



INDUS  
RESOURCE  
CENTRE

# ANNUAL REPORT 2019

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## **INTRODUCTION OF INDUS RESOURCE CENTRE**

IRC is a not-for-profit, non-governmental organization working in Sindh. It was registered under Societies Act 1860 on the 27<sup>th</sup> of July 1999 but started its field operations from the dawn of millennium i.e. 1 January 2000.

Its earlier interventions were Khairpur and Dadu districts but later on its out reach expanded to other districts. In 2019 it worked in Ghotki, Larkana, Shikarpur, Khairpur, Sukkur, Dadu, Jamshoro and three districts of Karachi.

Till 31 December 2019, 1491 persons, including all office based as well as teaching and non-teaching staff of schools were working in various projects and schools of IRC. Out of this total, 919 (62 %) were women whereas the male members were 572 (38 %).

IRC's main thematic area is education, however, there are sub-themes of this sector such as management of IRC's own schools, support to IRC's partner or adopted Government schools and bringing out of school children through non-formal education.

## **VISION**

*IRC'S vision is a prosperous, educated, diverse, peaceful, multiethnic and liberal society where all citizens have equal status, rights and opportunities.*

## **MISSION**

*IRC's mission is to "mainstream the marginalized through various approaches to human and institutional development".*

## **VALUES**

*IRC holds certain values to be integral to its work and which it considers to be non- negotiable.*

*These are: respect and dignity for all human beings; transparency and fairness; honesty and integrity; and equality.*

*These values are inherent in all IRC systems, management style and activities, dealings with staff, partners, and communities.*

## 2019: A TURBULENT YEAR

**Rapidly Changing NGO Context:** 2019 was a turbulent year for the organization as it had to adjust to the rapidly changing climate and context for civil society in Pakistan. Understanding of new NGO policy, fulfilling its requirements and follow-up with the concerned agencies took a lot of staff time. According to the new policy of the Federal Government, signing of Memorandum of Understanding (MOU) with Economic Affairs Division (EAD) is a pre-requisite for eligibility for foreign funding.

IRC sent the request for MOU in February 2018, along with all the required documents. Its application was acknowledged and then, as required, 14 sets of all the documents were sent to EAD. This was followed by field enquiries by the relevant agencies. However, in 2019, IRC got the letter of rejection from EAD with an advice to submit the application again with new projects.

Therefore, the entire exercise was redone, documents were prepared for the new projects and along with that an application for the review of earlier decision was also sent. In response to the review application, IRC Executive Director was given a chance to appear before the NGO Review Committee in person.

Since IRC could not get the MOU with EAD, an essential document for foreign funding, it could not respond to any ‘call for proposal’ or submit any ‘expression of interest’ that involved foreign funding. This situation affected the organization in several respects: it shrank IRC’s portfolio, reduced its visibility in the sector, affected the operating cost as foreign donors give a percentage of Head Office cost whereas locals hardly do so and most of all it resulted in making some staff members unemployed.

**Projects and their Implementation:** As far as the projects implementation in 2019 is concerned, IRC implemented 18 projects during the year. Brief of some of the major projects is given in this report. Briefly speaking, four projects out of the 18 focused on Non-Formal Education for out of school children, 2 projects were for IRC’s own schools, 2 other projects focused on public private partnership, two projects continued with Sindh Education Foundation (SEF), one project was regarding the government adopted schools and one more was for improving quality of education in government schools. Apart from these, three projects focused on Child Protection issues including increasing awareness about pro-women and pro-children laws.

A five-year project called Sindh Basic Education in which IRC was involved in community mobilization for managing schools was closed in April 2019. The closing of a five-year project was tedious process but it helped the staff in reflecting on various activities of the project and talk about the learning from this experience.

Three other projects on Child Protection supported by Oxfam and Save the Children were closed on 31 December 2019 on the advice of EAD. These projects were on: Prevention of Child Marriages, Supporting Government in Managing Child Protection Units at the district level and Non-Formal Education for 2350 girls of Shikarpur district.

Non-Formal Education remained the focus of IRC's activities in 2019. IRC has always been an advocate of the right of Out Of School Children (OOSC) to get education and to be mainstreamed in formal education system. Hence at every educational forum, wherever it was possible, IRC talked about opening windows of education for those who have missed their first chance in getting into schools.

It is a heartening development that through Sindh Education Sector Plan (SESP) a detailed policy has been developed and approved by the cabinet that deals with issues such as curriculum, equivalence, certification, accreditation, teachers' training and many other aspects of NFE. The government has also prepared a 30-month programme for primary education. Materials by the names Package A (for KG and one), Package B (for two and three) and Package C for (for four and five) have been printed to make things easy for implementers.

**Beneficiaries:** During 2019, the beneficiaries of Non-Formal Education project had been as follows: 10124 children and adolescent learners, 3180 Village Education Committee members and 310 teachers. Since the promotion of gender equality is a cross-cutting theme of IRC, it is reflected in these projects as well. Out of the total learners, 5950 or about 59 % learners were girls. Similarly 62 % of the teachers were women, however among the community adults, the proportion of women was small. It was only about 42 %.

Similarly, the beneficiaries of IRC-Sojthro Schools were also mainly girl children or female adults as teachers. Altogether in 30 schools that are owned and run by IRC, 5984 students were educated, out of this total 53 % or 3194 were girls. Since IRC believes in women empowerment, among 292 teachers, 262 or 89 % were women.

In the rest of the schools, this gender equity could not be maintained. IRC is managing 5 large high schools and their merged primary schools under Public Private Partnership Act of the Government of Sindh. The High Schools were traditionally boys' schools whereas some of the merged primary schools are mixed and also only for girls but the number of girls was very small. As one of the Key Performance Indicators of this project is the increase in enrollment and particularly girls' enrolment, IRC is trying hard to motivate the parents to send their girls to these schools.

IRC is happy to report that overall enrolment of these schools has increased to 4474 from 3491 in two years whereas girls' enrolment has become 1060 from 649. It may also be noted that in the first year, the enrolment went down as the names of permanent absentee students had to be taken off from the register.

With 13 government schools, IRC worked in Ghotki, with 9 adopted government schools, it worked in Rehri Goth Karachi and it also remained engaged with 26 government schools of

coastal area of Karachi. This was in addition to 32 schools that were set up and managed in two districts of Sindh namely Jamshoro and Sukkur with the support of Sindh Education Foundation.

Themes & Sub-themes	Location	Beneficiaries		
		Total	Females	Males
<b>Education &amp; Literacy</b>	<b>Districts</b>			
Non-Formal Education	Khairpur, Ghotki, Hyderabad, Shikarpur & Karachi	15035	9266	5769
IRC owned Schools	Jamshoro, Dadu, Khairpur	7329	3456	3873
Partner Govt Schools	Ghotki, Khairpur & Karachi	8853	2840	6014
SEF Assisted Schools	Sukkur & Jamshoro	3786	1664	2122
Child Protection	Shikarpur, Larkana & Dadu	14466	7109	7357
<b>Grand Total</b>		48,416	24,335	25,162

**Geographical Outreach:** During the year, IRC had outreach in 9 districts of Sindh through various projects. Following is the district-wise summary of geographical outreach of IRC during 2019:

District	Talukas	Union Councils	Villages/ Areas
Khairpur	06 Talukas	49 union councils	148 villages
Ghotki	06 Talukas	27 Union Councils	118 villages
Shikarpur	02 Talukas	08 Union Councils	77 Villages
Larkana	03 Talukas	04 Union Councils	31 Villages
Dadu	04 Talukas	07 Union Councils	54 Villages
Jamshoro	03 Talukas	03 Union Councils	50 Villages
Karachi Malir	02 Talukas	06 Union Councils	39 Villages
Karachi West	01 Taluka	03 Union Councils	13 Villages

**Child Protection:** Child Protection was another important theme that IRC worked on during 2019. Under this theme there had been two projects: one focused on prevention of Child Marriages, entitled as Marriage: No Child's Play; and the other one entitled as Child Protection Framework had twin objectives as abolition of corporal punishment in all settings and providing support to the government in management of Child Protection Units. The first project was

implemented in 52 villages of Larkana and Shikarpur whereas the other one was implemented in Dadu, Larkana and Shikarpur.

Corporal Punishment is a widely spread problem in Pakistan and is found in all settings. The research has revealed that it is one of the major causes of drop-out at the school level. IRC had been working on this issue for quite some time. It has been engaged in advocacy for abolition of this menace through a media campaign but in 2019, the focus had been on teachers' orientation training on positive disciplining. The fact is that generally teachers' pedagogical skills are weak and they are familiar with humiliating and physical punishment for disciplining the children. To give them some positive tools and skills to discipline their students, IRC commissioned a manual on Positive Disciplining. Once the manual was ready, a series of Teachers' Orientation training on Positive Disciplining was held. Altogether 1150 teachers, 698 men and 452 women were introduced to new concepts. On this theme theatre shows were also held which were shown to 724 children and 279 adults.

In the three Child Protection Units, 4397 cases related to child protection were registered. Out of this total 3149 were boys and 1248 were girls.

**IRC and the Government of Sindh:** For the last two years, IRC is getting grant-in-aid from the Government of Sindh to manage some of the rural schools for marginalized communities. For these schools, the grant-in-aid is used to pay the salaries of teaching and non-teaching staff only and the rest of the cost is borne by IRC.

This year the Government of Sindh commissioned an evaluation of IRC's schools that were benefitting from its grant. The Internal Audit Department of School Education and Literacy Department (SELD) conducted the evaluation. The evaluators submitted their report in the end of December with strong recommendation for continuation of this grant on a regular basis.

Apart from the above relationship, IRC had been sharing its experience and learning in its humble way in discussion on various initiatives of the Government of Sindh as IRC is a member of various Task Forces and Committees formed by the Government of Sindh. In this regard, the valuable discussions took place in finalisation of Sindh Education Sector Plan 2019-23. This plan has given direction to all the stakeholders.

**IRC's Strategic Planning Exercise:** One important activity was the process of development of strategic plan for the next three years. A consultant was hired for this purpose. The process was participatory as the consultant visited all the offices of IRC, met with a variety of staff and had interviews with some of the senior managers and Board members. Some of her suggestions for the way forward for IRC are as follows:

1. IRC should continue its implementation of school management plans, and further, the organization should funnel its accumulated experience, learning and deep understanding of the sector into contoured replicable and scalable models and transmission of its knowledge beyond its institutional settings.

In effect, the programme should therefore;

- a) Build Sojthro schools into models that redress challenges of retaining enrollment, improving the quality of learning and move towards financial viability.
- b) Continue, and extend where possible, its running of SEF and EMO schools.
- c) Document best practice and learning from experimental processes for creating and sharing knowledge for the benefit of others in the sector.

2. IRC may also consider providing school meals and transport particularly to girl students. In this respect she has suggested that IRC can experiment with school meal plans. School meals can be resourced through local private philanthropy as well as by corporations (those in dairy production can distribute free milk, for example.)

For transport she has suggested to explore the possibilities in areas where schools present a logistical challenge. The layout of towns and villages often make it impossible for children to go to schools unescorted, and it is unviable for parents to make the trip with them. The transport could be subsidised as the school fee is very low.

3. IRC is running these schools to its own standards and to the satisfaction of donors and the provincial government. In fact, IRC says it is doing so at a lower cost than other implementing organizations, and in a more sustainable way that builds local capacity instead of substituting it, as others have done. It could consider documenting its processes, in the interest of transparency, but also to provide an example of how better learning outcomes can be created at lower cost.

4. IRC has designed and executed many development sector projects beyond education. There have been different drivers and impetus to each; some were compelled by emergency conditions such as the disaster response DRR program; some urged by donors such as gender budgeting; some driven by the effort to improve people's lives even when the intervention was beyond IRC's expertise and mandate. and many others were a result of IRC attempting to respond to the demands and needs of the communities they work in, without knowing how best to do so, such as the livelihood interventions.

Given that donor funding is becoming increasingly constricted, and given that IRC understands the need to consolidate its gains and crystalize a focus, this report recommends that all such projects are tapered off once their life cycle ends, and IRC goes back to the drawing board to rethink its organizational strength, identity and direction.

5. The IRC has appreciable ethical considerations in wanting to work on livelihoods as a constant demand by local communities, and also as a validation for pushing children into education.

IRC should use the next three years to develop a deeper, nuanced understanding of the changing nature of rural economies, livelihoods and rural/urban shifting dynamics. Rural commerce is now completely monetized and that has changed local markets. Advent of communication technologies and road networks, accompanied by data that shows declining levels of absolute poverty in Sindh and emergence of a new (relative) middle class are resulting in changing livelihood options.

The program cycle 2020 – 2023 should therefore be considered a period of incubation for an expanded future livelihood program. In the interim, IRC is advised not to undertake or implement any piecemeal projects around the theme.

**Human Resource Management:** IRC has two types of staff: core staff and project staff. Core or permanent staff members are only 32 in the entire organisation. They are the ones whose skills are essential to the survival and growth of IRC.

District	Mgt	Prog	Ops	Supp	Teaching	Non-teaching	Total	Females	Males
Karachi	3	11	5	3	156	20	198	151	47
Jamshoro	1	6	1	4	118	26	156	107	49
Dadu	1	4	1	5	14	5	30	17	13
Khairpur	5	30	8	15	541	106	705	398	307
Sukkur	1	2	1	2	67	17	90	49	41
Shikarpur	1	13	1	3	90	0	108	96	12
Ghotki	0	13	1	3	161	12	190	97	93
Larkana	1	9	1	3	0	0	14	4	10
<b>TOTAL</b>	<b>13</b>	<b>88</b>	<b>19</b>	<b>38</b>	<b>1147</b>	<b>186</b>	<b>1491</b>	<b>919</b>	<b>572</b>

## Financial Management

IRC's sources of funding are as follows:

- Project grants by the donors
- Partnerships with International NGOs
- Contract work through bidding process
- Government of Sindh
- Individual philanthropists

In 2019, the audit of the financial year 2018-19 was conducted by BDO Ebrahim Co. Chartered Accountants. According to the Auditors, the income and expenditure situation was as follows:

<b>INDUS RECOURCE CENTRE</b>		
<b>INCOME AND EXPENDITTURE ACCOUNT</b>		
<b>FOR THE YEAR ENDED JUNE 30, 2019</b>		
	<b>2019</b>	<b>2018</b>
	<b>Rupees</b>	<b>Rupees</b>
<b>INCOME</b>		

Grant income	303,857,745	288,398,458
Service charges	11,625,931	7,442,550
Sale	2,260,470	5,139,600
Profit on bank deposits	120,934	152,604
	<b>317,865,080</b>	<b>301,133,212</b>
<b>EXPENDITURE</b>		
Programme and project expenses	256,027,048	248,911,036
Expenditure incurred on unrestricted projects	56,013,158	57,780,398
Financial charges	755,239	800,004
	<b>82,371,145</b>	<b>307,491,438</b>
Surplus / (Deficit) before taxation	<b>5,069,635</b>	<b>-6,358,226</b>
Taxation - current	<b>-620,301</b>	<b>-553,395</b>
Net surplus / (deficit) for the year	<b>4,449,334</b>	<b>-6,911,621</b>

We are pleased to report that this was the 20<sup>th</sup> year when IRC had its annual audit done by a reputed Chartered Accountant. Similarly, the financial position is revealed by the following statement:

<b>INDUS RECOURCE CENTRE</b>		
<b>STATEMENT OF FINANCIAL POSITION</b>		
<b>AS AT JUNE 30, 2019</b>	<b>2019</b>	<b>2018</b>
	<b>Rupees</b>	<b>Rupees</b>
<b>ASSETS</b>		
<b>NON CURRENT ASSETS</b>		
Property and equipment	79,145,251	7,625,928
Capital work in progress	6,343,463	8,625,000
Intangible Assets	385,876	482,345
Long term deposits	1,485,242	1,846,442
	<b>87,359,832</b>	<b>87,179,715</b>
<b>CURRENT ASSETS</b>		

Advances and other receivables	54,806,584	40,131,175
Stock-in-hand	2,145,633	1,849,643
Grant receivable	42,480,491	23,407,817
Taxation-net	-	551,823
Cash and bank balances	59,449,139	40,401,073
	<b>158,881,847</b>	<b>106,341,531</b>
<b>TOTAL ASSETS</b>	<b>246,241,679</b>	<b>193,521,246</b>
<b>FUND AND LIABILITIES</b>		
<b>FUND</b>		
Unrestricted	86,684,369	82,235,035
Designated	-	0
Specific building fund	3,481,781	3,749,559
	<b>90,166,150</b>	<b>85,984,594</b>
<b>NON-CURRENT LIABILITIES</b>		
Deferred Capital Grants	1,205,145	1,228,176
<b>CURRENT LIABILITIES</b>		
Trade and Other payables	120645910	63682283
Grant received in advance	34155996	42626193
Taxation-net	68478	0
	<b>156075529</b>	<b>107536652</b>
<b>TOTAL FUND AND LIABILITIES</b>	<b>246,241,679</b>	<b>193,521,246</b>
<b>CONTINGENCIES AND COMMITMENTS</b>		

In the month of November when the audit was still going on, the ERP system of IRC all of a sudden broke down. Initial diagnosis for this was hacking and when this was controlled, it was found out that there had been problems with the hardware also because the system had outlived its life. Till the end of the year, the system could not be completely resumed. However, the record was not lost because of the proper and continuous back up in other machines.

# Project Digest

Some of the projects, implemented in 2019, have been described in the following pages:

<b>Theme: Education and Literacy</b> <i>Sub-theme: Non-Formal Education</i>					
1	Name of the Project:	<b>Improving Adolescents' Lives in Pakistan</b>			
2	Thematic Area/s:	Education and Literacy : Non-Formal Education			
3	Project Duration:	32 Months (From November 2018 to June 2021)			
4	Donor Agency:	UNICEF – IKEA			
5	Objectives/ Outcomes/ Outputs:	<p><b>Output 1:</b> Approximately 100 teachers trained in interactive methods of teaching and non-violent disciplinary solutions</p> <p><b>Output 2:</b> Approximately 3,000 Out Of School (OOS) children have access to non-formal education</p> <p><b>Output 3:</b> Approximately 3000 children Girls/Boys adolescents &amp; elderly community members participate/ engaged in community mobilization process</p>			
6	Facilities:	51 NFE Centres in Khairpur District and 49 in Ghotki District			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Learners	3058	1869	1189
		Facilitators	100	62	38
		VEC members	1500	597	903
		Grand Total	4658	2528	2130
8	Operational Area:	District	Taluka	UCs	Villages
		Khairpur	05	29	51
		Ghotki	05	22	49
			10	51	100
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>Regularly engaged children and youth from diverse backgrounds in recreational activities such as sports events, theatres, summer /winter camps etc.</li> <li>Regularly provided necessary NFE Centre supplies and reading material relevant to Education.</li> <li>Collaborated with Directorate of Non-Formal Education for transition of learners, mainstreaming and sustainability.</li> <li>Conducted Health and hygiene session in all 100 NFE/ALPs.</li> <li>Trained 1500 VEC members (Male 903, Female 597) on development of convergence-model NFE Improvement Plan.</li> <li>Supported the development of 100 NFE Improvement Plans.</li> <li>Conducted 1878 Learners' Final Assessment of Package "B" in 60 NFE /ALP Centers of District Khairpur and Ghotki. 1834 Learners appeared in Final Assessment of Package A and 1769 Learners qualified.</li> <li>Conducted 1225 Learners' Final Assessment of Package "B" in 40 NFE /ALP Centers of District Khairpur and Ghotki. 1194 Learners appeared in Final Assessment of Package 'B'</li> </ul>			

		<p>and 1177 Learners qualified the assessment with good results.</p> <ul style="list-style-type: none"> <li>Conducted Health/eyesight Screening in 100 NFE (51 in Khairpur, 49 in Ghotki). Altogether 3058 learners were screened, (Boys, 1189 Girls, 1869) among them 158 adolescents (Boys 59, Girls 99) were prescribed glasses.</li> </ul>
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1	Name of the Project:	<b>Enhancement of Non-Formal Education</b>			
2	Thematic Area/s:	Education and Literacy: Non-Formal Education			
3	Project Duration:	32 Months (From November 2018 to June 2021)			
4	Donor Agency:	UNICEF – JICA (Japan International Cooperation Agency)			
5	Objectives/ Outcomes/ Outputs:	Increase the access to education through condensed and accelerated education for over age out of school children and adolescents, especially focusing on girls.			
	Facilities:	150 NFE centers (60 Khairpur, 60 Ghotki, 30 Karachi – 10 each in Gadap, Bin Qasim and Keemari)			
6	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Learners	4568	2693	1875
		Facilitators			
		VEC members			
		Grand Total			
7	Operational Area:	District	Talukas	Union Councils	Villages/ Areas
		Khairpur	5	5	60
		Ghotki	5	5	60
		Karachi	3	3	30
		Total			
8	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>Established 150 NFBE Centers in Khairpur (60), Ghotki (60), Karachi (Gadap 10, Bin Qasim 10, and Keemari 10) with provision of supplies including black board (with stand), recreational kit, school-in-box, floor mats, water cooler, school bags and books.</li> <li>Recruitment of 150 NFE Facilitators (95 Females and 55 males) and trained on Teacher Guides of NFE package A &amp; B inclusive of Child Interactive teaching and play- based learning methodologies.</li> <li>Conducted 30 Progress Review and Planning meetings with District Education authorities and stakeholders and 46 monthly experience sharing and planning meetings with NFE Facilitators.</li> <li>Formed and strengthened 150 Village Education Committees (VECs) for effective Social Mobilization and development of convergence model through School Improvement Plan</li> <li>Conducted NFE learners’ assessment in Package A jointly with School Education &amp; Literacy Department at district level</li> </ul>			

1	Name of the Project:	<b>Accelerated Education Programme for Out of School Children and Adolescents in disadvantaged and crisis affected areas</b>			
2	Thematic Area/s:	Education and Literacy: Non-Formal Education			
3	Project Duration:	01/11/2018 to 30/06/2021 (32 Months)			
4	Donor Agency:	UNICEF – NATCOM			
5	Objectives/ Outcomes/ Outputs:	<p>To provide alternative education modality for out of school children in Sindh using CFE (Child Friendly Education) strategies using the following Government approved NFE curriculum packages:</p> <ol style="list-style-type: none"> <li>1. NFE textbooks Package – A (8 months)</li> <li>2. NFE textbooks Package – B (8 months)</li> <li>3. NFE textbooks Package –C (14months)</li> </ol> <p><b>Outcome:</b></p> <ol style="list-style-type: none"> <li>1. Increased access to education through condensed and accelerated education for over-age out-of-school children and adolescents, especially focusing on girls</li> </ol> <p><b>Outputs:</b></p> <ol style="list-style-type: none"> <li>1. NFEs set up, with trained NFE Facilitators, gender-responsive learning materials and curriculum</li> <li>2. Women and men in Communities mobilized for the enrollment and retention of children and adolescents in NFEs</li> <li>3. Advocacy with Government to institutionalize NFEs and support mainstreaming and transition of students, particularly girls, into formal schools</li> </ol>			
6	Facilities:	<b>Urban Slums of Karachi &amp; Hyderabad (80 NFE Centers)</b> <ol style="list-style-type: none"> <li>1. Bin Qasim Town</li> <li>2. Gadap Town</li> <li>3. Keamari Town</li> <li>4. Hyderabad</li> </ol>			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Students	2,498	1,388	1110
		Facilitators	80	60	20
		VEC members	640	356	284
		Grand Total	3,218	1,804	1,414
8	Operational Area:	District	Taluka	UCs	Villages
		Malir	Gadap and Bin Qasim (2)	6 UCs	39 Villages and Muhallas (Neighbourhoods)
		Karachi West	Keamari (1)	3 UCs	13 Villages and Muhallas (neighbourhoods)

		Hyderabad	Latifabad, Hussainabad and Qasimabad	4 UCs	15 Villages and Muhallahs
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>• Trained 80 NFE Facilitators for Package A and B textbooks</li> <li>• Conducted Final Assessment of Package – A</li> <li>• NFE Facilitators monthly meetings</li> <li>• Broad Based Community Meetings</li> <li>• Conducted Village Education Committee Meetings and trained them on SIP</li> <li>• Conducted Health and Hygiene sessions in 80 centers</li> <li>• Uploaded students data on EMIS</li> <li>• Organized sports events</li> <li>• Conducted town level meetings with DEOs in Hyderabad</li> <li>• Cross-Verification of NFE students in nearest schools is on-going with zero duplications found so far in Karachi and Hyderabad.</li> </ul>			

1	Name of the Project:	<b>Girls Catching Schools</b>			
2	Thematic Area/s:	Education and Literacy: Non-Formal Education			
3	Project Duration:	February 2019 to January 2022			
4	Donor Agency:	Save the Children			
5	Objectives/ Outcomes/ Outputs:	The project aims to improve wellbeing of girls through safe alternative learning and development opportunities			
6	Facilities:	70 NFE centers (50 for primary education and 20 for post primary)			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Learners (Primary)	1785	1785	0
		Learners (Post Primary)	516	516	0
		Facilitators	90	90	0
		VEC members	700	700	0
		Grand Total	2591	2591	
8	Operational Area:	District	Talukas	Union Councils	Villages/ Areas
		Shikarpur	01 taluka	04	57
		Total			
8	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>▪ Established 70 Accelerated learning centers (ALCs) to enroll girls against the set target of 1750 at primary level and 500 girls at middle centers. 90 female learning facilitators (LFs) have been recruited to teach students in ALCs. 50 for primary and 40 for middle centers.</li> <li>▪ Provided comprehensive orientation training to 50 learning</li> </ul>			

		<p>facilitators (LFs) on Package-A course books of primary level, followed by one refresher training.</p> <ul style="list-style-type: none"> <li>▪ Prepared learning material (temporary course) for middle level centers with support of Directorate of curriculum, Assessment &amp; research (DCAR)</li> <li>▪ Learners' assessment has been carried-out with district level education authorities during month of December 2019, in order to promote learners in next course of primary level.</li> <li>▪ Capacity building training of 560 community members conducted for village education committee on ALC's Improvement Plan. The training also imparted knowledge to members on VEC role and record keeping.</li> <li>▪ 83 Broad Based Community Meetings "BBCM" conducted with 5030 participants at community level. 70 enrolment campaign events organized at community level. A part from it 01 event organized at District &amp; 02 events organized at taluka level.</li> <li>▪ Global Hand washing campaign celebrated at each ALC; 2300 learners from all ALCs actively participated in these campaigns and showed a keen interests in activities around handwashing.</li> <li>▪ 90 Learning Facilitators have trained on Eye Health and Vision Screening. LFs have further conducted vision screening of all the ALCs children. 88 cases identified and all were referred to nearest health facilities.</li> </ul>
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## Theme: Education and Literacy

### *Sub-Theme: IRC's Own Schools*

1	Name of the Project:	<b>Education of Underprivileged Children of Sindh</b>			
2	Thematic Area/s:	Education and Literacy: IRC's own schools			
3	Project Duration:	On-going since 2006			
4	Donor Agency:	PPAF, Government of Sindh, Philanthropists and Pakistan Telecommunications Limited (PTCL_			
5	Objectives/ Outcomes/ Outputs:	It is IRC's core programme and the purpose of these schools is to experiment and demonstrate innovative yet cost-effective approaches to educate underprivileged children.			
6	Facilities:	15 IRC-Sojhro Schools (4 in Dadu, 5 in Jamshoro and 6 in Khairpur Districts)			
7	Number of Beneficiaries:	Type of beneficiaries	Total	Females	Males
		Students	3334	1574	1760
		Teachers	122	105	17
		Grand Total	3456	1679	1777
8	Operational Area:	District	Taluka	UCs	Villages
		Khairpur	05	05	6
		Jamshoro	03	03	5
		Dadu	02	03	4
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>• Conducted three in-service teachers' training workshops on Early Childhood Education, Thinking class-rooms and proficiency in English language.</li> <li>• Under theatre for change programme of IRC, students were trained on two theatre themes: ' Child Marriages' and 'Corporal Punishment'</li> <li>• Celebrated Sports Day in most of the school.</li> <li>• Organised 'exposure trips' to Moenjodaro for IXth and Xth classes.</li> <li>• Celebrated important days such as Eid-e-Milad-un-nabi, Earth Day, Women's Day, Sachchal Day and Independence Day. were celebrated.</li> <li>• Organised two-week summer camp with an objective to increase the interest of parents in school affairs</li> <li>• Participation of schools in Science Exhibition</li> <li>• Infrastructure improvement ---boundary wall of Din Mohd Rind school Khairpur, construction of 4 toilets in Wada Chachar Jamshoro,</li> <li>• Construction of Tando Masti Khan School</li> </ul>			

1	Name of the Project:	<b>Education of Rural Marginalised Girls of Sindh</b>			
2	Thematic Area/s:	Education and Literacy: IRC's own schools			
3	Project Duration:	On-going since 2002			
4	Donor Agency:	Development in Literacy (DIL) and IRC			
5	Objectives/ Outcomes/ Outputs:	It is to educate and empower underprivileged students, especially girls, by operating student-centered model schools and providing high-quality professional development to teachers and principals in remote areas of Sindh.			
6	Facilities:	15 IRC-Sojhro Schools in the villages of Khairpur			
7	Number of Beneficiaries:	Type of beneficiaries	Total	Females	Males
		Students	2650	1620	1030
		Teachers	170	157	18
		Grand Total	2820	1777	1048
8	Operational Area:	District	Taluka	UCs	Villages
		Khairpur	05	08	15
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>Students from Sojhro schools Sobhodero, Hasan Din Kuraishi, Khuhra, Larhi and Razal Memon participated in two Art Competitions by IBB and Art Beat. 10 students out of 58 won in categories of 1<sup>st</sup> and 2<sup>nd</sup> prizes.</li> <li>Vacant positions at Sojhro schools Hasan Din Kuraishi, MHQ, SJS Khabri, Waryal Shah, Kathri pathano and SMS Khuhra are filled with own DIL-IRC graduates.</li> <li>Ashfaq Ahmed a DIL-IRC graduate has been selected at Sindh Agriculture University for further studies in AHV Department.</li> <li>A DIL-IRC graduate Mahnoor Channa has been selected for further studies in Microbiology Department at Shah Latif University.</li> <li>Asma Sheikh is also DIL-IRC graduate she has started her further studies in Institute of Chartered Accounts Pakistan at Karachi.</li> <li>Madeeha Abbasi a DIL-IRC graduate has selected for further studies at D-pharmacy Department at Shah Latif University Khairpur.</li> </ul>			
10	Success Story	<p><b>Qandeel Zehra Kamboh</b> Qandeel Zehra is from the rural area of Sindh named Hassan Din Kamboh. She is the sister of 4 brothers, her father is a teacher and mother is house wife. She passed grade 8 from Sojhro Model School Hassan Din Kamboh, for further study she joined Mazhar Model School, which is 30 km away from her village and she was the regular student of school.</p> <p>After passing H.S.C, she appeared in medical entry test but unfortunately she could not succeeded in that test by very low margin. But instead of that Qandeel realized she needed to break free once</p>			

		<p>and for all from her past and from her problems. She committed to learn herself, and started teaching in Sojhro Model School HDK, as she learned new skills, her confidence grew. Within teaching she continued her preparation for tests and she applied for BBA in IBA Sukkur and DRT (doctor of radiology) in SIUT Karachi. She is very hard working and confident with her hard work, She has passed both tests and shortlisted for admission in both institution but she decided to get admission in SIUT Karachi.</p>
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## Theme: Education and Literacy

### *Sub-theme: Adopted/ Partner Government School*

1	Name of the Project:	<b>Education of Urban Marginalised Children</b>			
2	Thematic Area/s:	Education and Literacy: Adopted/ Partner Government Schools			
3	Project Duration:	On-going since 2010			
4	Donor Agency:	Grant-in-aid from Government of Sindh,			
5	Objectives/ Outcomes/ Outputs:	The aim of the project is to give quality education to children from urban slum so that they could compete with other children in jobs.			
6	Facilities:	9 Government Schools in			
7	Number of Beneficiaries:	Type of beneficiaries	Total	Females	Males
		Students	1910	906	1004
		Teachers	20	8	12
		Grand Total	1930	914	1016
8	Operational Area:	District	Taluka	UCs	Villages
		Karachi Malir	01	01	N/A
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>• Enrolment campaign was conducted in the beginning of the year.</li> <li>• Efforts were made to improve the Sindhi medium section particularly.</li> <li>• Three monthly tests and the mid-year examination were held during the year.</li> <li>• Teachers' turn-out was a little more than the previous years mainly because of delays in the payment of salaries that was beyond IRC's control.</li> <li>• Co-curricular activities such as sports day, result day, eid-e-milad and other events were held with communities' collaboration.</li> <li>• Like previous years, once a week additional classes for IXth class and Xth classes in Mathematics and Physics were taken by a senior teacher from a private school.</li> </ul>			

1	Name of the Project:	<b>Public Private Partnership for Schools' Improvement</b>			
2	Thematic Area/s:	Education and Literacy			
3	Project Duration:	From March 2017 to February 2026. These are five almost similar projects so they have been combined in one.			
4	Donor Agency:	Government of Sindh			
5	Objectives/ Outcomes/ Outputs:	Overall objective of the project is to improve the quality of education in the province of Sindh by collaborating with the private sector and outsourcing the operation and management of certain public schools in the province of Sindh.			
6	Facilities:	5 Consolidated Campus High Schools along with their merged primary and middle schools. They are USAID constructed, state-of-the-art schools. These schools were handed over to IRC in 2017 and 2018.			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Students	4474	1060	3414
		IRC teachers	45	21	25
		Grand Total	4519	1081	3439
8	Operational Area:	District	Taluka	UCs	Villages
		Khairpur	05	05	16
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>• Comprehensive Annual Management Plan was developed with the consensus of all stakeholders.</li> <li>• Digitized the school data/record on software for easy access. It is regularly updated. The data is analysed and the monthly reports are prepared.</li> <li>• Biometric attendance system has been deployed for teachers. However, recording of time in and time out has not yet been started.</li> <li>• to increase enrolment in EMO schools and taken onboard SMCs, community influential to motivate parents and take part in enrolment of out of school children.</li> <li>• IRC is also focusing on girls' enrolment and have formed Women Education Committees in all schools to conduct meetings with mothers of girls and motivate them</li> <li>• Five day training on effective teaching methodologies of Mathematics was organised. The trainer was Mr Saleem who has vast experience of teaching, school management and training. 30 teachers participated.</li> </ul>			

1	Name of the Project:	<b>Social adoption and Management of Government Schools</b>			
2	Thematic Area/s:	Education and Literacy, Sub-theme: Adopted/Partner Government Schools			
3	Project Duration:	Open ended. Started in 2015.			
4	Donor Agency:	Engro Foundation			
5	Objectives/ Outcomes/ Outputs:	IRC with partnership of Engro Foundation is improving the quality of education and learning environment of 12 schools of 2 talukas of Ghotki. The project aims to adopt and implement overall management and school policies of IRC and improve the quality of education by improving the learning out comes of the students and improving the capacity of teachers via different strategies/ training.			
6	Facilities:	12 Government Schools			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Students	2340	808	1532
		Teachers	52	31	21
		Non-teaching staff	12	6	6
		Grand Total	2404	845	1559
8	Operational Area:	District	Taluka	UCs	Villages
		Ghotki	03	5	9
9	Activities/Highlights during 2019:	<p>In the light of the Key Performance Indicators (KPIs), the cumulative progress is below:</p> <ul style="list-style-type: none"> <li>• School Development Plans (SDPs) for 12 schools with syllabus break-up as per Students Learning Organisations (SLOs) and time table were prepared.</li> <li>• Staff availability reached 94 % which is near the target of 95.</li> <li>• Similarly, the students' attendance reached 83 % whereas the target was 85.</li> <li>• Bi-monthly assessments of the students were conducted and lesson planning according to SLOs.</li> <li>• 4 Training sessions were held and numerous school level and cluster level teachers meetings were held.</li> <li>• 39 Parent teachers meeting were held.</li> <li>• Child awareness sessions, Science exhibition, language week, safety sessions, participation in DAWN spelling bee competition in IBA Sukkur, Independence Day, Health and Hygiene day, Cultural day, Exposure visit of teachers were held.</li> </ul>			

1	Name of the Project:	<b>SEF Assisted Schools</b>			
2	Thematic Area/s:	Education			
3	Project Duration:	3 Years (Extendable)			
4	Donor Agency:	Sindh Education Foundation Government of Sindh			
5	Objectives/ Outcomes/ Outputs:	The main objective of the project is to provide free and quality education in remote areas to less privileged communities.			
6	Facilities:	Free education, School Buildings, Text Books, Teaching staff			
7	Number of Beneficiaries:	Type of Beneficiaries	Total	Females	Males
		Students	1934	866	1068
		IRC teachers	54	36	18
		Grand Total	1984	902	1086
8	Operational Area:	District	Taluka	UCs	Villages
		Jamshoro	T.B Khan	Moonder Khan Palari Dhamach Sarri Arab Khan	Turak Palari Hakeem Palari Talib Palri Meeru Patel Ishaque Lalani Fakeero Khoso Raheem Kaniriro
		Jamshoro	Kotri	Bolhari	Essa Dall Muhammad Khan Brohi
		Jamshoro	Manjhand	Manzoorabad	Sikiladho Machi
Jamshoro	Sehwan	Bubak Channa Dall Bhan	Malook Parheri Dilawar Jatoee Nanger Khan Brohi Ramzan Panhyar Jarrat Wahid Bux Marri		

					Koormiyani Rodhani Colony
9	Activities/ Highlights during 2019:	<ul style="list-style-type: none"> <li>Assessment of the students Grade III to V</li> </ul> <p>Assessment of the students from Grade III to V had been conducted by the IBA University Sukkur in the month of March. The assessment had been conducted from the from major subjects English, Mathematics and Science. The Assessment had been conducted in 9 schools out of 18 schools because 09 schools did not have Grade III at that time.</p> <ul style="list-style-type: none"> <li>Annual Exam</li> </ul> <p>SAS team Jamshoro conducted annual Exams during the month of April. Exams papers had been developed prior to the Exams from all schools. After the development of Papers, the exams papers had been composed and printed and then distributed to the schools. After the exams result had been declared to the students.</p> <ul style="list-style-type: none"> <li>Renewal of the Rent agreements.</li> </ul> <p>There are two buildings out of 18 which are rented and the agreement is renewed every year with the building owners. The agreement with the owner of school Muhammad Khan Brohi had been renewed in the month of January 2019, agreement with the building owner of school Essa Dall had been renewed in the month of June 2019. However, the school Muhammad Khan Brohi bifurcated, so the agreement with the newly rented building had been also carried out during the month of March.</p> <ul style="list-style-type: none"> <li>Provision of Stationary and Teaching Aids</li> </ul> <p>Necessary Stationary and Teaching aids had been provided to all schools.</p> <ul style="list-style-type: none"> <li>Provision of Furniture</li> </ul> <p>Students desks had been provided to the schools Muhammad Khan Brohi and Essa Dall remaining 30 Desks had been provided to the school Fakeero Khoso Teshsil Thano Bula Khan hence a new room had been constructed by the Government there. Teachers Chairs had been provided to the schools Talib Palri, Turak Palari, Essa Dall and Muhammad Kahn Brohi.</p> <ul style="list-style-type: none"> <li>Provision of Text Books</li> </ul> <p>SEF provided the Text Books in the month of July which have been provided to all schools as per enrollment.</p> <ul style="list-style-type: none"> <li>Meetings with Teaching staff</li> </ul> <p>Head Teachers review and planning meetings had been conducted at IRC Office Jamshoro for review the progress and future plans. However meetings with the teachers also conducted during the visit of the schools regarding debriefings of visits and discuss the issues and challenges.</p> <ul style="list-style-type: none"> <li>Meetings with the community</li> </ul> <p>SAS Jamshoro conducted community meetings in respected</p>			

	<p>schools. The main objective of the community meetings was to overcome the dropout and the absenteeism of the students and the construction of the schools. 3 schools had been planned for the construction i.e Jarrat, Koormiyani (Tehsils Sehwan) and Budhapur (Tehsil Manjhand), where community had been engaged in the school construction work. School Koormiyani had been constructed fully during the reporting period, where boundary wall of the school and one room had been constructed.</p> <p><b>Profiling of Students.</b> SEF directed to provide the profiles of the new admission and update the profiles of existing students. Total 407 profiles of the newly admitted students had been submitted to the SEF offices Hyderabad and Sehwan. However the profiles, Grades and the Status of the existing students also been updated with the Help of SEF teams and Head teachers of the respected schools.</p> <ul style="list-style-type: none"> <li>• <b>Mid-term Exams</b> SAS Jamshoro team conducted midterm exams in all school from Grade KG to V during the reporting period. Papers had been developed with the help of teachers of their respected subjects than a general papers had been adopted from all of the papers provided by the teachers. After the printing, papers had been provided to all schools as per enrollment.</li> <li>• <b>Hiring of Teachers</b> Teachers had been hired on need basis. 4 teachers had been hired in School Essa Dall, 2 had been hired in school Muhammad Khan Brohi, one teacher had been hired in school Turak Palari, 2 Teachers had been hired in school Jarrat and 2 teachers had been hired in school Koormiyani 2 teachers had been hired in school Malook Parheri. The hiring of teachers had been done as per the IRC policy and procedure.</li> <li>• <b>Construction of the schools.</b> IRC-SAS Jamshoro team Planned to construct 3 schools during the reporting period i.e Jarrat and Koormiyani of Tehsil Sehwan and Budhpur of Tehsil Manjhand. But due to the shortage of funds and community conflict School Jarrat and Budhapur did not completed however school Koormiyani had been completed.</li> <li>• <b>Cocurricular Activities</b> Cocurricular activities which is also an essential part of education also carried out during the reporting period. Students of school Essa Dall and Muhammad Khan Brohi Participated in spelling bee competition organized by Dawn Media Group held at Hyderabad. Colgate Palmolive team visited the school Muhammad Khan Brohi, Essa Dall and Budhapur, the Colgate team talk about the cleaning of teeth and provided the Colgate tooth</li> </ul>
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	<p>paste with the brush.</p> <p>Sports Day had been celebrated in schools where students played the traditional games.</p> <p>One day for the plantation also been celebrated where students along with the teachers planted the plants.</p> <p>Speech competition also been organized at school Jarrat and Wahid Bux Marri. Sindhi Culture Day event had been celebrated during the month of December where the students and Teachers of schools Muhammad Khan Brohi and Essa Dall had participated. Students of school Muhammad Khan Brohi also performed the Theatre.</p>
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1	Name of the Project:	<b>Rural Based Community Schools (RBCS)</b>
2	Thematic Area/s:	Education
3	Project Duration:	Annual contract based
4	Donor Agency:	Sindh Education Foundation (SEF)
5	Objectives/ Outcomes/ Outputs:	<p><b><u>Project Details:</u></b></p> <p>It is one of the largest programmatic interventions of SEF based on the Public Private Partnership (PPP) framework, established for the purpose of promoting the twin goals of equitable access to, and improving the quality of education for all children across Sindh.</p> <p>IRC also has its own vision for a holistic development of student which help student not only quality education but it provide environment full of life for developing manners of good citizen.</p> <p><b><u>Objectives :</u></b></p> <p>SEF envision this project with the help of partners individuals or organizations ,objectives of SEF designed are given bellow;</p> <ul style="list-style-type: none"> <li>• To encourage private sector organizations in assisting the Government for the provision of accessible, quality education in the most underserved areas of Sindh</li> <li>• To supplement government policies under Universal Primary Education by enhancing educational facilities for out of school children and youth, especially girls</li> <li>• To extend free and flexible learning opportunities at the grass-roots level</li> <li>• To ensure gender equality in education</li> <li>• To ensure long term institutional development of schools in partnership with communities for sustainability of quality reform efforts</li> </ul> <p>Outcomes /Outputs</p> <p>SEF got so many achievements at broader level in the field of schools infrastructure and quality education and introduced IT at grassroots level, overall SEF has improved its image among the</p>

		<p>peoples and operators and introduced schools as an entity with strong goals and objectives .It is observed in the leadership of Madam Naheed Durani SEF seated its direction towards correct path.</p> <p><b>IRC achieved some output</b> with ongoing project in academic session 2018- 2019 those are given bellow</p> <ul style="list-style-type: none"> <li>• IRC has constructed two own schools buildings in Salehpat tehsil RBCS-145 arab Mahar and RBCS-150 Hussain abad</li> <li>• School profiling activity has been regularized on the bases of continuous orientation and practicing data with teachers.</li> <li>• Due to effective inputs in adopted Govt closed school buildings very positive gesture has been developed with Education department and on the performance TEO helped in getting NoC of 7 Saleh Pat Tehsil.</li> <li>• 7 Schools have been registered with Private School Registration and Inspection Department.</li> <li>• Through continuous attempt in qualified teachers exploration and searching we have got 50% success in recruitment of best teachers although we are facing challenges in identification of qualified teachers in salehpat.</li> <li>• We have regularized Cluster Teachers meetings and these meetings are helping in improvement in academic area.</li> <li>• SRP Training was conducted by SEF, which is being implemented in all schools and teachers are observed by the SRP teaching method in grade I and II.</li> <li>• Students are encouraged to perform in co cuurricular activities through celebration of different days like 23 March Defense day and cultural days etc.</li> </ul>																			
6	Facilities:																				
7	Number of Beneficiaries:	<table border="1"> <thead> <tr> <th>Type of Beneficiaries</th> <th>Total</th> <th>Females</th> <th>Males</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>1747</td> <td>730</td> <td>1017</td> </tr> <tr> <td>IRC teachers</td> <td>51</td> <td>32</td> <td>19</td> </tr> <tr> <td>Grand Total</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Type of Beneficiaries	Total	Females	Males	Students	1747	730	1017	IRC teachers	51	32	19	Grand Total			
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District	Taluka	UCs	Villages																		
Sukkur	04	11	14																		
9	Activities/Highlights during 2019:	<ul style="list-style-type: none"> <li>•</li> </ul>																			

## Tagging activity June 2019 in all schools

- Head Teachers Training by SEF in management and English Language
- Month wise Cluster Meeting at Sukkur and Salehpat
- 4 days Operators training was conducted by SEF
- Stationary Distribution in Aug-2019
- Teacher's Recruitment in Aug-2019
- 18 meetings with the community
- GR/ Profiling work in Sept – 2019
- Cultural Day, Nov – 2019
- Education Officer's orientation on SABAQ Software in Oct-2019
- SEF Training unit Visit in all Schools Dec-2019
- EOs Training in Khairpur Dec-2019
- Canals 3 Schools Demolishing Dec-2019
- Visits of T.E.O in all Salehpat Schools Oct-2019
- Newly Construction of Hussain Abad
- Solar Installation in some Schools
- Teacher's Training.
- Assessment mock exercises in all schools
- Books /work sheet Distribution.
- Meetings with SEF, T.E.O, Director Education
- TEO visits in RBCS 138-RBCS 150 ,RBCS 145 ,RBCS 144 and RBCS -142
- VTT school data verification done November 2019.



## Theme: Child Protection

1	<b>Name of the Project:</b>	<b>Marriage: No Child's Play</b>			
2	<b>Thematic Area/s:</b>	Child protection			
3	<b>Project Duration:</b>	01/07/2016 to 31/12/2020 (42 Month)			
4	<b>Donor Agency:</b>	Oxfam in Pakistan			
5	<b>Objectives/ Outcomes/ Outputs:</b>	<p>Long term objective of the project is:                      Young people are able to decided if and when to marry and pursue their SRHR.                      Specific outcomes of the project are as under;</p> <ol style="list-style-type: none"> <li>1. Young people are better informed about SRHR, including adverse effects of child marriage and empowered to voice their needs and rights</li> <li>2. Increased access to formal education for girls at risk of and affected by child marriage</li> <li>3. Increased access to economic opportunities for girls at risk of and affected by child marriage</li> <li>4. Increased access to child protection systems for girls at risk of and affected by child marriage</li> <li>5. Increased utilization of SRHR services that are responsive to the needs of young people, particular girls at risk of-, and affected by child marriage</li> <li>6. Increased engagement and collective social action against child marriage and in support of SRHR</li> <li>7. Supportive rights-based legal and policy environment against child marriage</li> </ol>			
6	<b>Facilities</b>	N/A			
7	<b>Number of Beneficiaries:</b>		<b>Total</b>	<b>Females</b>	<b>Males</b>
			<b>1230</b>	678	<b>552</b>
			<b>Total</b>	<b>Girls</b>	<b>Boys</b>
			7300	4745	2555
8	<b>Operational Area</b>				
	<b>District</b>	<b>Taluka</b>	<b>UCs</b>	<b>Villages</b>	
	Larkana	03	04	31 Villages	
	Shikarpur	04	04	20 Villages	
9	<b>Activities/Highlights during 2019:</b>	<ul style="list-style-type: none"> <li>• Organized 04 Workshops for strengthening of youth networks and refreshers</li> <li>• Conducted 04 Biannual meetings of youth networks at district level.</li> <li>• Conducted Training of Trainers (TOT) for Community Trainers on LSBE in which 40 community trainers were trained.</li> <li>• LSBE sessions conducted in School in which 3600 students participated</li> <li>• 200 LSBE sessions conducted with out of school children in</li> </ul>			

		<p>40 villages,</p> <ul style="list-style-type: none"> <li>• Create awareness on SRHR and adolescent health and protection schemes among 2000 adolescents</li> <li>• Mobilize 32 local opinion leaders to promote formal education for girls</li> <li>• Sensitization workshop organized in both districts for 20 Education Department Officials at district and provincial level workshops on Child rights and adverse effect of Child marriage issues</li> <li>• Provided financial literacy training to 480 girls at risk of and affected by child marriage</li> <li>• Organized Training workshop for Health Care Providers (HCPs) on YFHS in which 48 HCPs participated</li> </ul>
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1	<b>Name of the Project:</b>	<b>Sida CSO Framework: Child Protection Component</b>					
2	<b>Thematic Area/s:</b>	Child protection					
3	<b>Project Duration:</b>	Three years					
4	<b>Donor Agency:</b>	Save the Children					
5	<b>Objectives/ Outcomes/ Outputs:</b>	The project aims to address matters pertaining to child rights violations with engagement and coordination of the civil society organizations and relevant government authorities at district as well as provincial level. The Project has two outcomes: reduced Physical & Humiliating Punishment in all settings and improved prevention and response mechanisms to child protection violations in 3 rural districts.					
6	<b>Facilities</b>	N/A					
7	<b>Number of Beneficiaries:</b>	Activity	Children		Adult	Total	
			Boy	Girl	Men	Women	
		Teachers Orientation training on Positive Discipline of children	0	0	698	452	1150
		SMCs orientation on Positive Discipline of children	90	26	412	88	616
		Theater shows on PHP (Corporal punishment)	338	386	115	164	1003
		Children cases in CPUs	3149	1248	0	0	4397
		<b>Total</b>	<b>3577</b>	<b>1660</b>	<b>1225</b>	<b>704</b>	<b>7166</b>
8	<b>Operational Area</b>						
	<b>District</b>	<b>Taluka</b>	<b>UCs</b>		<b>Villages</b>		

	Larkana, Shikarpur, Dadu	06	12	150 Villages
9	<b>Activities/Highlights during 2019:</b>	<ul style="list-style-type: none"> <li>i. 1150 teachers from 100 govt. partner schools have received orientation training on 'Positive disciplining' under the district-based MoUs with School Education &amp; Literacy Department.</li> <li>ii. 75 School Management committees of same schools have been facilitated to prepare/update their schools improvement plans (SIPs) in their respective jurisdictions which entails monitoring and awareness raising on corporal punishment.</li> <li>iii. 436,985 community members have been reached during campaign on Physical &amp; Humiliating Punishment (corporal punishment) and positive disciplining of children in all settings, through theatre, radio and cable TV clips in program districts.</li> <li>iv. Child Protection unit in district Shikarpur is in process of handing over to Sindh Child Protection Authority; since, the program districts have now a functional referral mechanism in place. 4397 child rights violations cases were registered and successfully referred in 03 CPUs of program districts, during the reported period.</li> <li>v. District-based child protection monitoring system has been established through well-connected sharing network of civil society organizations, known as child rights advocacy networks (CRAN). It has membership of more than 84+ local organizations.</li> </ul>		

1	Name of the Project:	<b>Rural Based Community Schools (RBCS)</b>
2	Thematic Area/s:	Education
3	Project Duration:	Annual contract based
4	Donor Agency:	Sindh Education Foundation (SEF)
5	Objectives/ Outcomes/ Outputs:	<p><b><u>Project Details:</u></b></p> <p>It is one of the largest programmatic interventions of SEF based on the Public Private Partnership (PPP) framework, established for the purpose of promoting the twin goals of equitable access to, and improving the quality of education for all children across Sind.</p> <p>IRC also has its own vision for a holistic development of student which help student not only quality education but it provide environment full of life for developing manners of good citizen.</p> <p><b><u>Objectives :</u></b></p> <p>SEF envision this project with the help of partners individuals or organizations ,objectives of SEF designed are given bellow;</p> <ul style="list-style-type: none"> <li>• To encourage private sector organizations in assisting the Government for the provision of accessible, quality education in the most underserved areas of Sindh</li> <li>• To supplement government policies under Universal Primary Education by enhancing educational facilities for out of school children and youth, especially girls</li> <li>• To extend free and flexible learning opportunities at the grass-roots level</li> <li>• To ensure gender equality in education</li> <li>• To ensure long term institutional development of schools in partnership with communities for sustainability of quality reform efforts</li> </ul> <p>Outcomes /Outputs</p> <p>SEF got so many achievements at broader level in the field of schools infrastructure and quality education and introduced IT at grassroots level, overall SEF has improved its image among the peoples and operators and introduced schools as an entity with strong goals and objectives .It is observed in the leadership of Madam Naheed Durani SEF seated its direction towards correct path.</p> <p><b>IRC achieved some output</b> with ongoing project in academic session 2018- 2019 those are given bellow</p> <ul style="list-style-type: none"> <li>• IRC has constructed two own schools buildings in Salehpat tehsil RBCS-145 arab Mahar and RBCS-150 Hussain abad</li> <li>• School profiling activity has been regularized on the bases of continuous orientation and practicing data with teachers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Due to effective inputs in adopted Govt closed school buildings very positive gesture has been developed with Education department and on the performance TEO helped in getting NoC of 7 Saleh Pat Tehsil.</li> <li>• 7 Schools have been registered with Private School Registration and Inspection Department.</li> <li>• Through continuous attempt in qualified teachers exploration and searching we have got 50% success in recruitment of best teachers although we are facing challenges in identification of qualified teachers in salehpat.</li> <li>• We have regularized Cluster Teachers meetings and these meetings are helping in improvement in academic area.</li> <li>• SRP Training was conducted by SEF, which is being implemented in all schools and teachers are observed by the SRP teaching method in grade I and II.</li> <li>• Students are encouraged to perform in co curricular activities through celebration of different days like 23 March Defense day and cultural days etc.</li> </ul>																
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		<ul style="list-style-type: none"> <li>• TEO visits in RBCS 138-RBCS 150 ,RBCS 145 ,RBCS 144 and RBCS -142</li> <li>• VTT school data verification done November 2019.</li> <li>• Tagging activity June 2019 in all schools</li> </ul>																				
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9	Activities/ Highlights during 2019:	<ul style="list-style-type: none"> <li>Assessment of the students Grade III to V</li> </ul> <p>Assessment of the students from Grade III to V had been conducted by the IBA University Sukkur in the month of March. The assessment had been conducted from the from major subjects English, Mathematics and Science. The Assessment had been conducted in 9 schools out of 18 schools because 09 schools did not have Grade III at that time.</p> <ul style="list-style-type: none"> <li>Annual Exam</li> </ul> <p>SAS team Jamshoro conducted annual Exams during the month of April. Exams papers had been developed prior to the Exams from all schools. After the development of Papers, the exams papers had been composed and printed and then distributed to the schools. After the exams result had been declared to the students.</p> <ul style="list-style-type: none"> <li>Renewal of the Rent agreements.</li> </ul> <p>There are two buildings out of 18 which are rented and the agreement is renewed every year with the building owners. The agreement with the owner of school Muhammad Khan Brohi had been renewed in the month of January 2019, agreement with the building owner of school Essa Dall had been renewed in the month of June 2019. However, the school Muhammad Khan Brohi bifurcated, so the agreement with the newly rented building had been also carried out during the month of March.</p> <ul style="list-style-type: none"> <li>Provision of Stationary and Teaching Aids</li> </ul> <p>Necessary Stationary and Teaching aids had been provided to all schools.</p> <ul style="list-style-type: none"> <li>Provision of Furniture</li> </ul> <p>Students desks had been provided to the schools Muhammad Khan Brohi and Essa Dall remaining 30 Desks had been provided to the school Fakeero Khoso Teshsil Thano Bula Khan hence a new room had been constructed by the Government there. Teachers Chairs had been provided to the schools Talib Palri, Turak Palari, Essa Dall and Muhammad Kahn Brohi.</p> <ul style="list-style-type: none"> <li>Provision of Text Books</li> </ul> <p>SEF provided the Text Books in the month of July which have been provided to all schools as per enrollment.</p> <ul style="list-style-type: none"> <li>Meetings with Teaching staff</li> </ul> <p>Head Teachers review and planning meetings had been conducted at IRC Office Jamshoro for review the progress and future plans. However meetings with the teachers also conducted during the visit of the schools regarding debriefings of visits and discuss the issues and challenges.</p>			

		<ul style="list-style-type: none"> <li>• Meetings with the community</li> </ul> <p>SAS Jamshoro conducted community meetings in respected schools. The main objective of the community meetings was to overcome the dropout and the absenteeism of the students and the construction of the schools. 3 schools had been planned for the construction i.e Jarrat, Koormiyani (Tehsils Sehwan) and Budhapur (Tehsil Manjhand), where community had been engaged in the school construction work. School Koormiyani had been constructed fully during the reporting period, where boundary wall of the school and one room had been constructed.</p> <p>Profiling of Students.</p> <p>SEF directed to provide the profiles of the new admission and update the profiles of existing students. Total 407 profiles of the newly admitted students had been submitted to the SEF offices Hyderabad and Sehwan. However the profiles, Grades and the Status of the existing students also been updated with the Help of SEF teams and Head teachers of the respected schools.</p> <ul style="list-style-type: none"> <li>• <b>Mid-term Exams</b></li> </ul> <p>SAS Jamshoro team conducted midterm exams in all school from Grade KG to V during the reporting period. Papers had been developed with the help of teachers of their respected subjects than a general papers had been adopted from all of the papers provided by the teachers. After the printing, papers had been provided to all schools as per enrollment.</p> <ul style="list-style-type: none"> <li>• <b>Hiring of Teachers</b></li> </ul> <p>Teachers had been hired on need basis. 4 teachers had been hired in School Essa Dall, 2 had been hired in school Muhammad Khan Brohi, one teacher had been hired in school Turak Palari, 2 Teachers had been hired in school Jarrat and 2 teachers had been hired in school Koormiyani 2 teachers had been hired in school Malook Parheri. The hiring of teachers had been done as per the IRC policy and procedure.</p> <ul style="list-style-type: none"> <li>• <b>Construction of the schools.</b></li> </ul> <p>IRC-SAS Jamshoro team Planned to construct 3 schools during the reporting period i.e Jarrat and Koormiyani of Tehsil Sehwan and Budhpur of Tehsil Manjhand. But due to the shortage of funds and community conflict School Jarrat and Budhapur did not completed however school Koormiyani had been completed.</p> <ul style="list-style-type: none"> <li>• <b>Cocurricular Activities</b></li> </ul> <p>Cocurricular activities which is also an essential part of education also carried out during the reporting period. Students of school Essa Dall and Muhammad Khan Brohi Participated in spelling bee competition organized by Dawn Media Group held at Hyderabad.</p> <p>Colgate Palmolive team visited the school Muhammad</p>
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		<p>Khan Brohi, Essa Dall and Budhapur, the Colgate team talk about the cleaning of teeth and provided the Colgate tooth paste with the brush.</p> <p>Sports Day had been celebrated in schools where students played the traditional games.</p> <p>One day for the plantation also been celebrated where students along with the teachers planted the plants.</p> <p>Speech competition also been organized at school Jarrat and Wahid Bux Marri. Sindhi Culture Day event had been celebrated during the month of December where the students and Teachers of schools Muhammad Khan Brohi and Essa Dall had participated. Students of school Muhammad Khan Brohi also performed the Theatre.</p>
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