



**INDUS
RESOURCE
CENTRE**

ANNUAL REPORT (Jan-24 to Dec-24)



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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 27th of July 1999 but started its field operations from the dawn of millennium i.e. 1 January 2000.

IRC envision a prosperous, educated, diverse, peaceful, multiethnic and liberal society where all citizens have equal status, rights and opportunities. Its mission is to “mainstream the marginalized through various approaches to human and institutional development” and it holds its values of mutual respect and dignity; transparency and fairness; and integrity in all its systems and activities.

Its earlier interventions were in Khairpur and Dadu districts but later on its outreach expanded to other districts. In 2023-24 it worked in Ghotki, Jacobabad, Khairpur, Sukkur, Dadu, Jamshoro and two districts of Karachi.

Till the 30th of June, 2024, 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 back out of school children (OOSCs) in schools through non-formal education.

From this year, skills development has also been initiated.

IRC at a Glance in 2023-24

Sr.	Dimensions	Details
1	Indus Resource Centre	Known as IRC
2	Registration	July 1999 under Societies Act 1860
3	Head Office	Karachi
4	District Offices	Khairpur, Sukkur, Dadu, Jamshoro and Ghotki
5	Outreach	Khairpur, Sukkur, Dadu, Jamshoro, Ghotki, Jacobabad and two districts of Karachi
6	Staff on the 30 th of June	Male Staff: 572 Female Staff: 919
7	On-going Projects during the reporting period July 1, 2023 to 30 th June 2024	<p>The following projects focus on increasing access and quality of IRC, SEF and Government schools under public private partnership act.</p> <ul style="list-style-type: none"> • 5 EMO School projects, • 23 Existing Schools project, • 9 Gove schools project under Adopt a School policy, • 12 FAS schools in Sukkur, • 5 FAS schools project in Jamshoro, • 50 Non-formal Primary Centres in Karachi, • 50 Non-formal Post Primary Education Centres in Ghotki and Khairpur, • 14 Government Adopted schools in Ghotki and Sukkur, • People's School Project (English medium) in Dadu. • Adolescent and Adult Learning Technical Skills Project (just started) <p>Other projects are:</p> <ul style="list-style-type: none"> • Education Cannot Wait (Unicef) -completed • Sindh Secondary Education Improvement Project funded by Asian Development Bank (on-going); • Increased Access to Improved and Resilient Education funded by CRS; (on-going) • Education Resilient Activity (ERA) USAID Along with Catholic Relief Service (on-going); • Young Umang (on-going) • Change Makers (Completed)

8	Donors/ Development Partners during the year	Pakistan Poverty Alleviation Fund (PPAF), UNICEF, Govt of Sindh, Sindh Education Foundation (SEF), Right to Play, Engro Foundation Catholic Relief Service (CRS), Development in Literacy (DIL), Channan Development Society (CDA), Aahung, Alif Laila Book Bus Society, K-Electric and Shahbaz Group, and Philanthropists.		
9	Enrolment in IRC/SEF schools (42)	Girls	Boys	Total
		4,845	5972	10,817
10	Enrolment in IRC/Govt Schools (28) <i>Total Formal Education Students</i>	3797	6926	10,723
		8642	12898	21,540
11	Enrolment in IRC/ RTP Non-Formal Centres (50) Enrolment in IRC/unicef Centres (50), AALTP	Girls	Boys	Total
		895	482	1377
		1132	283	1415
		171	125	296
12	<i>Total non-Formal Education Students</i>	2,198	890	3,088
13	<i>Total Educational Institutions and total students</i>	Total Educational Institutions = 171 Total students (Formal + Non-Formal = 21540+ 3,088 = 24,628		
14	IRC teachers in IRC/SEF IRC/Govt Schools Total Formal Edu Teachers	Female Teachers	Male Teachers	Total
		327	91	418
		142	71	213
		478	167	645
	Non-Formal Primary teachers	20	5	25
	Non-Formal Post Primary	20	5	25
	AALTP teachers	9	5	14
	Total Non-Formal Teachers	49	15	64

Chapter One

IRC as School Education Provider

1. Background: Diversity of Learning Pathways

IRC is trying to educate 'out of school children', 'adolescents' and 'adults' in a variety of ways. It is managing different types of learning environments and pathways with the help of several development partners so that more and more left out communities and individuals are brought under its orbit. IRC's objective is not to increase the number of beneficiaries of its project but it is to test effectiveness of alternate pathways and learn more about this phenomenon.

All these 'pathways', and many more yet to be explored, are needed not only because of the huge magnitude of the problem but also because very little is known about the 'out of school' community. Such children, adolescents and adults may have different needs, experiences and talents. Their reasons for not going to school or for dropping out from formal schools may not be the same or similar. Therefore, there is a need to know more about them and try out different ways for making their quality of life better. Hopefully, such efforts will increase opportunities for improving the quality of lives of the late learners. It may enable them to learn new skills, enter into new professions and passions.



Morning Assembly taking place in IRC Sojhro High School Tando Masti Khan, Khairpur

2. Current Status of IRC's Formal Education:

IRC, started its' journey of becoming one of the providers of education by setting up all girls non-formal education centres in remote villages of Khairpur where no education facility existed for them. Some of the centres could not survive but a few of them remained alive and finally transformed into primary or elementary or even high schools fulfilling the conditions of formal education. There are not many examples of this success as it took IRC some time to understand what works and what does not work in education.

However, altogether, IRC is managing **71 formal schools** in **six districts** of Sindh, namely Khairpur, Sukkur, Ghotki, Jamshoro, Dadu and Karachi South. In **Khairpur** IRC has **22 schools**, out of which 13 are high schools (from Early Childhood Education to matriculation), in **Sukkur** it has **14 primary schools**, in **Ghotki**, it has **14 adopted primary government** schools, in **Jamshoro**, it has **10 schools**, out of which 7 are elementary and 3 are primary, in **Dadu** there is **one** high school and **one** primary, finally in Karachi IRC has adopted a cluster of **9 government schools**, out of which two are high schools, the rest are primary and elementary.

Levels and Locations of IRC Managed Schools

District	Total	IRC/Govt	IRC/SEF	High	Elementary/ middle	Primary
Khairpur	22	5	17	13	3	6
Sukkur	14	2	12	0	1	13
Ghotki	12	12	0	0	2	10
Dadu	2	0	2	1	0	1
Jamshoro	10	0	10	0	7	3
Karachi	9	9	0	2	1	6
Total	69	30	41	16	14	39

Year	Appeared	A-1	A	B	C	D/Fail	Passed
Total	181	4	117	55	3	2	179

IRC/ SEF Matriculation Result 2023-24

Year	Appeared	A-1	A	B	C	D/Fail	Passed
Total	N.A	34	283	325	110	1	752

IRC/ Govt Matriculation Result 2023-24

3. Schools' Results and Quality Concerns:

It is an ongoing concern that all schools usually have particularly if the schools are not located in very attractive areas or if the owners are unable to give a handsome package. The turn-out of teachers is usually high in our rural schools. The teachers' most favourite job is government job where the salary levels are good and there is perceived security of job with minimal accountability. Therefore, whenever government announces recruitment of thousands of teachers, all NGOs and implementation partners of SEF, get upset about the possibility of losing all their trained and experienced teachers.

The reporting year was immediately after government hired about 60,000 teachers. Most of the teachers in NGO schools were new and were learning the skills. This could be one of the reasons for not achieving as good a result as we had in the past.

This concern compelled us to invest in our teachers and the first step in moving that direction is to take their tests in what they are doing. In some schools we have conducted these tests and in others we are planning in this year. Once that is done, we will inshallah plan some need based training.

4. Non-Formal Education or Alternate Learning Paths:

For IRC, both formal and non-formal education are equally important. Formal education is usually imparted in schools, private or public, following a set curriculum and time table and leading to getting a defined certificate. On the other hand, non-formal allows to be innovative and flexible where curriculum, timings, content and methodology could be such that is considered appropriate for the learners. It may or may not lead to an examination and certificate. In Pakistan most of the non-formal education courses end up with certification sometimes leading to mainstreaming into formal structure. IRC is implementing three non-formal education projects:



Learners attending NFE Class at AALTP Center, Khairpur

4.1 Non-Formal Education for Primary Level:

Formal education in Pakistan is well defined. It starts from Early Childhood Education and continues till high school or matriculation or class X. Among the non-formal options, several experiments have been made. The most popular one is a 30-month primary school course designed by Japanese International Cooperation Authority (JICA) and recognised by the Education and Literacy Department of the Government of Sindh (SELD). It is for over-age children who have

missed their first opportunity to join the regular school but can still catch up and mainstreamed from class six. IRC is managing a project called 'Roshan Rastay' in low income localities of Karachi. 25 centres for 30 students each are running in Ibrahim Hyderi and an equal number in Keamari and adjoining Island Baba Bhit and Gabo Pat. A total of 1377 students are ready to appear in Package C final examination.

4.2 Non-Formal Education till the Post Primary Level:

In the last year's report, IRC proudly mentioned that through 300 Non-Formal Education Centres, it had supported completion of primary level education for 1514 learners (1,034 girls and 480 boys) who were properly examined by Literacy and Non-formal Education Directorate of SELD and were certified. The certificate made them eligible to take admission in Class VI in any public or private school in Sindh.

Unfortunately, except a few of the learners, the rest could not be mainstreamed to the next level because in rural Sindh, the number of girls high schools or mixed high schools is very small. The parents were hesitant to send their daughters to far off schools and they demanded the continuation of the same NFE Centres up to class VIII. Finally, packages D and E for covering Class VI-VIII I 18 months were also prepared by JICA. UNICEF arranged for the financial resources and 50 centres continued till the learners passed package D and E examinations. Altogether 1415 students completed the post primary course and 80 % of them were girls. After crossing this barrier, the next one is for class IXth and Xth, UNICEF and IRC are looking for available options.

4.3 Adolescents and Adult Learning and Training Programme (AALTP):

Recently, the Sindh Education Foundation (SEF) has slightly expanded one of its tested models based on a combination of Literacy and Technical skills. It is SEF's Non-Formal Education intervention which comprises three components: learning (component A), skill development (component B) and iii) and microfinance (Component C). AALTP is designed to provide accelerated education. It is a five-year contract.

By signing this contract, IRC has accepted the responsibility to educate out of school children/adolescents till primary/post primary level. In addition to out of school, those adults will also be eligible for admission who missed the opportunity to have access to education in early years of life. Terms and conditions of the contract are more or less the same as in other SEF contracts.

IRC submitted its Request for Proposal for two districts, Khairpur and Dadu. SEF selected IRC for two Centres, one in Khairpur and the other in Kotdiji Tehsil.

The two centres are functioning for the last two months. One is located in IRC's Khazana at Garhi Pul, Khairpur and the other at IRC Faiz School, Kotdiji. Altogether, 171 females and 125 males have been enrolled in the two AALTP Centres.

Formal Education



Schools

69



Girls Students

8,642



Boys Students

12,898



Male Teachers

167



F. Teachers

478

Non-Formal Education



Schools

100+2



Girls Students

2198



Boys Students

890



Male Teachers

15



F. Teachers

49



Students taking part in Art Competition Activity in Khairpur



IT Class is underway in EMO GHS Drib Meher Shah, Khairpur

Chapter Two

Rehabilitation, Education and Youth Development Projects

1. Rehabilitation Projects:

For the first six months of the reporting financial year, IRC continued to complete Rehabilitation projects. Two last projects, were 'Education Cannot Wait' that were implemented in three districts Khairpur, Dadu and Naushehro Feroz) and 'Child Protection Services for Children and Women affected by 2022 floods that was implemented in Jacobabad, Larkana, Naushehro Feroze, Dadu and Jamshoro. In addition to these two projects, the rehabilitation and reconstruction of 13 IRC schools also continued beyond plan and expectation.

1.1 Education Cannot Wait (Jan 15, 2023 to Jan 15, 2024):

As a part of Flood 2022 relief efforts, IRC with the support of UNICEF under Education Cannot Wait (ECW) grant, carried out the project in 03 flood affected districts (Khairpur, Dadu and Naushero feroz) for one-year period (Jan 2023 to Jan 2024). The overall purpose of the project was to address the learning needs of 21000+ children who are affected by floods 2022. In this regard, project team reached out to cover overall 171 primary level schools (mostly girls) to implement the Education in Emergencies services. The schools were selected with the close coordination of RSU-SELD, by utilizing the Education department's database of damaged flood affected Schools.



The project activities, included: installation of 94

A view of newly built 2-classroom low cost Shelter in Dadu

High Performance Tent classrooms also known as Temporary Learning Centres (TLC), at fully damaged school sites to resume the learning of children halted due to floods. IRC provided Education supplies there to 22,876 children (Boys: 10478 + Girls: 12398) to continue their education.

At a later stage, IRC with the technical guidance from Unicef, constructed low-cost 2 classroom shelters at fully damaged sites of 15 primary schools; and rehabilitated 62 partially damaged schools in 03 districts of Sindh. At least 312 (60% female) of these schools teachers have been

trained in multi-grade teaching, mental health Psychosocial support, Menstrual Hygiene Management and Gender Based Violence measures.

1.2 Repair and Reconstruction of Flood Affected Schools:

Khairpur was one of the worst affected districts during floods of 2022. Most of the structures in the district were partially or fully damaged. IRC schools were no exceptions particularly those that were housed in old structures. 13 of IRC schools from Khairpur, Dadu and Jamshoro were badly hit by the heavy rains.

Briefly speaking, because of the rains, four IRC/SEF schools of Jamshoro, namely Khanote, Manzoorabad, Wada Chachar and Amri were repaired thoroughly. One school in Loolja, Dadu district was submerged in water and remained under 6 ft of water for about two months, classroom roofs of many other schools such as Din Mohd Rind, Fatehullah Ghumro and Luky Shah Sadar were leaking. However, three schools of Khairpur were severely affected. They were IRC-Faiz School's Primary Section where roofs of five classrooms collapsed in two days, one block of Tando Masti school and entire Moosani elementary school including the boundary walls.

Altogether major repairs were conducted in 13 schools. Out of which, the school in Larhi was reconstructed and expanded with the support of DIL and for repairs of 12 schools, major donation came from Pakistan Poverty Alleviation Fund (PPAF). IRC was fortunate to have partnership with PPAF that surveyed all our damaged schools and then gave us a handsome amount for repair. The other valuable partner was Shahbaz Group that always comes to IRC's rescue in disaster. This is going on since 2010 floods and intermittent small disasters.

IRC, not having experience or expertise in construction, had to work very hard on estimations, procurement, supervision, accounting and in selection of vendors and materials. Altogether an amount of Rs 23 million were spent on rehabilitation of 12 schools as the cost of Larhi schools was totally given by DIL. IRC-Sojhro Larhi School was one of the fully damaged schools.

1.3 Children and Women Protection in Flood Affected Areas:

This was the longest duration project on rehabilitation. Indus Resource Center entered into partnership with UNICEF to implement the project titled as 'Protective services for children and women in flood affected districts'. The project was completed in the month of July 2023. It was started in aftermath of the floods 2022. The project aimed to provide protective services including Mental Health & Psychosocial services to the affected children and women in Safe Spaces, established under the project in affected locations. The project covered the 05 Outputs of: Services, Prevention and Response, case management, awareness raising and PSEA under the main project. The activities covered Khairpur, Jacobabad, Larkana, Dadu, Nausheroferoz and Jamshoro districts. The key achievements under the project were: (1) Provided



Distributing winter kit at Safe Space in Khairpur

Access to 40447 “girls, boys and caregivers on Mental health and Psychosocial wellbeing; (2) Focused services for 402 individual cases who received Psychosocial support/ counselling sessions; (03) Facilitated 1980 Adolescents to establish Kitchen Gardening in homes, (04) Facilitated parents for birth registration of 25,650 children (Girls 11,419 + Boys 14231); (05) Raised Awareness on Child Protection, Mental Health Psychosocial Services and Gender Based Violence Risk Prevention Services through media and community theaters.

2. Education Assessment, Resilience and Inclusion:

Since IRC is working at both the levels, micro and macro, it tries to take the project that makes the links between the two quite simple and easy to understand. So currently, IRC is working on at least two projects that will be influencing the policy. One is regarding the assessment and teachers; training and the other is about resilience and inclusion.

2.1 Sindh Secondary Education Improvement Project (SSEIP):

The SSEIP is being implemented by the Teacher Training and Assessment Firm (TTAF), a consortium of Maxwell Stamp Ltd., Australian Council for Educational Research, and Indus Resource Centre. However, A Project Implementation Unit has been established by SELD to ensure the smooth implementation of the project and to achieve its goals. This three-year project started in July 2022.

The project, initiated in July 2022, aims at improving the quality of secondary education in the province of Sindh by enhancing the professional capabilities of teachers on one hand and on the other improving the quality of assessment. The public exams at the secondary level (grade 9-12) are the responsibility of 7 Boards of Intermediate and Secondary Education (BISEs) hence under output 3 (Secondary Education Examination System Strengthening), the project focuses on bringing improvement in the functioning of all seven BISEs particularly in the controller’s branch through capacity building of paper setters, moderators, head examiners and examiners.

The purpose is to move on to the concept of SLO-based examination from the content/textbook-based examinations in a holistic and sustainable manner.

The Work Plan of the project provides for the following activities in this regard:

- ☐ Development of Uniform Examination Syllabus and Specifications, for Grades 9-12
- ☐ Redesigning the content of examination papers and Capacity Development of BISEs
- ☐ Professional development workshops for BISE personnel related to the development of sample papers focusing on critical thinking and gender sensitivity.

TTAF in collaboration with PIU conducted 10 workshops (5 for SSC and 5 for HSSC) each of 6 days this year to build capacity of hired staff of BISEs in preparation of papers, moderation and assessing the papers. In the first phase five core subjects i.e. English, Physics, Chemistry,

Mathematics and Biology were focused. A total of 440 teachers associated with examination boards as paper setters, moderators and assessors were trained including the representatives of Controller's branch from each board.



Provincial Minister Universities and Boards along with PD-SSEIP and madam Sadiqa Salahuddin awarding certificates to the participants of workshop

In 2023-24, Output-2, the Teachers' Needs Assessment Survey was designed and piloted, and arrangements were made to administer it to 500 sampled teachers in designated locations in several districts. TTAF also drafted 05 secondary teacher training manuals for five subjects (English, Math, Physics, Chemistry and Biology) along with the handouts and the training workshop agendas for implementation after extensive and intensive consultation through a collaborative process.

TTAF has also scaled significant progress in implementing several activities as per the stipulated ToRs under Output-3 of assessment. These include the development of uniform syllabuses for five key subjects for grade IX, X, XI and XII, development of model papers using the examination specification tables and items, and implementing the capacity training program for 400 question-setters, markers and moderators from 07 Boards of Intermediate and Secondary Education Sindh.

2.2 Increasing Enrolment improving access

This is a new collaboration aimed at improving access to education in the province of Sindh. IRC has signed a Letter of Understanding (LoU) with the School Education Department (SELD) and is partnering with Catholic Relief Services (CRS) on this project.

In pursuit of this strategic goal to enhance secure educational access for school-aged children in targeted districts/regions, IRC got actively engaged in a collaborative initiative with the Education department. The purpose of this MoU is to establish a framework for collaboration between Directorate of Sindh and IRC to implement an initiative for improving enrollment, literacy rates among OOSC in the districts of Dadu and Jacobabad Sindh.

The scope of this collaboration with the education department to run effective, innovative, and context-relevant awareness campaigns, specifically at the start of new academic year and after school's summer vacations.

The focus of the public awareness campaigns was on the importance of education and timely enrolment of children. Under this project, the collaboration continued at the district level as well as the provincial level. It is also to prepare the schools for the anticipated disasters to prevent longer school closures and dropouts. It was agreed that IRC in collaboration with education department and PDMA/DDMAs will identify the areas to be supported for preparation of school DRR plans according to Pakistan School Safety Framework.

According to the agreement, the project will initiate collaboration of Provincial Institute of Teacher Education (PITE) to identify needs for capacity development of teachers and support PITE in identified areas in teacher capacity development initiatives.

This education project is being implemented by Indus Resource Center with technical and financial support of CRS Pakistan. This collaboration significantly strengthens IRC's operational capacities and plays a pivotal role in fostering local leadership to address the evolving challenges within the education sector in the years ahead.

IRC is confident that this partnership has/will significantly increase school enrollment rates in the province and provide children with greater access to quality education.

2.3 Education Resilience Activity USAID

IRC is the key consortium partner to implement USAID-funded Education Resilience Activity (ERA), which is designed to improve Pakistan's education ecosystem and enhance inclusive, sustained access to quality education for marginalized children, particularly girls and children with disabilities. Focus of the project will be Dadu, Badin, Jamshoro and Umerkot Districts. Basically the project has been designed to achieve the following outcomes:

Outcome 1: Local education authorities implement education policies that bolster inclusive education, particularly in the face of disasters and conflict.

Outcome 2: Communities are mobilized to support inclusive education for girls and children with disabilities.

Outcome 3: Schools integrate inclusive education learning techniques into the classroom, improving learning outcomes, particularly for girls and children with disabilities.

The project has been initiated from 1 July 2024. The staff has been hired and the field activities

3. Youth Development Projects:

3.1 Capacity Strengthening of CBOs (Young Omang/CDA Project)

Under Young Umang Project, Indus Resource Centre, the member organizations are supposed to build capacity of two CBOs for a year and help them in developing their advocacy plans for prevention of Child Marriages. Since the law has already been enforced in Sindh, the focus of advocacy is on increasing awareness and keeping an eye on the enforcement of law and strengthening of accountability process.

Under this phase of the project, IRC has built the capacity of four CBOs that are quite actively functioning to increase the awareness of Prevention of Child Marriages in their communities. Two more CBOs have been selected and interventions with them are about to start.

3.2 'Change Makers' Project:

This project was implemented in collaboration with Aahang. It aims at addressing the critical role of menstrual health in combating child, early, and forced marriage (CEFMU), reducing school dropouts among girls, and addressing reproductive health-related challenges faced by adolescent girls. The goal is to empower girls with accurate information, access to menstrual hygiene products, and supportive environments that promote their overall well-being.

Menstruation, overall, is deeply stigmatized in Pakistan, Girls are given little-to-no information prior to menarche, making the experience frightening and preventing girls from engaging in safe practices that support their health and feelings of dignity.

Under this project there were three types of activities such as training of teachers, training of community educators and a joint campaign of trained community educators who will conduct sessions with parents. This project was implemented in Jamshoro district.



IRC staff with participants of 2nd Cohort of CBOs



Community Session is underway by IRC partner CBO, Sukaar welfare

Chapter Three

News from the Schools and Projects

4. New development

Under this section all important developments that have taken place during the reporting year are being described.

4.1 Alumni Data Collection:

IRC had been neglecting one very important requirement of the system and that was keeping track of our graduates. The issue was discussed several times but could not be pursued properly. Two reasons were important, one that the schools are quite spread out in five districts of Sindh so collection of data and sometimes holding alumni meetings is a difficult task, the second and more important reason is that all students do not leave the system at the same level, some students have no option but to leave after primary so there is a need to define what will be taken and what will not be included.

Finally from this year the task has started. Alumni are only those who have either passed class VIII from Elementary schools (Jamshoro) or those who have done matriculation from Sojthro schools. IRC Sojthro Schools that are offering matriculation are 8 in Khairpur only. The data for EMO graduates or adopt a school graduates will be kept separately.

The first step in this process is to enter details of our alumni and now the second step will be to trace where they are. It is believed that tracking may not be so difficult as it is in urban areas. Khairpur graduates are from villages near the schools so we may succeed in collecting data of not all but most of them.

4.2 Extension of Adopt a School Project:

IRC's partnership with PPAF has a long history. The first agreement was signed in 2006 to set up ten schools in Khairpur and Dadu in those villages where there were no schools. In 2008, another project was signed for improvement of Karachi Coastal Area schools both in access and quality.

Prior to starting the project, a rapid survey was carried out according to which the number of schools in that area was 58 only and most of them were in very dilapidated condition. Depending on the number of students and teachers, IRC selected 26 schools from Ibrahim Hyderi and Keamari for major and minor repairs, provision of essential furniture, provision of other missing facilities. The enrolment of schools increased but those schools were grossly understaffed. In subsequent years, PPAF provided funding for hiring of teachers and IRC hired 136 teachers. The funding continued till PPAF withdrew in 2015. Then IRC requested the Government for grant-in-aid for paying salaries of IRC teachers. The government of Sindh provided Grant-in-aid for three consecutive years and IRC continued to support these schools. After three years, the grant discontinued so the teachers had to be relieved.

Apart from these 26 schools, IRC managed 9 schools of a cluster in Rehri Goth under a separate arrangement. They were taken over in 2010 from the city government Karachi and then were properly adopted in 2014. The adoption expired in 2021 and then renewed for ten years.

Major donor of this cluster is PPAF and the happy news is that after expiry of a three year budget, PPAF has again accepted our requested and extended the grant for three more years.

4.3: Three Day Interschool Annual Sports Gala:

From December 3-6, 2023, the Indus Resource -Centre organized a three-day Sports Gala at IRC Sojhro School High School Din Muhammad Rind Village. Six IRC-Sojhro Schools from Khairpur took part in a variety of sports-related activities. Both boys and girls participated in various games and individual performance items. Some of them are: i. Volley Ball, ii. Cricket, iii. Table Tennis and iv. Athletic Competitions.



Both girls and boys participated in various events. The purpose of this event was to motivate students to get involved in positive activities that create harmony, non-violence and social cohesion.

The teams and individual athletes thoroughly enjoyed the sports' events and demanded it to be held every year in each cluster. The final day event was attended by the Regional Head of Sindh Education Foundation (SEF) Sukkur, DOE Primary Khairpur and other district stakeholders of education.

4.4: Unified Exam Papers for clusters

In order to improve the quality of education, IRC is focusing on its assessment system. Some decisions have been taken about the number of monthly tests in a year and the number of examinations. Since there is no centralized system of examination and there are no dedicated persons for this specialized task, the centralized system has not yet experimented. The exam papers are now for clusters rather than individual schools.

4.5: Libraries enriched with books:

In IRC's school system several types of libraries exist depending on the resources, space availability dedicated staff and interested users. EMO libraries have first three qualities but may or may not be the fourth one whereas in small schools the situation is reverse. Now a days IRC is focusing on improvement of libraries and it is expected that very soon the systems will be in place and this rare facility will be properly and regularly utilized. The place and the system will be made user friendly.

4.6: 'English Declamation Contest':

English Declamation Contest was hosted by People's School Dadu (English). Other schools of the city were also invited. This was the first time, IRC hosted an event in English otherwise IRC uses Sindhi language on such occasions. The initiative was appreciated by IRC's own teachers and also outsiders who expressed their desire to have more such functions. They were of the view that this will increase students' confidence and public speaking skill. as or schools having Sindhi Medium schools, the is an English medium school Since IRC is managing an English Medium school

4.7: General Body meetings with talent show:

Annual General Body meeting is always celebrated in IRC managed schools with pomp and show. The Project Manager presents the yearly report and so does the Head Teacher. Then some brief speeches are made. It is a children's day so they present their talent show. In EMO schools, General Body meetings were held in the month of October 23. The children presented beautiful skits and tableaux. The theme of the meeting this year was Prevention of Child Marriages.

4.8: MOU with the Social Work Department of Sindh University.

IRC Jamshoro has signed an agreement with Social Work Department of Sindh University. It is perceived that this will be beneficial for both the entities. Through IRC, the students will get access to some villages and will be able to understand the realities of life. Similarly, IRC will select a few teachers after every two months. These teachers will teach their favourite subjects to the students of Khanoth, Manzoorbabd, Budhapur, Essa Dall, and M.K. Brohi School schools.

4. 9: On-line Teachers' Training 'Dastak' by TCF

IRC and The Citizens Foundation (TCF) have continued the collaboration under the 'DASTK' – an online teachers' training program, spread over 06 week duration. During the reported period, 37 IRC's teachers from Schools in Dadu, Jamshoro, Khairpur, Karachi and Sukkur participated in the said training program. The training program covered different topics of pedagogy such as classroom management, lesson planning and learning environment. We have noticed a very positive response from participants regarding the learning progress. Few shared the challenges of internet connectivity to take the online classes.

4.10: Awards and Recognition

Hum TV Award

It is matter of great pleasure to share that recognizing the efforts and unwavering commitment to empower the marginalized communities through education and livelihoods our Founder CEO Madam Sadiqa Salahuddin, has been awarded with 'HUM Women Leader Award 2024'. Here she is receiving the Award from Mr. Arif Alvi, the President of Pakistan on behalf of Hum TV. Truly, a recognition that belongs to the young students of IRC schools and the brave and inspiring women who work with her.



K-Electric Award 2024 for IRC:

Once again, IRC has been selected as a Winner for the 'Karachi Awards 2024' under Education category, after careful consideration from an esteemed independent Jury panel, for demonstrating impact in the social sector through Education sector initiatives. Karachi Awards is an initiative of **K-Electric** with the primary aim of these awards is to recognize and support organizations

dedicated to serving Karachi and contributing to its progress. The awards are aligned with the United Nations' 2030 Agenda for Sustainable Development, which emphasizes a balanced approach to economic, social, and environmental aspects.

Chapter Four

Governance and Accountability

1. Registration Renewal (2023-2025)

IRC has successfully received the **Intimation Certificate** confirming the renewal of its registration, which remains valid until **July 26, 2025**. This milestone secures IRC's compliance with all legal requirements for the current period.

Additionally, the **elected Board members' list**, comprising **14 members**, has been officially certified by the **Joint Stock Registrar**. Supporting documentation, including records of the election process and minutes detailing significant decisions—such as the approval of the **Audit and Performance Reports**—has also been duly authenticated by the **Joint Stock**.

These certified documents now serve as verified proof of IRC's registration renewal. They are available to be shared with donors and other relevant agencies as needed, ensuring transparency and providing stakeholders with confidence in our legal standing.

Despite this accomplishment, it is important to note that the process was challenging, particularly due to the **pending Charity registration requirement**. We are actively working to complete this final step.

This renewal not only strengthens IRC's credibility but also enables us to maintain clear, verifiable communication with stakeholders regarding our registration status.

2. Compliance with EAD Registration Requirement for Foreign-Funded Projects

IRC has been actively engaged in ensuring compliance with the new regulations set by the Economic Affairs Division (EAD) for NGOs receiving foreign funding. In line with these requirements, IRC's two key projects—**Right to Play** and the **CRS-funded initiative**—are undergoing mandatory registration and the signing of a Memorandum of Understanding (MOU) with the EAD. This process has been fully digitalized, requiring NGOs to register via an online portal, where organizations must submit comprehensive project-related information.

The portal mandates the submission of documentation regarding staff details, office locations, an Annual Plan of Action, and a detailed cost breakdown, ensuring that at least 70% of the funding is allocated to project development and no more than 30% for administrative costs. Additionally, project details, including specific word counts, image formats, and document sizes, must adhere to predefined guidelines. Upon submission, an acknowledgment is issued by the Deputy Secretary of EAD, followed by a thorough scrutiny process involving multiple authorities, including the **Ministry of Interior (MOI), ISI, MI, IB, Police Department, and relevant banks**. These agencies verify the information, collect project financial files, and review all vouchers and recruitment procedures.

This scrutiny process typically takes 2-3 months. However, it has now been over six months, and IRC's MOU remains pending. In August 2024, we were informed that delays were due to some stakeholders not submitting IRC's reports. Additionally, server issues further hindered progress. Recently, on **September 6, 2024**, the Lahore High Court suspended the **NGO Policy 2022**, declaring it invalid, which has left our MOU application in pending status.

3. Senior Management Team Meetings

From **July 2023 to August 2024**, IRC's Senior Management Team conducted **five key meetings** to ensure streamlined operations. The team addressed both programmatic and operational challenges. These meetings were attended by senior management, including **District Heads, Functional Heads, Program Heads** and **Monitoring & Evaluation (M&E) team**, the **Internal Auditor**, and key focal persons from **Finance, Human Resources (HR)**, and **Procurement**.

The agenda of these meetings focused on critical areas such as:

- **Budgeting and Program Strategies:** Deliberations on financial planning and strategic approaches to ongoing and upcoming projects.
- **Operational and Program Challenges:** Identifying challenges in program implementation and operations, and devising effective mitigation strategies.
- **Training Needs:** Addressing in-house training requirements to build capacity and improve performance across departments.
- **Policies and SOP Amendments:** Discussing necessary updates to Standard Operating Procedures (SOPs) and policies to better align with ground realities and donor requirements.
- **Donor Expectations and Reporting Mechanisms:** Ensuring adherence to donor needs and enhancing reporting systems to meet their expectations.
- **Head Office Support and Observations:** Reviewing the support provided by the Head Office to field operations and addressing observations for improvement.

These meetings have played a crucial role in reinforcing IRC's operational efficiency, ensuring that all departments are aligned with strategic goals and donor expectations while addressing on-the-ground realities through adaptive management practices.

4. PSEA and Safeguarding Compliance

In alignment with the mandatory requirements of our international donors, IRC has undertaken significant steps to strengthen its compliance with **Protection from Sexual Exploitation and Abuse (PSEA)** and **Safeguarding** protocols. A PSEA assessment was conducted by **UNICEF**, while a safeguarding assessment was carried out by **CRS**—two of IRC's key international donors. Compliance with these protocols is essential for continued partnerships, as donors require full implementation across all IRC systems and programs.

Following these assessments, IRC developed and submitted a comprehensive **action plan** to the donors, outlining the steps for compliance. Policies in line with **USAID** and **UN** protocols have been formulated and shared with the donors for review. The action plan is currently in progress, with several critical tasks, such as the creation of **PPT presentations for all staff**, the

establishment of a **referral system**, and the implementation of a **grievance mechanism** specific to PSEA and safeguarding, slated for completion within the next three months.

Additionally, IRC's senior staff and focal persons have participated in two rounds of training conducted by the donors, ensuring that leadership is well-versed in these important protocols. Continuous **online monitoring and evaluation** is being conducted monthly by the donors to track progress and adherence.

While IRC has already provided preliminary orientations to staff on these subjects, the final, comprehensive training and orientation will be delivered after the policies are formally approved, translated, and presentation materials are finalized and endorsed by the donors.

5. Policy Development and Compliance

IRC has made significant progress in the development of key policies to ensure alignment with donor requirements and organizational standards. These policies include the **Safeguarding Policy, PSEA Policy, Tax Manual and Calculator 2024-25, Internal Audit Manual, Anti-Money Laundering Policy, Revised Recruitment Process**, and the **Code of Conduct for Safeguarding**. Each of these policies has been meticulously crafted to meet both donor expectations and IRC's internal operational needs.

Initial drafts of these policies were shared with the **Senior Management Committee**, IRC's **focal persons**, and our **donors** for feedback and validation. Following approval from the **Board of Directors**, IRC will begin a comprehensive implementation phase. This will include **in-person** and **virtual orientations** via Zoom for all staff members, ensuring clear communication and understanding. To facilitate ease of use, **bullet-point summaries** of the key elements will be provided alongside the complete policy documents.

This structured approach reflects IRC's commitment to maintaining the highest standards of governance and operational integrity, ensuring that all policies are not only compliant but also effectively integrated across all levels of the organization.

6. Internal Audit Report for FY 2023-2024

During FY 2023-24, IRC completed a comprehensive **Internal Audit Report**, which encompassed a detailed review of operations across key districts, including **Karachi, Khairpur, Jamshoro, Dadu, Sukkur**, and **Ghotki**. The internal auditor conducted thorough audits of all projects in these districts, covering critical areas such as **Finance, Human Resources, Controls, System Implementations, Policy Adherence, Administration, Fleet Management, Asset and Inventory Management, Head Office's Role, Project Management, Monitoring & Evaluation (M&E), Tax Management**, and specific areas like **Goat and Child Sponsorship Accounts**.

The audit also included a **diagnostic analysis** of organizational practices, leading to key recommendations for improvement. Additionally, the impact of the **External Audit Reports** was discussed to ensure alignment with external findings and strengthen internal controls. The **progress comparison** between 2023-24 and the previous fiscal year was reviewed to assess growth, challenges, and areas for strategic improvement.

The **Internal Audit Report** has been shared with **District Heads, Project Focal Points, the Operations Manager, and the Executive Director**. It will now be presented to the **Finance Committee** for approval, along with their recommendations. The final report, incorporating feedback, will be submitted to the Board for further decisions and strategic action.

7. ERP System Upgrade and Infrastructure Enhancement:

In alignment with IRC's commitment to improving operational efficiency, we undertook a significant **Enterprise Resource Planning (ERP)** system upgrade. Following an in-depth assessment during our meeting with **Sidat Hyder** at their office, it was clear that the aging **DELL PowerEdge T710 Server**, which has been in use since 2012, was increasingly prone to troubleshooting issues and system bugs. These recurring problems have impacted productivity and critical deadlines, necessitating a comprehensive solution.

To address these challenges, IRC has strategically replaced the outdated server with the newly acquired **Dell PowerEdge T150** server, complemented by a branded **UPS** to ensure system stability and uninterrupted performance. Additionally, we have upgraded to **Microsoft-licensed software**, with the **IT department** conducting the in-house installation. The system went live on **September 9, 2024**, marking a major milestone in our infrastructure enhancement.

This upgrade enhances IRC's infrastructure, significantly improving performance, reliability, and scalability to meet both current and future demands. The ERP system, upgraded by **Sidat Hyder**, includes critical modules such as the **General Ledger (GL)** and **Fixed Assets**. However, deployment of the **Human Capital Management (HCM)** module is delayed due to database issues, which are being addressed to ensure smooth implementation.

The annual software license renewals, including for the ERP system itself, are essential to maintain continuous support, security, and updates. The total cost for this upgrade, including hardware and software, amounts to **PKR 2.7 million**.