkur was one of the school which was severely damaged. Beside its dilapidated infrastructure, it limited the possibility of girls to continue their education after grade VIII. Ms. Uzma D/o Mr. Asmat Ullah, a middle socio-economic class public servant was one among many girls of that village who were left with no option but quit their studies after grade VIII. According to Uzma, "My parents were willing to provide me education as they did for my brother, who completed his B.Sc. but they prefer that I go to any girls' school, not in the co-education". After flood, our school was used as IDP camp to accommodate people from worst affected areas.

As USAID decided to construct this school and upgrade from elementary to High School, it enabled Uzma and like her many girls re-continue their education, who were dropped out for more than two years.

One of the teachers of the GGHS Arain mentioned earlier distance to other school, lack of dedicated school for girls and unsafe environment for girls were challenges. Now with this school, having all the required facilities, girls and their parents are very happy to send their girls' children to school.

"Hadn't there been a newly constructed Girls High School, many girls like me would have lost the opportunity to continued higher education and pursue dream to become what we want to be. In remote community like our secure places for girls education is very important." Shared by Uzma, a student who continued after more than two years drop out.

Ms. Uzma D/O Asmat Ullah expressed that, ***"my parents were very much willing to continue my education but they weren't comfortable with me going to co-education, though this decision resulted in loss of two academic years to me but I am glad that I am continuing my education in USAID funded newly constructed Girls School and can pursue my dream to become doctor."*** She utterly believes that girls' education is utmost important for just and equitable society.

Uzma Asmat, Student Class IX, GGHS Arain, District Sukkur



USAID
FROM THE AMERICAN PEOPLE

**SINDH COMMUNITY
MOBILIZATION PROGRAM (CMP)**

SUCCESS STORY

Every Girl Deserves a Better Future

Nothing can be best investment than investing in education



Photo by: USAID/CMP

Ambreen, Samreen and Humera, three sisters got opportunity to attain their right of education. GGPS Manzoor Hussain Bhatti, District Khairpur

Ms. Samreen, student of grade IV of GGPS Manzoor Hussain Bhatti, Khairpur District expressed that, *“though my parents are not well-off and would have engaged us in labor for the economic benefit of family, however considering our interest towards education, they allowed us to continue education. I am glad that through USAID support in improving our school we are getting quality education and will be able to pursue our passion”* Samreen’s parent believes that girls’ education is utmost important for equitable society.

In some situations poverty can be one of the limiting factors for parents to facilitate children to attain their basic right of education but it is not the only limiting factor. There are some other factors, like; access and quality of education, teachers’ absenteeism gender discrimination and social norms which are major hindrances for children in getting education. Hence there are some passionate people like Samreen, Ambreen, Humera and their parents, who overcome the obstacles of poverty as well as social norms and enrolled their all girls to provide them access to quality education.

Samreen, student of class 4, Ambreen, student of class 2 and Humera, newly enrolled student in class 1 are daughters of a lower income class family, inhabitants of village Manzoor Hussain Bhatti, district Khairpur. In this village girls are generally among the first to engage in labor and last to get education. But in the case of these three sisters, CMP community mobilization team was blessing in a way that they conducted a meeting with community for encouraging them to enroll their children, especially girls in schools. As a result of that mobilization session, Samreen’s parent decided to enroll their all girls in school. Despite of difficult financial situation in family, distance of school from their house (1.5 kilo meter) these girls were allowed to continue their education. According to Humera, newly enrolled and youngest among three sisters mentioned that *“Though school is far away and difficult for me to walk but I am glad that I have my sisters’ company so I don’t feel scared or alone. I am also happy that I received school bag from CMP team so I can keep my books safe”*.

One of the teachers of the GGPS Manzoor Hussain Bhatti shared that, like parents of these sisters, there are many community members, which are sending their girls to school, for which credit certainly go to active SMC and sub-committees, who are making continuous efforts for increased enrollment and retention. Now with this school, having basic facilities, girls and their parents are very happy to send their girls’ children to school.

“I always used to be afraid of corporal punishment, but here teachers’ attitude is very friendly. Hadn’t there been a friendly teaching environment, I and many girls like me would have dropped out from school.” Ambreen, Student of class – 2 and middle sister of Samreen and Humera.



USAID
FROM THE AMERICAN PEOPLE

**SINDH COMMUNITY
MOBILIZATION PROGRAM (CMP)**

SUCCESS STORY

Lasting Positive Impact of Community as Change Agent

Active SMCs and involved community is contributing to bring lasting positive impact in ensuring quality education



Photo by: USAID/CMP

Ahmed Ali Abro, Teacher conducting class at GBPS GHULAM Ali Zohrani, District Larkana

Mr. Ahmed Ali Abro, Teacher expressed that, ***“Most often teachers don’t need a lot of material resource or learning aids to educate, what they need is, cooperative community, supportive colleague, facilitating school administration and motivated student. We are fortunate to have all of these elements in our school”*** His desire for change and passion toward education can be felt from his pedagogy and body language.

Classroom with involved students and enthusiastic teacher Ahmed Ali Abro, GBPS Ghulam Ali Zohrani, District Larkana

GBPS, Ghulam Ali Zohrani, District Larkana is one of the many remotely located schools in Sindh, which was badly affected in 2011 flood. Unlike many communities in different parts of the province, inhabitants of Ghulam Ali zohrani village didn’t wait or rely on external actors and factors to improve the situation of their school, they took initiative on their own to bring positive change. Community members with collaboration of SMC volunteered to organize school day, led the enrollment enhancement campaign and monitored the teachers’ attendance and quality of education

Besides day to day monitoring of school, community also engaged and established coordination with Taluka and District Education Officer by inviting them in the school programs, like sports days and result announcement days. Though the school is boys’ school but due to quality of education provided, many parents of girls’ students are now sending their daughters in this school.

One of the teachers, Mr. Ahmed Ali Abro, Masters in English, shared that, ***“It is because of community’s ownership and cooperation we are able to improve quality of education and now our children are competing with children of highly paid private schools’ students”***. Due to community’s interest, there is a young millennial who has volunteer his services as teacher and teacher grade I and II students.

Mr. Abro further mentioned that, ***“Since we are getting more students due to recent enrollment enhancement campaign and quality education provided to existing students, CMP’s input under small grants implementation and community’s local resource generation efforts will allow us to improve physical infrastructure of school ultimately benefiting to students”***.

J. ANNEX II: INDICATOR BASED SUMMARY REPORT

SCMP Indicator Table for the Annual Report (October-September 2016)							
Number	Performance Indicator	LoP Target	Cumulative Data till Sep 30, 2015	Current Annual (Oct 1 – Sep 30, 2016)	Current quarter (July 1 – Sep 30, 2016)	Total Progress to date- Sep 30, 2016	Reporting Frequency
Goal: Sustain Community mobilization and school-based management in Sindh Province							
Component 1: Increase communities' involvement in the GOS reform of merging, consolidating, and upgrading schools							
1.1.1	Percent of community based social mobilization plans developed are implemented	80% of 400	226 SMP developed	145 SMP developed	9 SMP developed	371 SMP developed 79% of 400 SMP implemented (316/400*100)	Annually
1.2.1	Number of community members trained on how to develop and implement social mobilization plans	2,000	1,877	120	56	1,997	Quarterly (Internal)
Component 2: Improve community and district government coordination for increased girls' enrollment							
2.1.1	Number of learners enrolled in primary, elementary and secondary USG assisted schools	120,000	111,584	116,629	NA	116,629	Annually

SCMP Indicator Table for the Annual Report (October-September 2016)							
Number	Performance Indicator	LoP Target	Cumulative Data till Sep 30, 2015	Current Annual (Oct 1 – Sep 30, 2016)	Current quarter (July 1 – Sep 30, 2016)	Total Progress to date- Sep 30, 2016	Reporting Frequency
2.1.2	Number of out-of-school children newly enrolled or re-enrolled in education system with USG assistance	25,000	17,008	21,804	NA	38,812	Annually
2.1.3	Number of PTA or similar “school-governance” structures supported	400	384	27	14	411	Quarterly
2.2.1	Number of school improvement plans developed through USG assistance	400	165	213	23	378	Quarterly
2.2.2	Percent of SMCs having implemented at least one item of their School Improvement Plan	80% of 400	25% of 110 implemented (28/110*100)	29% of 268 implemented (78/268*100)	NA	26.5% of 400 implemented (106/400*100)	Annually
2.2.3	Cumulative Number of SMC/community members trained	6,000	3,804	2657	300	6,461	Quarterly (Internal)

SCMP Indicator Table for the Annual Report (October-September 2016)							
Number	Performance Indicator	LoP Target	Cumulative Data till Sep 30, 2015	Current Annual (Oct 1 – Sep 30, 2016)	Current quarter (July 1 – Sep 30, 2016)	Total Progress to date- Sep 30, 2016	Reporting Frequency
	on enhanced accountability and school governance.						
2.3.1	Number of District Education Officers trained with USG support.	100	225	0	0	225	Quarterly
Component 3: Improve child nutrition in selected communities and government schools through research that informs innovation and good practice							
3.1.1	Percent of focus schools implementing activities for improved hygiene practices.	80% of 400	18 schools 4.5% of 400	349 Schools 87.2% of 400	349	367 Schools 91.7% of 400	Annually
3.2.1	Number of children in targeted districts reached by USAID supported nutrition programs.	40,000	0	0	0	0	Quarterly
3.2.2	Percent of trained community members that demonstrate increased knowledge of	70% of trained community members	0	0	0	0	Annually

SCMP Indicator Table for the Annual Report (October-September 2016)							
Number	Performance Indicator	LoP Target	Cumulative Data till Sep 30, 2015	Current Annual (Oct 1 – Sep 30, 2016)	Current quarter (July 1 – Sep 30, 2016)	Total Progress to date- Sep 30, 2016	Reporting Frequency
	hygiene and nutrition.						
Pilot Component: Launch education Management Organization (EMO) System							
4.1.1	Number of Public Private Partnership (PPP) projects established and Implemented	5	4 established	2 established	1	6 established	Annually
4.1.2	Number of USG assisted CSOs working to improve education quality and access	10	0	2	2	2	Annually

K. ANNEX III: FINANCIAL REPORT

Annual reporting Worksheet

International Relief and Development

Reporting Period: October 01, 2015 – September 30, 2016

Award Number: AID-391-C-13-00006

IRD Project Number: 13006

Project Start Date: August 7, 2013

Project End Date: August 6, 2018

	Contract Value	Obligated amount	Total Cumulative Expenses through 9/30/2016	Forecast for next quarter			Total Projected Expenses through 12/31/2016
				Oct. 2016	Nov. 2016	Dec. 2016	
USAID Total	\$22,901,590	\$10,097,536	\$8,808,890	\$420,471	\$377,700	\$327,960	\$9,935,021

*** IRD note:** This annual report covers the period from 1 October 2015 thru 30 September 2016 and is in line with USAID's standard fiscal year reporting cycle.

Please note that the accrued costs provided in the Estimated Expenditure Report for the next reporting period are accounting estimates for the three months covered by the report. Actual expenditures for the period that will be recorded in IRD's accounting records and amounts invoiced for this period may vary materially from the amounts contained in this Projected Expenditure Report. While IRD has tried to be as complete as possible when making these estimates, all recipients of this information, including auditors, must understand the risk associated with relying on accounting estimates prepared so far in advance of the books and records for accounting period being closed.

L. ANNEX IV: SMALL GRANTS PROGRAM

#	School	Amount	Facilitates provided through grant activities
1	GGPS Manzoor Hussain Bhatti, Khairpur	150,000	<ul style="list-style-type: none"> New furniture purchase for students and teachers. (10 Desk, 6 chairs and 1 table). Three ceiling fans installed with electric fitting. Repair of toilets with water supply and drainage.
2	GBELS Mithal Jogi, Khairpur	149,400	<ul style="list-style-type: none"> Corridor's floor repaired, new doors and windows fixed in three class rooms, Purchased 30 dual desks for seating arrangement of 90 students.
3	GBPS M. Siddique Ujjan, Khairpur	142,250	<ul style="list-style-type: none"> Two washrooms are functional after repair Installation of overhead tank, Drinking water system repaired to store water Water cooler connected with electric stabilizer. 20 student desks purchased. Two electric fans purchased for used in class room.
4	GELS Kot Laloo, Khairpur	150,000	<ul style="list-style-type: none"> New furniture purchased for students, four ceiling fans installed in two class rooms. Wash room repair along with drainage system.
5	GBPS Ali Nawaz Chandio, Khairpur	149,000	<ul style="list-style-type: none"> Walls and floor of class room and veranda repaired, school's building white washed inside and outsides. Two toilets repaired 20 new students' desks purchased.
6	GGPS Hajjani Bakhtawar, Sukkur	150,000	<ul style="list-style-type: none"> Water tanks repaired, proper pipe fitting to make drinking water system functional Purchase 10 desks and 1 cupboard, Installation of electric water cooler.
7	GBPS Umerabad, Sukkur	145,100	<ul style="list-style-type: none"> Earth filling of school ground of 2 feet, leveling of school ground. School boundary wall, main gate and shelter repaired.
8	GBPS Saleh Indher, Sukkur	72,650	<ul style="list-style-type: none"> Floor repaired in two class rooms, as well as wall plasters completed.
9	GGELS Syeda Fatima, Sukkur	144,050	<ul style="list-style-type: none"> Two class room's walls and floors repaired. Purchased student furniture and teachers chair
10	GBPS Alam Khan Saroohi, Sukkur	72,500	<ul style="list-style-type: none"> Overhead tank repaired and pipe fitting to functional the school toilets.
11	GBPS Old Shahpur, Sukkur	73,250	<ul style="list-style-type: none"> Portion of collapsed boundary wall is being repaired.
12	GHS Wali Dad Lund, Khairpur	75,000	<ul style="list-style-type: none"> Purchased 10 chairs & 20 Desks
13	GBPS Hanja Shah Khairpur	74,515	<ul style="list-style-type: none"> One class room repaired along with white wash.
14	GBPS Haji Jan M. Soomro, Khairpur	46,400	<ul style="list-style-type: none"> Repair of rooms, hall/veranda and toilets
15	GGHS Seetharja, Khairpur	64,600	<ul style="list-style-type: none"> Repair of 08 Room's walls and floor (Class rooms, staff rooms, office)
16	GBPS Arain, Sukkur	74,000	<ul style="list-style-type: none"> School toilets and drainage repair along with new fiber glass tank for storage of water.
17	GGPS Newpind	75,000	<ul style="list-style-type: none"> Repair of toilets and class rooms floor
18	GBPS M. Fazal Oogahi, Kashmore	35,590	<ul style="list-style-type: none"> Earth filling of school ground completed, and repair of washroom

19	GBPS Anwar Ali Bijarani	74,860	<ul style="list-style-type: none"> • Class room walls and roof repaired. • Hand Pump of school repaired.
20	GBPS Khair Muhamamd Magnahar, Kashmore	72,925	<ul style="list-style-type: none"> • A shelter used for class room is repaired.
21	GBPS Mir Mahran Khan Bijarani	74350	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started.
22	GBPS Misri Faqeer Lashari	73990	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
23	GBHS Mouladad, Jacobabad	72,500	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started.
24	GGPS Shahmir Lashari, Larkana	75,000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
25	GBPS Gabbar Massan, Larkana	75,000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
26	GBHS Liyari, Kotdiji Liyari, distrct Khairpur	74,890	<ul style="list-style-type: none"> • Purchase 12 Desks, 07 teacher chair
27	GBES Harya, Sobho Dero, Khairpur	75,000	<ul style="list-style-type: none"> • Purchase 40 students chair, 02 tables & 05 dies
28	GBPS Gounderero Kotdiji, District Khairpur	75,000	<ul style="list-style-type: none"> • Fans installed, repairing of three rooms and veranda on going.
29	GELS Kando Wahan, Arain Road New sukkur	72,625	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
30	GBHS Bedil Baycus, Rohri Sukkur	75,000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started.
31	GGHS New Pind Sukkur	75,000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
32	GBPS Pir Ghulam ullah shah, Khairpur	74,950	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
33	GBPS Ch. Jaffar Khan Shambani, Sukkur	75,000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
34	GBPS Ahmad Sector Sarjani Town	75000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
35	GBPS Karim Bhaksh	73112	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
36	GBELS Khan Muhammad School	73000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
37	GGEL School Patai Goth A/7 Surajani Town Karachi	73000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
38	GBPS Qaim Khan Shaikh, Kalar Qambar shahdad kot	73100	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
39	GBPS Rab Rakhio Lakho, Kambar III, KSK	72350	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
40	GGELS Loackoshed Bedil Baycus, Rohri Sukkur	74980	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
41	GBPS Qatall bhullo Sukkur	75000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started
42	GBPS ARZI BULLO SUKKUR	75000	<ul style="list-style-type: none"> • First installment of grant disbursed. Implementation to be started