



USAID/PAKISTAN
SINDH COMMUNITY MOBILIZATION PROGRAM
AWARD No. AID-391-C-13-00006

ANNUAL PERFORMANCE REPORT
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ACRONYMS

C4C	Care for Community
CA	Concession Agreement
CfC	Charter for Compassion
CSOs	Civil Society Organizations
DDEOs	Deputy District Education Officers
DEO	District Education Officer
DMP	Data Management Process
DST	District Support Team
EMO	Education Management Organization
GoS	Government of Sindh
HANDS	Health and Nutrition Development Society
HTs	Head Teachers
IAs	Independent Auditor
IEs	Independent Experts
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MIS	Management Information System
PMIU	Program Management and Implementation Unit
PPP	Public-Private Partnership
PPPSF	Public-Private Partnership Support Facility
RFP	Request for Proposal
RSU	Reform Support Unit
SBEP	Sindh Basic Education Program
SCMP	Sindh Community Mobilization Program
SELD	School Education and Literacy Department
SIP	School Improvement Plan
SMC	School Management Committee
SMP	Social Mobilization Plan
TEOs	Taluka Education Officers
TFEC	Technical and Financial Evaluation Committee
USAID	United States Agency of International Development
USG	United States Government

ACTIVITY OVERVIEW

Please provide a summary of the activity using the table below. It should include details about the life of activity.

Activity Name:	Sindh Community Mobilization Program
Activity Start Date and End Date:	August 7, 2013-August 6, 2022
Name of Prime Implementing Partner:	Blumont Engineering Solutions, Inc.
[Contract/Agreement] Number:	AID-391-C-13-00006
Total Estimate Cost:	\$ 24,867,355
Major Counterpart¹ Organizations engaged or supported:	School Education and Literacy Department (SELD)
Geographic Coverage (provinces and districts):	Sindh, Pakistan: 10 districts (Dadu, Jacobabad, Khairpur, Kashmore, Kamber-Shahdadkot, Karachi Malir, Karachi South, Karachi West, Larkana, and Sukkur)

¹ Major counterparts are the direct stakeholders that have been supported or engaged by the partner and play an important role in the success of the activity. This may include both host country's public and private organizations, but does NOT include sub-awardees.

EXECUTIVE SUMMARY

The Sindh Community Mobilization Program (SCMP) is a cornerstone of the Sindh Basic Education Program (SBEP) implemented by the United States Agency of International Development (USAID) and the Government of Sindh (GoS). SCMP focused on four key objectives: 1) increasing communities' involvement in the GoS reform of merging, consolidating, and upgrading schools; 2) improving community and district administration's coordination for increased girls' enrollment; 3) Improving child nutrition in selected communities and government schools through research that informs innovation and good practices; and 4) launching the education management organizations (EMOs).

Now in its ninth year, SCMP is continuing to promote community mobilization best practices in Sindh Province. This support includes the restructuring and capacity building of school management committees (SMCs), capacity building of district education officers (DEOs), and the development of school improvement plans (SIPs).

This report presents the progress under the four components of SCMP's Year 8 Annual Work Plan. During Year 8, some activities were not possible to complete due to COVID-19 related measures.

Under component 1, SCMP worked to increase communities' involvement in the School Education and Literacy Department (SELD) reform plans and implementation in collaboration with the Program Management and Implementation Unit (PMIU) and the Reform Support Unit (RSU). Through workshops, coordination meetings, and follow-ups with district-level education officials, school staff, and SMC members, CMP made progress in the school consolidation and merging process in SBEP schools. SCMP also engaged community stakeholders in hand-over and inauguration ceremonies of the schools reconstructed under USAID-SBEP. These events were attended by Saeed Ghani, the Provincial Minister of Education, along with Lesslie C. Viguerie, U.S. Chargé d'Affaires in Karachi, and James Parys, USAID Director for Sindh and Balochistan.

Under component 2, SCMP focused on improving community and district government coordination for school improvement and increasing girls' enrollment. SCMP teams prepared a baseline survey of sample schools which was representative of an additional 311 model/neighborhood schools. A total of 302 SMCs were restructured and 939 SMC subcommittees were formed during the reporting period. These newly formed committees were provided with two-day trainings as per their roles and based on CMP best practices, and SCMP organized applied learning sessions through which 274 SIPs were developed and the implementation of 115 SIPs was tracked. SCMP organized 30 events across targeted schools to help garner meaningful involvement and engagement of school-community stakeholders.

Recognizing the work of SCMP, the GoS requested that the program extend its activities to other schools. In response, SCMP prepared comprehensive documents for GoS to scale SCMP approaches. This included development of the School Community Engagement Strategy (SCES) which was completed in collaboration with GoS during the reporting period. The SCES strategy will be disseminated by SCMP and SELD during Year 9 for implementation of SCMP's community engagement approach by other public sector schools.

Additionally, a comprehensive SMC training manual was developed for DEOs, who were trained on its contents and use for replication of trainings across the province as part of SCMP's training-of-trainers approach.

Despite COVID-19 challenges, the SCMP teams managed to organize 10 joint quarterly review meetings for greater coordination and support among health, district administration, education departments, and the private sector.

Under component 3, SCMP worked to promote health & hygiene practices at school level. During the reporting year, 152 health & hygiene events were organized in schools and attended by 4,403 parents, teachers, and children.

Under component 4, SCMP worked with SELD to strengthen and expand the EMO reform model. The SCMP assisted the GoS and SELD in the management of concession agreements with seven EMOs. One key issue was the management of force majeure clauses which have been of particular importance and relevance during the COVID-19 pandemic and resulting interruptions to education and the operations of

schools. SCMP provided frequent assistance to all SELD partners including EMOs, independent experts (IEs), and auditors (IAs) to support compliance and successful implementation of contracts. During the reporting year, SCMP facilitated in handing over 25 USAID-reconstructed schools to the successful EMOs under RFP#5 and facilitated in the signing of 3 Concession Agreements with 3 EMOs under RFP#6. SCMP also assisted SELD in collaborating with government officials and academicians to promote EMO reforms in Sindh and other governorates.

ACTIVITY IMPLEMENTATION PROGRESS

IR: IMPROVED CIVIL SOCIETY ENGAGEMENT AND ADVOCACY

SCMP works to improve equitable delivery of basic education services through civil society engagement with provincial and district level education departments.

During Year 8, SCMP continued to strengthen civil society participation in the reform process and undertook various advocacy initiatives, including provincial workshops, coordination meetings, strengthening of school management committees (SMCs), development of community engagement strategies, and celebrating community recognition days, to name a few.

PROVINCIAL WORKSHOP WITH DISTRICT OFFICIALS ON MERGING AND CONSOLIDATION REFORMS

SELD has adopted consolidation of schools as a primary strategy to address issues such as declining student enrollment, fiscal accountability, management efficiencies, and higher expectations for student and teacher performance. This initiative, accentuated by geographical proximities, demography, and economics, met both promise and challenge and hence, both support and resistance at different levels.

In order to review the progress and challenges of the consolidation policy at both the school and community level, SCMP, the Reform Support Unit (RSU), and the Program Management and Implementation Unit (PMIU) organized a workshop at Sukkur IBA University on January 21, 2021. Participants included the Director of Schools, deputy district education officers (DDEOs), and representatives of education management organizations (EMOs). Besides apprising the forum about the implementation status and re notification of the schools, SCMP also gave the participants an orientation on the school upgrading process. The participants identified the relevant stakeholders at school, district, and provincial levels whose support is required for effective implementation of the school consolidation policy.

COORDINATION MEETINGS WITH DISTRICT AND TALUKA EDUCATION OFFICERS

As per the revised scope of work, SCMP had to reach out to an additional 350 schools in SBEP target districts. In order to orient the district and taluka education officers (TEOs) about SCMP's revised scope of work and to seek their cooperation in carrying out SCMP activities smoothly, 19 coordination meetings were held in five targeted districts in the reporting year. These meetings helped in taking the education officials on board for the extension of the community mobilization approach to additional schools, as well as in understanding the role of community and district level stakeholders. Following these meetings, the education officials mobilized



Meeting with Education Department Officials District Jacobabad Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID

their local teams and facilitated SCMP in conducting field visits to identify schools for the required interventions.

STRENGTHENING OF SMCs

SCMP built up SMCs as authentic community institutions for oversight and involvement in local decision making around schools and school-based management. The target number of Parent Teacher Associations (PTAs) / Community based school governance structures engaged in primary / secondary education had initially been set as 400, against which the achievement had been 447. Under the new Result Framework,



Two-day SMC Training at GBHSS Kashmore Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID on November 18, 2020.



Mr. Hafeez Raza Shaikh, Program Director PMIU, participated in two-day training of the SMC and gave certificates to participants.

the target had been revised from 400 to 760; and the overall achievement made against the same by the end of FY 2021 stands at 765. In the reporting year i.e. FY 2021; the achievement against this indicator has been 223. Since SCMP has successfully achieved this target, hence this will not be reported in FY 2022.

SCHOOL- AND COMMUNITY-LEVEL PROGRAM INTRODUCTION MEETINGS

During the reporting year, SCMP continued to hold program orientation meetings for SMCs, school staff, and community members. SCMP provided a detailed overview of the SBEP, its components, SCMP's community mobilization strategy, and its intended impact on school-community relationships. SCMP also explained the authority and responsibilities of SMCs and their role in improving schools' operational and management standards. Collectively, SCMP was able to reach out to 3,662 participants.

Status of participation in School Level Program Introduction Meetings (by district)

S #	District	No. of Meetings	Participants		
			Male	Female	Total
1	Dadu	30	167	96	263
2	Jacobabad	32	269	175	444
3	Kamber-Shahdadkot	22	194	85	279
4	Karachi – South	6	28	11	16
5	Karachi – West	3	6	6	12
6	Karachi – Malir	15	39	08	
7	Kashmore	34	949	311	1260
8	Khairpur	31	540	390	930
9	Larkana	24	172	159	331
10	Sukkur	3	25	32	23
Total		200	2,389	1,273	3,662



Introductory meeting with SMC members at a boys' primary school in Shafi Muhammad Khoso, Kashmore, Sindh.

SMC EXECUTIVE COMMITTEES RESTRUCTURING AND SMC SUBCOMMITTEES FORMATION

To ensure compliance with the guidelines issued by the Reform Support Unit (RSU)-SELD, SCMP helped target 302 schools to restructure their SMCs' executive committees and form 939 subcommittees. Under this activity, SCMP focuses on improving female participation in SMC decision-making bodies, allowing diversity and inculcating a culture of members' active engagement with the community.

TRAINING OF SMCs

SCMP held training workshops for SMC executive committees in 274 schools spread across all SBEP-targeted districts. These trainings focused on the objectives of SBEP, the role of SMCs in enhancing the operational and administrative standards of the schools, gender mainstreaming, the significance of improving community mobilization activities for increased enrollment and retention of school-aged children, personal and environmental hygiene, disease prevention, and disaster risk management.

Because of restrictions related to COVID-19, SCMP had to limit its activities and hence could not reach all 339 schools as planned, but still was able to train 3,358 participants across all 10 districts.

Status of SMC Trainings (by District)

S #	District	No. of SMCs	Participants		
			Male	Female	Total
1	Dadu	38	251	238	489
2	Jacobabad	35	235	192	427
3	Kamber-Shahdadkot	29	197	165	362
4	Karachi – Malir	4	23	23	46
5	Karachi – South	28	141	186	327
6	Karachi – West	19	88	136	224
7	Kashmore	34	294	115	409
8	Khairpur	20	127	113	240
9	Larkana	37	246	228	474
10	Sukkur	30	231	129	360
Total		274	1,833	1,525	3,358

Initially, the cumulative number of SMC/community members trained on enhanced accountability and school governance had been set as 6,000, against which the achievement had been 7,781. Under the new Result Framework, the target had been revised from 6000 to 11,250; and the overall achievement made against the same by the end of FY 2021 is 11,229. In the reporting year i.e. FY 2021; the achievement against this indicator has been 3,358. Due to COVID-19, GoS mandated school closings and banned public gatherings, which in turn slightly impacted SCMP from achieving the planned target.

This indicator will not remain active in the Year 9 and hence will not be reported in FY 2022.



Two-day School Management Committees (SMCs) Training at GBPS Abdul Hakeem, district Jacobabad, Sindh on February 18, 2021



Two-days School Management Committees (SMCs) Training at government boys' primary school in Wahid Bux Bhayo, Kashmore Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID on April 8, 2021

DEVELOPMENT OF A COMPREHENSIVE COMMUNITY ENGAGEMENT STRATEGY

Effective community engagement and constructive relationships between communities and state institutions contribute to more equitable, sustainable public decisions. SCMP and SELD collaborated to support the continued improvement of community engagement in education through the development of a comprehensive strategy. SCMP, with the assistance of a technical firm M/s Premier DLC (Pvt.) Ltd., prepared a draft after thorough consultation with stakeholders from SELD, including education officials at district and taluka levels, public-private partnership (PPP) Node, RSU, PMIU, Sindh Education Foundation, and the Planning and Development Department. Consultations also included representatives from the Asian Development Bank (ADB), Public-Private Partnership Support Facility (PPPSF), EMOs, Thar Foundation, Thar Education Alliance, Japan International Cooperative Agency, Sustainable Development Goals (SDG)/UNDP, Akhuwat Foundation, and civil society. The strategy will be finalized and disseminated by SCMP and SELD during Year 9. This document will address the issues of scalability and sustainability for community engagement. It outlines lessons learned to date and presents sets of short-term and long-term strategies as well as roles and responsibilities of relevant SELD offices.

COMMUNITY RECOGNITION DAYS

Nurturing a sense of community is important for enhancing and sustaining safe learning environments. To support community engagement in education, SCMP organized 53 community events across nine districts to celebrate International Day of the Girl Child (October 11), Universal Children's Day (November 20), International Women's Day (March 8), and Global Handwashing Day (October 15).

In line with this year's theme of International Day of the Girl Child, **"My Voice, our Equal Future: Joining the chorus of girls who are speaking up for change,"** SCMP in collaboration with SMCs and school administrations celebrated on October 11, 2020, to raise awareness about girls' rights and build greater momentum in its programmatic interventions.

On the theme of Universal Children's Day, **"Investing in Our Future Means Investing in Our Children,"** SCMP in collaboration with the stakeholders organized celebrations on November 20, 2020, in seven districts. These events underscored children's right to education and the need to prevent violence against children. During these events, students actively participated and performed tableaux, skits, and cultural songs and delivered speeches. The events received encouraging comments from all the participants.

In line with the theme of **"Women in Leadership-Achieving an Equal Future in a COVID-19 World,"** SCMP celebrated International Women's Day on March 8, 2021, across nine districts. In the context of SBEP, such events have always provided SCMP with a great opportunity to highlight women's contribution to society as teachers, members of decision-making bodies, students, and community members. SCMP also recognized the role played by female teachers in engaging communities to combat COVID-19 under SCMP's Care for Community (C4C) initiative.

One such event was also attended by Mr. James Parys, Director, USAID Sindh and Balochistan, and Mr. Lila Ram, COR USAID via MS-Teams, which was held at Government Girls Secondary School, T.K. Jiswani, district, Karachi-South.

Using Global Handwashing Day on October 15 as an advocacy day dedicated to increasing awareness and understanding of the importance of keeping hands clean, SCMP in collaboration with communities, SMCs, and school administrations organized 23 events across six districts. Given the theme of the year, **"Hand Hygiene for All,"** SCMP emphasized washing hands at all critical times during the day, such as after having meals, using the toilet, and playing sports, etc. During these events, SCMP teams demonstrated the correct steps for handwashing and invited the children to practice. The practical handwashing demonstrations were followed by speeches, skits, and role plays by students. SCMP also highlighted the significance of handwashing in the wake of COVID-19.

Participants of Community Recognition Days

S #	Community Recognition Days	No. of Events	No. of Districts	Participants		
				Male	Female	Total
1.	International Day of the Girl Child	5	5	25	708	733
2.	Universal Children's Day	7	7	537	431	968
3.	International Women's Day	18	9	155	1,667	1,822
4.	Global Handwashing Day	23	6	1,212	1,212	2,424
Total		53		1,929	4,018	5,947



Children performing during Universal Children's Day at Government Girls High School Navy, Karachi on November 20, 2020



Students presenting a welcome song during International Women's Day celebrations held at GGSS-T.K Jiswani, Karachi on March 8, 2021

IR: INCREASE EQUITABLE ACCESS TO FORMAL EDUCATION FOR OUT-OF-SCHOOL CHILDREN

Sindh faces a serious challenge to ensure that all children, particularly the most marginalized and underserved, attend, stay, and learn in schools. SCMP continued its 8-year journey promoting inclusive and equitable access to formal education.

SELECTION OF ADDITIONAL SCHOOLS

In Year 8, SCMP identified 182 additional schools across 10 districts for which it could conduct community mobilization activities. With the support of PMIU, DEOs, and TEOs, the SCMP team visited potential neighboring schools and selected them for further interventions with the approval of the district education departments. By now SCMP has been able to intervene in 355 additional schools under the revised scope of work including model and additional neighboring schools in the SBEP targeted districts to engage communities for increasing students' enrollment particularly girls' enrollment and improving learning environment in schools by conducting orientation and awareness sessions with School Management Committees (SMCs) and community members. Previously, SCMP had been able to reach out to 409 schools under old scope of work against the then target of 400 schools.

INAUGURATION AND OPENING CEREMONIES OF RECONSTRUCTION SCHOOLS

During the reporting period, SCMP, in collaboration with USAID, PMIU, and SELD, organized high-profile ceremonies to celebrate the inauguration of two government schools reconstructed under SBEP. The ceremonies were held at Government High School Wasu Kalhoro in the district of Kamber-Shahdadkot and Government High School Waryo Gabol in the district of Malir, Karachi. Both schools were inaugurated by Mr. Saeed Ghani, the Provincial Minister for the Education and Literacy Department, along with Mr. Lesslie C. Viguerie, U.S. Chargé d'Affaires in Karachi, and Mr. James Parys, USAID Director for Sindh and Balochistan.

Other notable guests included Acting Consul General of the U.S. Consulate in Karachi, senior USAID and other U.S. Government (USG) officials, Secretary-SELD, members of the provincial assembly, Director-SBEP, Senior Director PPP Node-SELD, teachers, students, parents, and community members. The provincial Minister for Education expressed his gratitude for USAID's strong support for modernizing education in Sindh.

In addition, SCMP, in collaboration with PMIU and USAID, organized opening and handing-over ceremonies for 25 reconstructed SBEP schools under RFP#5 in Kamber-Shahdadkot, Karachi-Malir, Dadu, and Larkana districts. These ceremonies were arranged to formally hand over schools to successful EMOs.



Student welcome with flowers to Mr. James Parys, Director USAID Sindh and Balochistan in School opening and handover ceremony of Government Secondary School, Cattle Colony, Karachi Sindh



Mr. James Parys, and Mr. Saeed Ghani, at the ribbon-cutting inauguration ceremony for Government High School Wasu Kalhoro, Kamber-Shahdadkot on May 27, 2021

In Karachi, Ms. Shehla Raza, Minister for Women Development Department, Government of Sindh, and Mr. Parys co-chaired the event at Government Secondary School Cattle Colony. The other participants included Program Director-PMIU, other USAID and GoS officials, parents, teachers, students, and community members.

In Larkana, Mr. Ahmed Bux Narejo, Secretary, SELD,

Government of Sindh, chaired the event at Government High School Jakhra, whereas other events were chaired by the Program Director-PMIU.

All in all, these ceremonies were attended by 1,629 people. A total of 63 ceremonies were planned during the year for handing over of all RFP#5 schools (construction schools and grouped schools); however, due to delays in repair work in grouped schools, only 25 construction schools could be handed over during the reporting period.

BASELINE OF ADDITIONAL SCHOOLS' SAMPLE

During year 8, SCMP conducted a baseline survey of a sample of additional neighboring/model schools using KoBo Collect application. The purpose of this survey was to help plan appropriate interventions in the additional schools. A sample of 34 schools from across 10 districts was selected for this study. The survey gathered data on school & village profiles and status of SMC in each school. In addition to this, 19 government officials were also interviewed for supporting information. The data thus compiled was analyzed and used during planning of interventions for community mobilization in neighboring and model schools. Prior to conducting the baseline survey, SCMP's M&E team offered a refresher session for the field staff on baseline tools and the KoBo Collect application.

DATA COLLECTION ON TOTAL ENROLLMENT

During the reporting year, SCMP collected data on the number of students enrolled in the schools added under the revised scope of work. The data were collected from 311 out of 350 schools in 10 districts. The detail is summarized in the following table.

No. of Schools (By District)

S #	District	No. of Schools	Enrollment
1	Karachi – Malir	4	1,112
2	Karachi – South	28	11,772
3	Karachi – West	17	9,989
4	Jacobabad	39	24,570
5	Kamber-Shahdadkot	38	25,334
6	Kashmore	40	25,429
7	Larkana	38	30,901
8	Dadu	43	24,096
9	Sukkur	30	12,811
10	Khairpur	34	13,626
Total		311	179,640

Initially, the target enrollment had been set as 120,000, against which the achievement had been 133,825. Under the new Result Framework, the target had been revised from 120,000 to 143,825; and the overall achievement made against the same was 150,299.

Hence, collectively, the overall enrollment in USG assisted schools under the previous scope of work as well as the additional scope of work turns out to be 329,939 which comprises of 197,030 boys and 132,909 girls.

Consequently, since SCMP has successfully achieved this target, hence this will not be reported in FY 2022.

IR: ENRICHED LEARNING ENVIRONMENT FOR STUDENTS

This program objective revolves around establishing learning environments that engage children’s diverse ways of learning and understanding. SCMP has been making strenuous efforts to implement multiple interventions to help provide enriched student experiences, as outlined below.

DEVELOP, IMPLEMENT AND TRACK SCHOOL IMPROVEMENT PLANS (SIPs)

A school improvement plan is a road map of the changes a school needs to make to improve the level of student achievement, and it shows how and when these changes will be made. The SIP is developed and updated annually through a consultative process with SMC executive committees, community members, and school staff. It includes all activities planned for the academic year and defines strategies to accomplish those activities. In the reporting year, SCMP provided technical assistance to 274 SMCs in drafting and finalizing their SIPs. SMC executive committees, with the help of SCMP, implemented, reviewed, and tracked 115 SIPs during the year.

Status of SIPs Developed, Implemented, and Tracked (by District)

S #	District	School Improvement Plans		
		Developed	Implemented	Tracked
1	Dadu	38	19	19
2	Jacobabad	35	24	24
3	Kamber-Shahdadt	29	2	2
4	Karachi – Malir	4	2	2
5	Karachi – South	28	20	20
6	Karachi – West	19	8	8
7	Kashmore	34	23	23
8	Khairpur	20	5	5
9	Larkana	37	8	8
10	Sukkur	30	4	4
Total		274	115	115

Previously, the number of SIPs developed had been set as 400 against which the achievement had been 439. Under the new Result Framework, the target had been revised from 400 to 750; and the overall achievement made against the same by the end of FY 2021 is 724. In the reporting year i.e. FY 2021; the achievement against this indicator has been 274. Due to COVID-19 school closures and bans on public gatherings during FY 2020-21, SCMP could not reach its planned target.

Since the program has been downsized and will be working with reduced human resources in Year 9, this target will not be achieved in Year 9 either and will hence not be reported in FY 2022.

Similarly, previously, 80% of 400 SMCs were supposed to implement the SIPs, against which the achievement had been 96% of 400. Under the new Result Framework, the target had been revised from 80% of 400 to 80% of 750; and the overall achievement made against the same by the end of FY 2021 is 67% of 750. The achievement of the reporting period was 115 against the annual target of 201 SIPs.

For the reasons stated above, this target will also not be achieved in Year 9 and will also not be reported in FY 2022.

SCHOOL CLEANING CAMPAIGN

The aim of this approach is to help children understand the importance of respecting and cleaning their environment for their own health as well as for the community and country as a whole. Promoting personal and environmental hygiene in communities has been a key focus of SCMP's interventions. In Year 8, SCMP conducted school cleaning drives in 141 schools across 10 districts. The cleaning campaigns highlighted the importance of environmental hygiene and encouraged students to convey these messages to their parents and wider communities. A total of 3,060 participants (1,623 male, 1,437 female), including students, teachers, and SMC members, took part in these cleaning drives. SCMP provided the participants with cleaning kits for this activity.

Details of Participants and Schools of School Cleaning Campaigns (by District)

S #	District	No. of Schools	No. of Events	Participants		
				Male	Female	Total
1	Karachi – Malir	3	3	23	55	78
2	Karachi – South	16	16	192	219	411
3	Karachi - West	3	3	16	52	68
4	Jacobabad	20	20	296	218	514
5	Kamber-Shahdadkot	20	20	433	248	681
6	Kashmore	20	20	240	59	299
7	Larkana	18	18	224	227	451
8	Dadu	20	20	114	297	411
9	Sukkur	12	12	57	50	107
10	Khairpur	9	9	28	12	40
Total		141	141	1,623	1,437	3,060



Girls demonstrating handwashing on Global Handwashing Day at GGHS Jacobabad, Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID on October 15, 2020



School Cleaning Campaign at GGHSS Kandhkot District Kashmore, Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID on October 19, 2020



School Cleaning Campaign at GBPS Pir Murad Shah Colony, Sukkur Sindh Pakistan by Sindh Community Mobilization Program under SBEP- USAID on September 24, 2021

IR: EQUITABLE ENROLLMENT AND RETENTION

Increasing equitable enrollment and retention at all levels, especially for girls and marginalized children, has been a focused objective under all reform agendas and hence has been an important part of SCMP's results framework as well.

ENROLLMENT CAMPAIGNS PARTICULARLY FOCUSED ON GIRLS' ENROLLMENT

In Year 8, SCMP had planned to host 30 events as part of campaign activities aimed at increasing girls' enrollment and retention at schools. These events were to be conducted in parallel with the GoS's enrollment campaign. However, due to COVID-19 restrictions, the GoS cancelled its enrollment campaign and the events planned by SCMP were also cancelled. Nonetheless, SCMP used the platform of SMCs to propagate the message across the communities.

IR: IMPROVED GOVERNMENT CAPACITY TO MANAGE EDUCATION PROGRAMS

During the last eight years, SCMP strived to stimulate improved service delivery by strengthening governance capacity at provincial and local levels. The Year 8 activities supporting this program objective are outlined here.

TRAININGS OF DISTRICT EDUCATION OFFICERS

As a way of building the capacity of district education officers (DEOs), during Year 8, SCMP engaged M/s Premier DLC, the training and development arm of the Beaconhouse Group, to develop and deliver a training module for education officials.

With the support of M/s Premier DLC, SCMP conducted eight training sessions for 201 education officials, including DEOs, TEOs, and Head Teachers (HTs) of selected model and neighboring schools from the SBEP districts. The key topics covered in these sessions included (1) social and community mobilization for school improvement; (2) coordination among school staff, SMCs, and district education departments; (3) strategies to increase girls' enrollment and retention; (4) school consolidation policies; (5) activation of SMCs; and (6) EMO reform. In addition, the participants received guidelines on prevention of COVID-19, Disaster Risk Reduction (DRR), Water and Sanitation (WATSAN), and gender mainstreaming in education.

Initially, the target number of government officials to complete professional development activities with USG assistance had been set as 225, which had been duly achieved. Under the new Result Framework, the target had been revised from 225 to 425; whereby the overall achievement made against the same by the end of FY 2021 is 426. In the reporting year i.e. FY 2021; the achievement made against this indicator is 201. All in all, collectively, SCMP has been able to train 426 government officials against the overall target of 425. Accordingly, since SCMP has successfully achieved this target, hence this will not be reported in FY 2022.

Education Officials Trainings

S #	District	No. of Trainings	Participants		
			Male	Female	Total
1	Dadu	1	17	4	21
2	Jacobabad	1	8	9	17
3	Kamber-Shahdadkot	1	34	2	36
4	Karachi	1	14	10	24
5	Kashmore	1	24	7	31
6	Khairpur	1	18	5	23
7	Larkana	1	29	5	34
8	Sukkur	1	12	3	15
Total		8	156	45	201

JOINT QUARTERLY PLANNING & REVIEW MEETINGS FOR SMC AND LINE DEPARTMENTS

In order to engage district administration, education, and health departments to continue supporting the execution and sustainability of SCMP's activities post-closeout, SCMP hosted 10 review meetings across eight districts with SMCs and line departments. Before the pandemic, SCMP had planned to conduct 20 such sessions across all 10 districts for thorough coordination. Besides setting a standard of coordination between community and district education departments, these meetings also enabled education officials, EMOs, and head teachers to discuss implementation challenges and seek support for effective solutions. Under the sustainability objective, SCMP shared its progress, highlighted challenges, and brainstormed possible ways to advance the program activities. SCMP also apprised the participants about its C4C initiative that had established an exemplary association with targeted communities during COVID-19.

Participants at Joint Review Meetings

S #	District	No. of Meetings	Participants		
			Male	Female	Total
1	Dadu	1	20	10	30
2	Jacobabad	1	23	13	36
3	Kamber-Shahdadkot	2	78	1	79
4	Karachi – South	1	18	11	29
5	Kashmore	1	32	3	35
6	Khairpur	1	35	15	50
7	Larkana	2	49	23	72
8	Sukkur	1	28	15	43
Total		10	283	91	374

IR: ESTABLISH MANAGEMENT MECHANISMS TO STRENGTHEN PERFORMANCE AND ACCOUNTABILITY

SCMP has played a central role in supporting PPP Node, a department in SELD, to build sustainable partnerships with EMOs. This partnership is for long-term operational management of select government schools through performance-based contracts meant to strengthen the capacity and performance of these schools. The ultimate goal of these partnerships is ensuring access, equity, and quality.

PROVIDE TECHNICAL ASSISTANCE TO GoS ON EMO REFORM

During the year, SCMP amplified the technical assistance to PPP Node by providing day-to-day support with contract management, handling legal and financial matters pertaining to the concession agreements, development of procurement packages, evaluations of technical and financial bids, drafting and getting the concession agreements vetted by the Law Department, and conducting consultative orientation and review sessions for EMOs, IEs, IAs, and the Escrow Bank, to name a few.

Furthermore, to aid systematic monitoring of the EMO schools, SCMP also supported PPP Node in drafting a "School Monitoring Guide" and "Monitoring Checklist." The draft checklist was tested at 14 EMO-managed schools and was further refined. The final checklist was made available on KoBo Collect and the administrative rights for both the guide and the checklist were handed over to PPP Node. During Year 9, the newly inducted staff of PPP Node will receive hands-on training on use of the guide and checklist.

The COVID-19 situation triggered the force majeure clause of the concession agreement, as it impacted the schools' operations for reasons beyond the control of EMOs. To address the force majeure situation, the SCMP helped PPP Node to draft addenda to the concession agreements with all seven EMOs under RFP#1 to 5, whereof 32 addenda were signed by the SELD and the EMOs during the reporting year. Finally, SCMP supported PPP Node with drafting templates for notifications and assessment to determine

the impact of the force majeure clause on EMOs' progress against Key Performance Indicators (KPIs). These formats had been provided to EMOs, IEs, and IAs to supplement their efforts.

SCMP prepared a document detailing the status of required repair work for RFP#4 and 5 neighboring schools and shared it with the Director General (DG) of Planning, Development, and Research (PDR) - SELD for review. PPP Node emphasized to the DG that delay in repairs had caused inordinate delay in handing these schools over to their respective EMOs. The Director General promised to follow up with the SELD Works Department to ensure completion of remaining work. Additionally, SCMP provided details of repair work required in the old blocks of USAID-reconstructed and merged schools, and were informed by the department that it would be included in the annual development plan 2022-23.

CONSULTATIVE SESSIONS

During the reporting year, multiple consultative sessions were organized in relation to the EMO reform that received encouraging response from all the stakeholders.

A **"Workshop on Incorporation of Taxes in EMO Agreements"** was held in Karachi on November 3, 2020, with the goal to educate partners on the operation and scope of Pakistan's tax system in the context of EMO reform and the tax administration thereof; the rights and obligations of the Authority (i.e., SELD), EMOs, other related parties and/or their representatives, and the implications of non-compliance. Key stakeholders participated, such as PPP Node the Public-Private Partnership (PPP) Unit-Finance Department (FD)-GoS, education management organizations (EMOs), IAs, Sindh Revenue Board (SRB), Public-Private Partnership Support Facility (PPPSF), and Sindh Bank.

A **"Workshop on EMO Model Orientation and Progress Sharing"** was hosted by PPP Node-SELD on January 5, 2021, in Karachi aiming to emphasize the important role district and taluka education offices play in the effective implementation of activities and extending timely support to the stakeholders, and their contribution to the EMO reform. The event was attended by 112 participants from the PPP Unit Finance Department, PPPSF, Divisional Directors of SELD, DEOs, TEOs, representatives of all EMOs, and the SCMP team.

SCMP also facilitated interprovincial knowledge sharing and capacity building on the EMO Model on February 9, 2021. The session was organized for a four-member delegation from Khyber Pakhtunkhwa that was headed by Mr. Zariful Maani, Managing Director, Elementary and Secondary Education Foundation (ESEF). This session was attended by representatives of USAID, PMIU, PPP Node, and representatives from EMOs, DEOs, PPP Unit, and PPPSF.



A "Workshop on EMO Model Orientation and Progress Sharing" with DEOs and TEOs, hosted by PPP Node and held on January 5, 2021

SCMP also assisted PPP Node in organizing an online orientation and discussion session with the representatives of academia on February 17, 2021. The objective of this session was to orient and engage academia in the EMO reform model implementation by encouraging research students to conduct small-scale studies on different aspects of the reform. Representatives attended from institutions such as Institute of Business Administration, Sukkur Institute of Business Administration University, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology, Sindh Madrasah-tul-Islam University, Institute of Business Management, Aga Khan University-Institute of Educational Development, IQRA University and Shah Abdul Lateef University.

During the reporting year, SCMP also conducted three district level consultative workshops in Jacobabad, Karachi-South, and Kashmore districts to apprise the stakeholders about the EMO reform and the role of district support teams (DSTs). The workshop was attended by DEOs, DDEOs, Assistant Education Officers, TEOs, Head Teachers, EMO representatives, and other civil society organizations.



District Level Consultative Workshop on EMO Reforms at GGES-Gulstan Colony, Karachi on April 22, 2021

PROVISION OF TECHNICAL ASSISTANCE TO GOS FOR BUDGETARY ALLOCATIONS

SCMP provided technical support to PPP Node to determine the budget for EMO reform for the financial year 2021-22, demonstrating the commitment of SELD to promote and sustain the EMO reform. As a result, Rs.1.0 billion have been allocated as grant in aid for the operational management of EMO schools for the financial year 2021-22.

Furthermore, SCMP also supported PPP Node with guidance as they prepared and submitted requisite documents to the Finance Department for the release of funds for the year 2020-21, including, financial projections, draft note sheets, letters, etc.

PPPSF has been incorporated under section 42 of the Companies Act, 2017, with an aim to manage the new Viability Gap Fund (VGF) for financing viable PPP projects in the province. It focuses on enhancing corporate governance and transparency, improving delivery of public infrastructure and social services, and achieving better value. During Year 7, SCMP had facilitated PPP Node in the provision of requisite documents to PPPSF for their due diligence, which led to EMO Reform being the first project to be approved by PPPSF. Payments for RFP#1 and 2 have been started by PPPSF via new VGF financing effective from April 1, 2021. During the reporting year, SCMP further supported PPP Node with the submission of documents pertaining to RFPs#3–5 to PPPSF for further processing and approval.

DEVELOPMENT AND IMPLEMENTATION OF SUSTAINABILITY PLAN FOR EMO REFORM

In order to systematically collect experiences, knowledge, insights and understanding that stakeholders have gained in the course of the EMO reform project, the SCMP team held a “**Lessons Learned Workshop**” on January 27, 2021, in Karachi. The workshop focused on defining the key lessons that would contribute to project improvement and define a future roadmap. The workshop was attended by 73 participants representing PPP Node, PPPSF, Divisional Directors, DEOs, SMC members, EMOs, IAs, and IEs.



Participants discussing sustainability options during a lessons learned workshop in Karachi, Sindh on January 27 & 28, 2021

Building upon the outcomes of this workshop, a session on “**Sustainability of EMO Reforms**” was organized the following day where the participants shared recommendations for the sustainability of this model and its future beyond the concession agreement period. Based on these recommendations, SCMP has started working on an EMO Reform sustainability strategy which would be shared with the stakeholders in Year 9.

OUTSOURCING SCHOOL MANAGEMENT TO NGOS AND PRIVATE SECTOR PARTNERS FOR SUCCESS

PROVIDE TECHNICAL & LEGAL ASSISTANCE TO GOS UNDER RFP#5

During Year 7, SCMP had supported SELD in the launching of SBEP-EMO-RFP#5. Under RFP#5 the management of 25 USAID-funded SBEP-reconstructed schools along with 46 GoS priority schools had been outsourced under five district packages in four districts, i.e., Dadu, Kamber-Shahdadkot, Karachi, and Larkana. During the reporting period, SCMP followed up with the Health and Nutrition Development Society (HANDS) and Charter for Compassion (CFC) to comply with condition precedents (CPs) under the concession agreement for RFP#5. SCMP also assisted PPP Node in reviewing the technical and financial proposals of IEs and IAs submitted by successful EMOs, finalization of the IE, IA, and Escrow Account Agreements, and their signing.

PROVIDE TECHNICAL & LEGAL ASSISTANCE TO GOS UNDER RFP#6

During the reporting period, SCMP assisted SELD with the launch of RFP#6, which outsourced the management of 13 USAID-funded SBEP-reconstructed schools along with 19 select GoS schools under three district packages in five districts, i.e., Malir & West districts of the Karachi Division, Kamber-Shahdadkot, and Kashmore and Jacobabad districts of Larkana Division. During the reporting period, the SCMP team assisted PPP Node in the organization of seven Technical and Financial Evaluation Committee (TFEC) meetings from launch of RFP#6 to final approval of successful bidders.

The process started with consultative sessions between SCMP and representatives from PPP Node, PPP Unit, and PPPSF that consisted of a review of the RFP document and the concession agreement and incorporation of suggested changes.

Accordingly, a TFEC meeting was held on November 26, 2020, which approved the launch of RFP#6. Subsequently, SCMP, in collaboration with PPP Node and USAID, organized a pre-bid meeting on December 15, 2020, which was co-chaired by Mr. James Parys, USAID Director Sindh and Balochistan and Mr. Ahmed Bux Narejo, Secretary of School Education and Literacy Department, who joined via video link. The other participants included dignitaries from Government of Sindh, USAID, U.S. Government colleagues, school directors, potential bidders for RFP#6, existing operators under EMO reform, and representatives of private sector organizations.

A TFEC meeting for EMOs was held on February 10, 2021, which was chaired by Mr. Bux Narejo, whereby all the technical bids were opened in front of bidders’ representatives. A total of 15 bids were received from 10 organizations. SCMP continued its technical assistance to members of the TFEC to complete the bid evaluation process. TFEC approved the Bid Evaluation Report in its meeting held on June 30, 2021.



Pre-Bid Meeting for RFP#6 held in Karachi on December 15, 2020



Meetings of Technical and Financial Evaluation Committee (TFEC) Members the School Education and Literacy Department (SELD) and prospective EMOs were held on February 10 and June 9, 2021.



Signing Ceremony of RFP#6 concession agreements with SMB, Dar-e-Arqam and MD Zed (Pvt.) Ltd was held at CM house on September 27, 2021.

Winning Bids for RFP#6

District Package	District	Selected EMO
1	Package-1 Karachi	Sindh Madressah-tul-Islam Board
2	Package-2 Kamber-Shahdadkot	Dar-e-Arqam Schools (Pvt.) Ltd.
3	Package-3 Kashmore and Jacobabad	MDZed (PVT.) a consortium of Shaheed Zulfikar Ali Bhutto Institute of Science and Technology in Management & Development Center (Pvt.) Ltd. and Management & Development Foundation.

Accordingly, the SCMP team coordinated and organized the Signing Ceremony for RFP#6 concession agreements on September 27, 2021, held at the Chief Minister's House with senior officials from the U.S. Government, SELD, GoS, SBEP partners, and representatives from EMOs in attendance. The Secretary SELD Mr. Ghalam Akbar Laghari on behalf of GoS, and representatives from the three successful EMOs, i.e., Sindh Madressah-tul-Islam Board (SMB), Dare-e-Arqam Schools (Pvt.) Ltd., and MDZed (Pvt.) Ltd., signed the agreements to manage these schools for a period of 10 years. Under these agreements, SMB will manage four construction schools and 10 grouped schools in Malir & West districts of the Karachi Division, Dare-e-Arqam Schools (Pvt.) Ltd. will manage four newly constructed schools and four grouped schools in district Kamber-Shahdadkot, and MDZed (Pvt.) Ltd. will manage five newly constructed schools and five grouped schools in districts Kashmore and Jacobabad.

All in all, by now 81 SBEP reconstructed schools have been outsourced to 10 EMOs under 6 procurement cycles. As per the data received from the Program Management & Implementation Unit (PMIU), the construction of the remaining 25 schools will be completed by June 2022. The outsourcing of the remaining construction schools alongside select grouped / neighboring schools will be undertaken in the next RFP. The SCMP has already started working on finalizing the structure of RFP#7 in coordination with the quarters concerned.

Since SCMP is dependent on the progress of school construction by Program Management & Implementation Unit (PMIU), hence due to construction delays, the achievement against this indicator was affected in the reporting year. The target for the reporting year was to facilitate the School Education & Literacy Department (SELD), Government of Sindh, in the signing of 6 Concession Agreements with the Successful Education Management Organizations (EMOs) for the handing over of USAID funded reconstructed Schools, but due to slow construction; 3 Concession Agreements were signed in the reporting year instead of 6.

As per the revised Results Framework, the overall target is to facilitate the establishment of 15 private sector engagements resulting from USG assistance. By now SCMP has been able to facilitate the establishment of 12 such engagements, whereas the remaining 3 have been planned to be established in FY 2022.

IMPLEMENTATION CHALLENGES

Implementation Challenge	Summary of Issues and their Impact on Interventions	Actions Taken During Reporting Period	Current Status	Actions Planned	Responsible Party
New challenges during the year					
Delay in procurement process of RFP#6 (2021-1)	All but one of the technically qualified bidders had not taken into account basic financial parameters as set out in the RFP document, which rendered all such bids non-responsive. TFEC required resubmission of these financial bids pursuant to Rule 83(1) of the SPPRA.	The SCMP team worked with PPP Node and expedited the financial evaluation process.	Concession agreements signed with successful EMOs	During next RFP, one pre-bid meeting will specifically be dedicated to detailed orientation on Financial Model.	PPP Node, SCMP, and prospective bidders
Delay in conducting planned activities due to COVID-19 (2021-2)	The national conference, PPPs in Education, planned in the reporting period could not be conducted due to government's restrictions related to COVID-19	SCMP, in consultation with PPP Node, postponed the national conference and carried it forward to Year 9.	National conference has been carried forward to the Year-9 work plan and is expected to be organized during Q1 of Year 9	SCMP will prepare an activity concept note and will have consultation meetings with USAID and PPP Node during Q1 of Year 9. The conference will be organized during November-December 2021.	SCMP, USAID, and PPP Node
	SCMP planned 30 events/campaigns for increase in enrollment which could not be executed due to schools' closure and COVID-19 situation.	SCMP propagated the message through the platform of SMCs and remained in coordination with SELD.	This activity has been cancelled and the associated budget has been re-appropriated for Year 9	N/A	SELD
Ongoing challenges from previous year					
Contract management issues during force majeure period (2020-1)	The delay by IEs and IAs in processing quarterly reports led to delayed payments to some EMOs.	SCMP conducted several orientation sessions with the EMOs, IEs, and IAs to discuss the issues and facilitate speedy resolution.	With SCMP's support, SELD executed 32 addenda to the concession agreements with all seven EMOs. The IEs and IAs are currently	The pending payments will be cleared by the bank upon receiving the reports by IAs.	PPP Node, EMOs, IAs, and IEs

		SCMP provided comprehensive legal and technical support to SELD, facilitated meetings, drafted formats of assessments, and reviewed the documents submitted by IEs and IAs.	working on submitting the missing reports. SCMP, on PPP Node's behalf, continues to coordinate with the stakeholders for report submission compliance.	SCMP will continue to coordinate with PPP Node, EMOs, IEs, and IAs	
Resolved challenges that were reported previously					
Hiring at PPP Node (2020-2)	PPP Node did not have the adequate number of staff members to take over the contract management responsibilities after SCMP closeout.	SCMP coordinated with PPP Node and concerned authorities, including Secretary SELD, PMIU, and USAID, among others, to expedite the hiring process at PPP Node.	All major positions at PPP Node have been filled and the new team will soon join in to take over the contract management responsibilities.	The SCMP team will be providing orientation and training sessions to PPP Node staff to build their capacity and ensure smooth transition post-SCMP closeout.	SCMP and PPP Node
School closure due to COVID-19 (2020-3)	The school closure due to COVID-19 restrictions affected multiple program areas as the planned number of SMC trainings could not be conducted. The SCMP team could also not visit the schools to collect data on new and total enrollment.	The SCMP team secured permission from DEOs to hold a limited number of SMC trainings with restricted attendance. SCMP also changed the strategy and collected data on enrollment by coordinating with head teachers via WhatsApp.	As per the revised school guidelines, the schools are functional again.	The school-based activities of SCMP have been concluded and planned targets have been achieved.	N/A

ACTIVITY MONITORING & EVALUATION PLAN UPDATES

The CMP's monitoring and evaluation plan (MEP) is a tool used by the CMP management team, partners, and USAID to help plan and manage the assessment and reporting of progress toward program goals and objectives. It is a critical tool for planning, managing, and documenting performance data. The CMP's MEP serves to:

- Present and explain the results framework;
- Specify assumptions;
- Detail data management processes as a reference for CMP staff and as a requirement to meet quality standards for data management;
- Specify the data quality process to meet USAID quality standards;
- Incorporate relevant data collection requirements into activities to meet both USAID reporting obligations and management information needs; and
- Plan potential related evaluative work to supplement annual report indicator data.

As a component of SBEP, CMP's community mobilization forms the cornerstone of SBEP and focuses on four key areas:

1. Engaging communities in school consolidation and consultation with communities on the design and building of the new schools,
2. Increasing girl's enrollment,
3. Improving the nutrition status of children, and
4. A pilot project to engage the private sector in school management.

Using Blumont's technical experience in the area of developing a performance-based management information system (MIS - CMP DATA BANK), CMP has developed and customized an MIS that addresses the program's requirement for documenting and reporting ongoing activities as well as periodic indicators. The customized MIS entails the following steps and tasks under each step.

Data collection and entry

In the reporting period, the M&E team designed paper forms for data collection with input and feedback from the senior management team and component leads. CMP district field teams collected data through paper forms and manually entered the data. The data were gathered manually so that raw data could be cleaned before being entered into the MIS. All field staff had access to the MIS and were trained in data collection and entry.

Data cleaning, error rectification, and process monitoring

In order to ensure that data are error-free and clean, field teams performed data verification by checking the entered data against reported data collection forms for ongoing activities on a weekly basis. Similarly, the M&E team conducted the data verification exercise for indicator data on a fortnightly basis. This activity was performed through the MIS, so there were system-generated checks to minimize human errors. For example: The MIS does conditional formatting so that in cells for date fields, users will only be able to enter the same codes found in the Sindh Education Management Information System (SEMIS), cell phones, and CNICs, which helps to reduce human errors. Also, there are certain mandatory fields which are required to be filled in before moving on to the next section.

The M&E team performed a 10% sample spot check and 10% field-based verification of activities and indicators data. This step of spot checks and data verification through field visits helped to ensure data quality at field level. Percentage of spot checks and M&E visits varied and depended on the number of available staff in the M&E team.

Data uploading

After careful data collection and entry by CMP's district field teams and thorough review, data cleaning, and process monitoring, CMP's designated community mobilizer for documentation and record keeping gathered the filled data collection forms, called means of verification (MOVs), from field teams directly and uploaded the relevant information on the MIS. He/she uploaded the cleaned and verified information and forms on a weekly basis, which enabled the M&E team to analyze the data for the reporting purposes.

Data analysis and reporting

Data analysis and reporting is the outcome of the preceding steps and certainly the most crucial aspect. In order to ensure that CMP is providing timely, accurate, and relevant information, the M&E team carried out data analysis and generated periodic (weekly, monthly, quarterly, annual, or need-based) reports using MIS reporting tools. While performing data analysis, the M&E team ensured that information was complete, accurate, and verified through the senior district managers (SDMs) program team.

M&E utilized the final, processed data of activities and indicators for two purposes;

- Data processed to track progress of KPIs was utilized for reporting against the indicators-based summary report and was uploaded on Pak Info.
- Activities-related processed data were utilized to validate the reports developed by component leads and reporting focal persons and were tracked to update progress against the work plan.

Data management and quality control

Data go through data management processes (DMPs) during the program cycle. Data quality management means managing data quality parameters at each stage of the DMP. The M&E team made sure that the data quality was managed aptly and the quality of data was both verifiable and replicable at each stage of the DMP, which significantly reduced the risk of poor-quality data.

Source: The point of origin of the data

The source of all data for SCMP output indicators is the activity at the school level. By maintaining the link to the source of data (that is mostly school records), the program ensures that the data retain validity and the logical relationship between the activities, the program development theory, and the indicators being measured remains intact. Data are collected from the source directly onto data collection instruments/forms, or reports from the systems that demonstrate that activities have been completed. The source of each indicator is reflected in the associated Performance Indicator Reference Sheets (PIRS).

Collection: The process for getting data from the source

The implementing teams collect data on their activities directly on paper data collection forms. The field staff conducts periodic spot visits to ensure quality data collection from the source and checks discrepancies identified in reports by implementing teams. Additionally, the M&E team conducts regular and need-based monitoring and verification visits to verify the extent to which the selection criteria developed by the program team was adhered to, in order to identify the recipients of the project inputs. These follow-up monitoring activities also help to verify the receipt of appropriate assistance by the intended beneficiaries.

The program staff and field teams use reporting formats shared by the M&E team that can easily be manually entered into the SCMP MIS database used for overall data management processes. For quick reporting, the M&E team reviews the data as it comes in and conducts routine and need-based site visits to beneficiary communities. This system verifies data and acts as a feedback loop for field teams and program staff to improve both the quality of their reports and their understanding and use of the analyzed data they receive back from the M&E team.

Collation: The process of putting data together – aggregation

Dedicated team members manually enter data into the MIS, where it is automatically aggregated. The M&E team reviews and verifies data through cross-verification with evidence (Mean of Verifications/data

collection formats). The MIS contains a variety of data quality controls and independent second checks to ensure that the data are free of precision and integrity errors. These include form-level verification, cross-verification with alternative data sources, etc.

M&E adaptive strategies during COVID-19

The Covid – 19 pandemic pushed us all to reassess and prioritize the types of evidence and data we needed to inform programs and adapt M&E strategies to the changing situation. In order to get in touch and remotely connect with communities during the pandemic period, the M&E team provided the contact details of head teachers, SMC and community members, and DEOs. This helped program teams in designing C4C initiatives to raise awareness about prevention from COVID-19, establish a platform to exchange information about health and well-being of our community members, and to provide information about CMP’s ongoing as well as upcoming program activities. The M&E team designed the data collection tools/format, databases, reporting frequency, and layouts and oriented the field team through online sessions.

During the pandemic period, the CMP team also continued data collection (total enrollment/SMC notifications) from school head teachers through WhatsApp (pictures, PDFs and Excel sheets). CMP’s remote monitoring strategy enabled the M&E team to verify program activities through phone calls, WhatsApp screenshots, participation in online Microsoft Teams sessions/meetings, and attendance screenshots of MS Teams sessions.

REPORTING: THE PROCESS OF REPORT GENERATION AND DISSEMINATION

Component leads provided the periodic reports (weekly, quarterly, and annual) by collecting relevant information about their component from field teams. The component leads triangulated the data from the centralized MIS and in coordination with the M&E team.

Key deliverables for the CMP team are distributed across the overall targets and slightly beyond to accommodate the final reporting schedule. While the reporting period is based on the U.S. fiscal year, the report deadline is 30 days after the end of the last quarter.

DATA QUALITY PLAN AND ASSESSMENT

The table below summarizes the Indicator Table attached as Annex I which provides explicit detail on the indicators selected to measure the progress and achievements of SCMP.

SCMP Indicator Table				
No.	Performance Indicator	Target	Total Progress through September 30, 2021	Reporting Frequency
Pak Info Indicators				
2.3-C	Number of learners enrolled in primary, elementary, and secondary USG-assisted schools or equivalent USG- assisted non-school based settings	143,825	329,939	Annually
2.3.1-b.	Number of government officials who complete professional development activities with USG assistance	425	426	Annually

4.3.1.a	Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.	760	765	Quarterly
PPR ES.1-50.	Number of public and private schools receiving USG assistance	750	764	Annually
2.3.2-a	Number of private sector engagements as a result of USG assistance (PSEs/ Number of Partnership)	15	12	Quarterly/ Periodic / Annually
Non-Pak Info Indicators				
1.1.1	Percent of community-based social mobilization plans developed that are implemented	80% of 420	439 developed and 97% implemented (406 out of 420)	Annually
1.2.1	Number of community members trained on how to develop and implement social mobilization plans	2,100	1,997	Quarterly (Internal)
2.1.2	Number of out-of-school children newly enrolled or re-enrolled in education system with USG assistance	13,000	19,810 (13,267 re-enrolled girls and 40,275 new/re-enrolled boys)	Annually
2.2.1	Number of school improvement plans developed through USG assistance	750	724	Quarterly
2.2.2	Percent of SMCs having implemented at least one item of their school improvement plan	80% of 750	67% (505 out of 750) implemented	Annually
2.2.4	Number of community exchange visits	88	88	Quarterly (Internal)
2.2.5	Cumulative Number of SMC/community members trained on enhanced accountability and school governance	11,250	11,229	Quarterly (Internal)
2.4.1	Number of small grants disseminated to SMCs of non-construction schools	420	420	Quarterly (Internal)
3.1.1	Percent of focus schools implementing activities for improved hygiene practices.	80% of 400	435 Schools 108% of 400	Annually
3.2.1	Percent of trained community members that demonstrate increased knowledge of nutrition and hygiene	70% of trained community member	87% (2,649 out of 3,037) participants increased knowledge	Annually

3.2.2	Number of community members trained to disseminate awareness on nutrition and hygiene	2500 community members	3,037	Quarterly (Internal)
3.2.3	Number of field team members trained on nutrition and hygiene	63	63	Quarterly (Internal)
3.2.4	Number of children in targeted districts reached by USAID-supported nutrition programs.	40,000	44,400	Quarterly
4.1.1	Number of public-private partnership (PPP) projects established and implemented	5	9	Annually
4.1.2	Number of USG-assisted CSOs working to improve education quality and access	<u>10</u> <u>101</u> reconstructed schools to be outsourced	10 81 reconstructed schools outsourced	Annually
C4C	Community for Care Initiative during COVID-19 (voice calls, WhatsApp messages)	Voice Calls	3,166	
		WhatsApp	643	

INTEGRATION OF CROSS-CUTTING ISSUES AND USAID INITIATIVES

GENDER EQUALITY AND FEMALE EMPOWERMENT

As noted above, SCMP celebrated the International Day of the Girl Child on October 11, 2020, to raise awareness about the rights of women and highlight critical social issues which hinder female empowerment. SCMP also emphasized the importance of education for young girls and encouraged communities to enroll their daughters and sisters in schools. Moreover, SCMP held two dialogues with the community, sensitized parents on the importance of girls' education, and sought their support in minimizing dropouts and improving retention levels of all students, especially girls.

During the reporting year, SCMP made efforts to empower women through SMC-based activities. SCMP coordinated with SMCs and oriented them on the revised SMC guidelines and the required female representation on SMCs. The team worked with SMCs on the restructuring of SMCs and conducted community visits to encourage women to join them.

Every year on March 8, SCMP organizes events to celebrate International Women's Day. As noted above, this year SCMP organized 18 events across nine districts of the province while commending the tremendous efforts made by women and girls in shaping a more equal future and recovery from the COVID-19 pandemic, yet highlighting the gaps that remain. During these events, SCMP principally maintained that the day marked a call to action for accelerating gender parity.

HEALTH AND HYGIENE AWARENESS

SCMP, in coordination with SMCs and school administrations, organized and conducted 152 awareness-raising sessions in eight districts, on health and hygiene, disaster risk reduction, and water and sanitation under the C4C Initiative. The participants received information on healthy and balanced diets, particularly for pregnant women and young children. The attendees also learned about the importance of personal and environmental hygiene and appropriate waste disposal practices to reduce risk of diseases. These

sessions were attended by 4,403 parents, teachers, and children, including 2,048 males and 2,395 females. SCMP in collaboration with communities, SMCs, and school administrations organized 23 events across six districts. Given the theme of the year, “Hand Hygiene for All,” SCMP emphasized washing hands at all critical times during the day, such as after having meals, using the toilet, and playing sports, etc. During these events, SCMP teams demonstrated the correct steps for handwashing and invited the children to practice.

LOCAL CAPACITY DEVELOPMENT

During the reporting year, SCMP built the capacity of SMCs’ executive committee members on revised guidelines of SELD, SMC subcommittees, school consolidation, merging and upgrading policy, increasing girls’ enrollment, retention and decreasing dropouts, school improvement planning, leadership, coordination, decision making, communication skills, basic concepts of health & hygiene, and awareness and prevention of COVID-19 under the C4C initiative and gender mainstreaming in education.

SCMP also built the capacity of 40 education officials on consolidation, merging, and upgrading of schools through a one-day workshop. Moreover, SCMP organized the two consultative sessions with stakeholders and SELD for drafting the Community Engagement Strategy for SELD.

SCMP also built the capacity of its own staff members on the revised scope of work of community mobilization, baseline tools, documentation and reporting, SMC trainings, basic concepts of COVID-19 awareness and prevention, health & hygiene awareness, and the C4C Initiative.

SCMP also updated and developed training modules and trained 201 DEOs, TEOs, and HTs on social and community mobilization for school improvement, coordination among school staff, SMCs, district education departments, strategies to increase girls’ enrollment and retention, school consolidation policies, activation of SMCs, and EMO reform through public-private partnerships.

SCMP coordinated with PPP Node and provided relevant technical assistance to support local capacity development. SCMP drafted “School Monitoring Guide-Tool” to assist PPP Node in monitoring schools’ progress and EMO contract compliance. SCMP also formed a working committee to draft a standard quarterly reporting format for EMOs. SCMP organized a training session, “Incorporation of Taxes in EMO reforms.” The session was attended by the PPP Unit, PPPSF, SELD, PPP Node, EMOs, and IAs. Finally, SCMP also organized an orientation session for DEOs and trained them on EMO reforms.

LESSONS LEARNED

- a. Community mobilization is of significant importance in the context of SCMP's interventions. While interacting with the communities, SCMP realized that mere notifications issued by government institutions to undertake reform activities — such as school consolidation or merger, upgrading, and formation/restructuring of SMCs — need to be translated into terms of community engagement and sensitization in order to be productive. In the SCMP's targeted districts, without SCMP's community mobilization, such sensitization could not have taken place as there is no such platform established by the SELD. In SCMP's overall experience, the communities to a large extent were hardly aware of government guidelines regarding the above-mentioned reforms unless they were guided by the SCMP.
- b. SCMP and the executive committees of SMCs realized that the executive committees alone could not perform their intended roles in school improvement. Hence, SMC subcommittees were created with the dual purpose of including more women/mothers and distributing the roles that would support SCMP's approaches to community participation. As a result, SCMP observed enhanced participation of SMC executive committees and subcommittees in planning and implementing school improvement activities.
- c. In the process of strengthening the EMO system, SCMP realized that when two subsystems of the same institution work together to deliver a common good, the operational efficiency of the system may be affected. For instance, when SCMP identified priority schools under RFP#4 and 5 to be handed over to EMOs alongside the SBEP-reconstructed schools, the GoS made a commitment that by the time EMOs take over, these priority schools would be handed over to them in operational condition. However, this could not happen in a timely manner as SELD's Planning Development & Research (PDR) wing took time to undertake the repair work, whereas the other subsystem, i.e., PPP Node, faced the ground level challenges on the part of EMOs waiting for repairs during that time. The grouped schools could not be handed over to EMOs under RFP#5 in a timely manner, and as a result, their KPIs are likely to be affected in the long run. Accordingly, starting with RFP#6, SCMP proposed only those schools to be grouped along with the construction schools whose infrastructure was in a relatively better state.

PLANNED INTERVENTIONS FOR NEXT YEAR, INCLUDING UPCOMING EVENTS

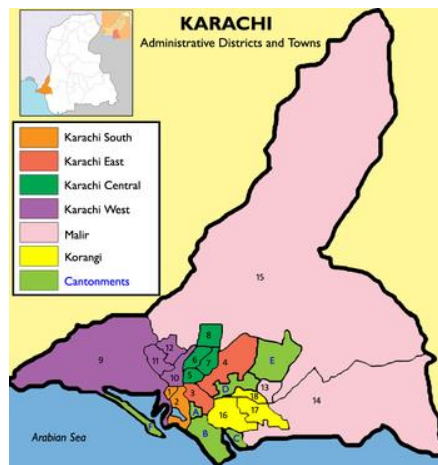
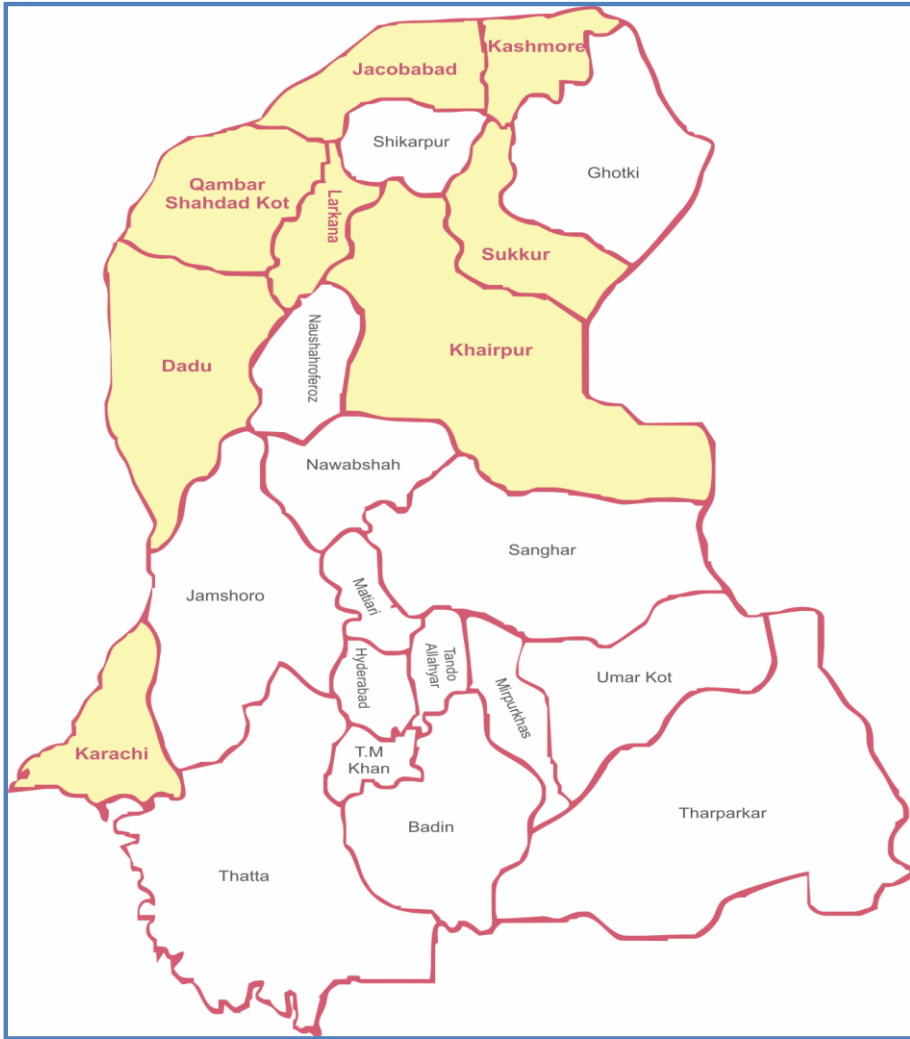
S. No.	Planned Interventions	Tentative Dates	USAID Involvement Needed?
1.	School inauguration events (4 events, one each in Karachi Division, Kashmore, Jacobabad, and Kamber-Shahdadkot)	October 2021, November 2021, February 2022, March 2022	Yes
2.	Support SELD in dissemination of School Community Engagement Strategy (1 event in Karachi)	October / November 2021	Yes
3.	Showcasing SCMP's key Achievements (1 event)	January / February 2022	Yes
4.	National Conference on PPP in Education (1 event)	November / December 2021	Yes
5.	Pre-bid meeting of RFP 7 (1 event)	November 2021	Yes

STATUS OF AWARD DELIVERABLES

Award Year/Deliverable	Yearly Updates	Remarks
Year 8		
Up to 112 communities engaged in school consolidation and construction in school construction districts	Not Completed	By now SCMP has been able to engage communities around 106 construction and 303 neighboring schools. The target of six construction schools was set for the two additional districts (Ghotki and Shikarpur). However, GoS could not finalize planning and budget allocation for construction work in the two districts. Hence, SCMP could not initiate its community engagement process in these districts.
Up to 308 communities (not benefitting from new school construction) engaged in school improvement planning and implementation through small grants in school construction districts	Completed	Up to 362 communities (not benefitting from new school construction) engaged in school improvement planning and implementation
Up to 13,350 community members trained in social mobilization, developing school improvement plans, health & hygiene, financial management, etc., in all target schools across the province (29 districts)	Completed	Up to 14,000 community members trained in social mobilization, developing school improvement plans, health & hygiene, financial management, etc., in all target schools of 10 target districts due to non-provision of Non Objection Letter to SCMP for reaching out to other districts.
Up to 425 district 'officials' trained and observed to be working with communities in management and operations of schools	Completed	Up to 426 district officials trained
90% of 112 completed construction schools contracted out to EMOs	Not Completed	Total 81 schools out of 106 SBEP construction schools have been handed over to 10 EMOs under RFPs#1-6. The construction of the remaining 25 schools is still in progress. RFP#7 is expected to be launched in November 2021 that will aim at outsourcing the operational management of the remaining 25 schools whose construction is expected to be completed by June 2022. SCMP is, as usual, providing technical and legal assistance to PPP Node of SELD in RFP#7's launch.
13,000 girls (new enrollments) in target schools in all grades by Year 7 of the	Completed	A total of 19,810 girls are in grade-I in target schools as new enrollments, whereas 13,267 re-enrolled girls and 40,275 new/re-enrolled boys

project		are add-on achievements.
80% of target schools (grade 1-5, age 5-10 years) observed to be implementing a range of improved health practices, including health & hygiene promotion and active screening programs aimed at improving children's overall nutritional levels	Completed	100% of target schools with primary grades (i.e., 302 schools) implemented a range of improved health practices through anthropometry screening of 44,400 students (grade 1-5, age 5-10 years); 3,007 children were referred to health facilities for treatment, 3,037 nutrition committee members have been trained, 6,862 participants have attended nutrition sessions, and 6,538 participants have attended hygiene sessions.

MAP OF DISTRICTS OF IMPLEMENTATION FOR THE QUARTER (OPTIONAL)



ANNEX 1: PROGRESS ON PERFORMANCE AND CONTEXT INDICATORS FROM MEL PLAN

ANNEX I: SCMP Indicator Table – Annual Performance (October 1, 2020 – September 30, 2021)

INDICATOR	BASELINE DATA		OVERALL TARGET	CUMULATIVE ACTUALS AS OF SEPTEMBER 30, 2020	FY 2021 TARGETS	QUARTERLY ACTUALS DURING FY 2021				ACTUALS TO DATE	COMMENTS/TARGET DEVIATION
	YEAR	VALUE				Q1	Q2	Q3	Q4		
PAK – INFO Indicators											
GOAL: Access: Increase equitable enrollment and retention for children and adolescents at all levels (SESP&RS 2019-2024)											
Sub – IR: Increase equitable enrollment and retention at all levels, especially for girls and marginalized children											
2.3.C Number of learners enrolled in primary, elementary and secondary USG-assisted schools or equivalent USG-assisted, nonschool-based settings	2013-14	96,214	143,825	150,299	-	NA	NA	NA	179,640	329,939	Target achieved
No. of Boys										197,030	
No. of Girls										132,909	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)											
IR: Improved government capacity to manage education programs											
2.3.1 b Number of government officials who complete professional development activities with USG assistance	2013-14	0	425	225	200	NA	NA	201	NA	426	Target achieved
Male Participants										339	
Female Participants										87	

No. of Districts covered										13	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)											
IR: Improved Civil Society Engagement and Advocacy											
Sub – IR: SMCs Strengthened											
4.3.1. a Number of parent/teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.	2013-14	0	760	542	255	45	97	81	NA	765	Target achieved.
GOAL: Access Increase equitable enrollment and retention for children and adolescents at all levels (SESP&RS 2019-2024)											
IR: Equitable enrollment and retention											
Sub – IR: Increase equitable enrollment and retention at all levels, especially for girls and marginalized children											
PPR ES.I-50. Number of public and private schools receiving USG assistance	2013-14	0	750	504	255	53	114	70	23	764	Target achieved
GOAL: Governance, more effective and accountable use of resources at all levels (SESP&RS 2019-2024)											
IR: Establish management mechanisms to strengthen performance and accountability											
2.3.2 a Number of private sector engagements as a result of USG assistance (Private Sector Engagements/ Number of Partnerships)	2013-14	N/A	15	9	6	NA	NA	NA	3	12	The remainder of private sector engagements will be achieved in Year 9. SCMP is dependent on the progress of school construction by PMIU/SBEP; since it delayed in the reporting quarter, hence the achievement against

												the target got affected and 3 concession agreements were signed instead of 6.
Non-Pak Info Indicators												
Component I: Increase communities' involvement in the GoS reform of merging, consolidating, and upgrading schools												
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)												
IR: Improved Civil Society Engagement and Advocacy												
Sub-IR: SMCs Strengthened												
I.1.1 Percent of community-based social mobilization plans developed that are implemented	2013-14	0	80% of 420	439 developed and 97% implemented (406 out of 420)	-	NA	NA	NA	NA	439 developed and 97% implemented (406 out of 420)	Target achieved	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)												
IR: Improved Civil Society Engagement and Advocacy												
Sub-IR: SMCs Strengthened												
I.2.1 Number of community members trained in developing and implementing social mobilization plans	2013-14	0	2,100	1,997	100	NA	NA	NA	NA	1,997	The program successfully trained 1,997 community members, thus achieving 95% of the target. The remaining trainings for 103 individuals could not be held as GoS could not plan and execute SBEP construction activities in Shikarpur and Ghotki districts. As the project then downsized and required staff was no	

											longer on board, the project was not able to achieve this target.
Component 2: Improve community and district government coordination for increased girls' enrollment											
GOAL: Out-of-school children are enrolled (SESP&RS 2019-2024)											
IR: Increase equitable access to formal education for out-of-school children											
2.1.2 Number of out-of-school children newly enrolled or re-enrolled in education system with USG assistance	2013-14	0	13,000	19,810 (13,267 re-enrolled girls and 40,275 new/re-enrolled boys)	-	NA	NA	NA	NA	19,810 (13,267 re-enrolled girls and 40,275 new/re-enrolled boys)	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)											
IR: Enriched Learning Environment for students											
SUB-IR: Improved educational facilities											
2.2.1 Number of school improvement plans developed through USG assistance	2013-14	0	750	450	339	45	147	82	NA	724	Due to COVID-19 in FY 2020 – 21, public schools were closed and the government announced a ban on public gatherings as well, so it slightly impacted the achievement against the target. Since the program has been downsized and will be working with reduced human resources in Year 9, this target will not be achieved in Year 9

												either and will hence not be reported in FY 2022.
SUB-IR: N/A												
2.2.2 Percent of SMCs having implemented at least one item of their school improvement plan	2013-14	0	80% of 750	52% (390 out of 750) implemented	210	NA	NA	115	NA	67% (505 out of 750) implemented	Due to COVID-19 in the FY 2020 – 21, public schools were closed and the government announced a ban on public gatherings as well, so SCMP could not achieve this target Since the program has been downsized and will be working with reduced human resources in Year 9, this target will not be achieved in Year 9 either and will hence not be reported in FY 2022.	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)												
IR: Improved Civil Society Engagement and Advocacy												
SUB-IR: SMCs Strengthened												
2.2.3 Cumulative number of SMC/community members trained on enhanced accountability and school governance	2013-14	0	11,250	7,871	3,379	553	1804	1001	NA	11229	The government mandated school closings and bans on public gatherings to curb the spread of COVID-19, which in turn slightly impacted	

												the achievement against this indicator. Since the program has been downsized and will be working with reduced human resources in Year 9, this target will not be achieved in Year 9 either and will hence not be reported in FY 2022.
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy SUB-IR: SMCs Strengthened												
2.2.4 Number of community exchange visits	2013-14	0	88	88	-	NA	NA	NA	NA	88	Target achieved	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Enriched Learning Environment for students SUB-IR: Improved educational facilities												
2.4.1 Number of small grants disseminated to SMCs of non-construction schools	2013-14	0	420	420	-	NA	NA	NA	NA	420	Target achieved	
Component 3: Improve child nutrition in selected communities and government schools through research that informs innovation and good practice												
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Enriched Learning Environment for Students SUB-IR: Greater opportunities for improving child health												
3.1.1 Percent of focus schools implementing activities for improved hygiene practices	2013-14	0	80% of 400	435 Schools 108% of 400	-	NA	NA	NA	NA	435 Schools 108% of 400	Target achieved	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy SUB-IR: SMCs Strengthened												

3.2.1 Percent of trained community members that demonstrate increased knowledge of hygiene and nutrition	2013-14	0	70% of trained community member	87% (2,649 out of 3,037) participants increased knowledge	-	NA	NA	NA	NA	87% (2,649 out of 3,037) participants increased knowledge	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)											
IR: Improved Civil Society Engagement and Advocacy											
SUB-IR: SMCs Strengthened											
3.2.2 Number of community members trained to disseminate awareness on nutrition and hygiene	2013-14	0	2,500 community members	3,037	-	NA	NA	NA	NA	3,037	Target achieved.
SUB-IR: N/A											
3.2.3 Number of field team members trained on nutrition and hygiene	2013-14	0	63	63	-	NA	NA	NA	NA	63	Target achieved.
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)											
IR: Enriched Learning Environment for Students											
SUB-IR: Greater opportunities for improving child health											
3.2.4 Number of children in targeted districts reached by USAID-supported nutrition programs.	2013-14	0	40,000	44,400	-	NA	NA	NA	NA	44,400	Target achieved.
Component 4: Pilot Component: Launch Education Management Organization (EMO) System											
SUB – IR: N/A											
4.1.1 Number of public-private partnership (PPP) projects established and implemented	2013-14	0	5	9	-	NA	NA	NA	NA	9	Target achieved.

SUB – IR: N/A

4.1.2 Number of USG-assisted CSOs working to improve education quality and access	2013-14	0	10 CSOs 101 Construction Schools to be outsourced to EMOs	7 CSOs 68 Construction Schools outsourced to EMOs	-	NA	NA	NA	3 CSOs 13 Constr uction Schools outsour ced to EMOs	10 81	81 construction schools have been handed over to 10 EMOs under RFP#1-6 out of 112 construction schools. The remaining will be handed over in the FY 2022.
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ANNEX 2: SUCCESS STORIES

Success Stories

Story from EMO School

Creating Community Opportunity

As the Government of Sindh undertakes reforms to improve schools and educational outcomes in the province, the engagement of Education Management Organizations (EMOs) is among the most impactful innovations. These partnerships leverage the resources and know-how of the public and private sectors to run schools more efficiently and bolster support for teachers and students.

The Sindh Community Mobilization Program (SCMP), funded by USAID and implemented by Blumont, works closely with the Government of Sindh and local entities to establish these public-private partnerships. Reforms focus on improving operations in order to improve students' educational opportunities. By facilitating these collaborations, Blumont's team supports efforts to strengthen the critical role schools play in communities.

Charter for Compassion (CfC) is one EMO working with the School Education and Literacy Department in Sindh. The non-profit organization manages 17 schools, applying a private sector perspective to addressing management gaps and encouraging innovation to modernize the education system.

Community-engagement and participation is a central tenet of SCMP, and activities undertaken by EMOs are conducted in cooperation with teachers, staff, school management committees, and communities. EMOs aim to strengthen ties to schools—helping to foster ownership and encourage parents' involvement in their children's education. This engagement is central to measuring the effectiveness of EMOs, as key performance indicators include improving and maintaining good relationships with a school's broader community.

While working with the Government Girls' High School Arain and the Government High School Kouro Goth, the Charter for Compassion team identified community interest in building computer skills. Trainings were developed and sessions conducted at the school, transforming it into not just a place to learn, but a gathering place for the community.



A Participant receiving Training Certificate

Story and Photograph by: Mairaj, School Coordinator-CfC

Story from EMO School

Making Change Possible

The Government of Sindh's School Education & Literacy Department introduced Education Management Organization (EMO) reform to involve private sector organizations in management of public schools. The Sindh Community Mobilization Program (SCMP), funded by USAID and implemented by Blumont, works with USAID and the Sindh Government to establish these partnerships and foster a collaborative approach to reduce disparities in education access and quality.

Recognizing the school management gaps in public schools of Sindh, Blumont facilitates efforts to leverage the resources, access, and know-how of private organizations to support school improvements. By helping to put EMOs in place, the SCMP team is changing what is possible in Sindh schools.

Before the EMO took over management of the Government High School Sami, student engagement was lagging due to absent teachers and a lack of sports, science, computer lessons, and other activities that children found engaging. Working with the Government, Blumont helped bring the Sindh Rural Support Organization (SRSO), an EMO, to manage the school.

Students, staff, and families quickly saw changes. The EMO focused on addressing gaps in teacher coverage and building staff skills through training and development opportunities. Facilities were also upgraded, with improved access to water, cleaner school grounds, more reliable electricity, and even sports fields and a library.

This private-sector approach helped better prepare teachers, lessons became more engaging, and students had access to more varied learning opportunities that help to create a well-rounded education.

Community-engagement, a central element of SCMP, also carried into the EMO's work as parents and the community were encouraged to participate in school activities. Government High School Sami marked World Children's Day in November 2020 with a science fair celebrating student achievements. Students were excited to share their work, while teachers and parents noted how much improving school management inspired their children to want to learn.

The EMOs are one of the most innovative education reform approaches designed by Blumont for improvement in management of select schools in Sindh province. By implementing this work, combined with work done over the past eight years to improve community ownership of schools and increase girls' enrollment, Blumont's efforts are opening new opportunities for students.



Story and Photograph by: Altaf Soomro, School Coordinator-SRSO

ANNEX 3: FINANCIAL REPORT

Actual Expenditure This Reporting Period

S#	Budget Line Items	Budget Amount	Expenses till Last Reporting Period (Aug-2021)	Expenditure Current Period (Sept 2021)	Expenditures to Date (Sept, 2021)	Budget Balance
1	DIRECT LABOR	\$ 6,260,694.57	\$ 6,048,941.41	\$ 21,136.80	\$ 6,070,078.21	\$ 190,616.36
2	FRINGES & BENEFITS	\$ 3,296,146.32	\$ 3,047,779.57	\$ 8,666.59	\$ 3,056,446.16	\$ 239,700.16
3	SMALL GRANTS	\$ 542,254.13	\$ 542,254.13	\$ -	\$ 542,254.13	\$ -
4	TRAVEL, TRANSPORTATION & PERDIEM	\$ 657,417.31	\$ 643,236.70	\$ -	\$ 643,236.70	\$ 14,180.61
5	EQUIPMENT & SUPPLIES	\$ 319,480.17	\$ 319,480.17	\$ -	\$ 319,480.17	\$ -
6	SUB-CONTRACTS	\$ 3,596,624.90	\$ 3,596,624.90	\$ -	\$ 3,596,624.90	\$ -
7	CONSULTANTS	\$ 6,709.26	\$ 6,709.26	\$ -	\$ 6,709.26	\$ -
8	ALLOWANCES	\$ 309,560.40	\$ 309,560.40	\$ -	\$ 309,560.40	\$ -
9	PARTICIPANT TRAINING	\$ 399,291.21	\$ 399,476.29	\$ -	\$ 399,476.29	\$ (185.08)
10	OTHER DIRECT COST	\$ 2,379,125.30	\$ 2,287,824.72	\$ 10,475.76	\$ 2,298,300.48	\$ 80,824.82
11	PROGRAM ACTIVITIES	\$ 1,804,940.41	\$ 1,667,493.01	\$ 15,633.35	\$ 1,683,126.36	\$ 121,814.05
	TOTAL DIRECT COST	\$ 19,572,243.98	\$ 18,869,380.56	\$ 55,912.50	\$ 18,925,293.06	\$ 646,950.92
12	INDIRECT COSTS	\$ 3,981,886.48	\$ 3,803,149.65	\$ 14,218.53	\$ 3,817,368.18	\$ 164,518.30
13	FIXED FEE	\$ 1,313,224.53	\$ 1,186,450.06	\$ -	\$ 1,186,450.06	\$ 126,774.47
	TOTAL BUDGET	\$ 24,867,355.0	\$ 23,858,980.27	\$ 70,131.03	\$ 3,929,111.30	\$ 938,243.7