



INDUS RESOURCE CENTRE

Six Monthly Report



**July – December
2007**

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ANNEXURE 1 – IRC Board Members

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LIST OF ACRONYMS

ADOE: Assistant District Officer Elementary
CBO: Community Based Organization
CCBS: Citizens Community Boards
CHW: Community Health Worker
CNIC: Computerized National Identification Card
DIL: Developments in Literacy www.dil.org
DTCE: Devolution Trust for Community Empowerment
ECP: Election Commission of Pakistan
EFA: Education For All
ESRA: Education Sector Reform Assistance
ERDC: Educational Resource Development Centre
DED: District Education Department
FAFEN: Free and Fair Election Network
GBPS: Government Boys Primary School
GGPS: Government Girls Primary School
HID: Human and Institutional Development
IRC: INDUS RESOURCE CENTRE
JSI: John Snow Inc.
NADRA: National Database and Registration Authority
NDI: National Democratic Institute.
PAIMAN: The Pakistan Initiative for Mothers and Newborns
PPAF: Pakistan Poverty Alleviation Fund
PRA: Participatory Rural Appraisals
PST: Primary School Teacher
SMS: Sojhero Model School
U.C.: Union Council
VDF: Village Development Forum

1. PARTICIPATORY GOVERNANCE

IRC works with community based grassroots organizations, who are agents of change at many levels in rural areas. IRC aims to build managerial and technical capacities of these organizations so that they can undertake some development initiatives and can meaningfully engage with state institutions for getting their basic rights.

1.1 Voters' Education project:

IRC is a member of Fair And Free Election Network (FAFEN) which is a unique civil society initiative in Pakistan, formed as a common agenda for addressing the public's role in the long overdue electoral and political reforms, keeping in mind the upcoming general elections that will take place amid a polity that is fragmented along religious, sectarian, ethnic and linguistic lines. FAFEN believes that essentially, although not a sufficient condition, free and fair election is a prerequisite to a democratic system. Therefore, the immediate objective of the network will remain monitoring of the upcoming elections. However, it will remain committed to campaigning for democratic governance in the country that hinges on a series of electoral and political reforms that could propagate a system of democratic governance.

The Asia Foundation in collaboration with FAFEN members has designed a project to mobilize eligible voters for obtaining their C.N.I.Cs, checking their names in voters lists and registering their votes. Hence, the process of election is not restricted to Election Day but also includes pre-election and post election periods of important electoral activities.

Issues of importance during the pre-polling period include the interference of the local government, posting and transfer of key officials, illegal campaigning and other violations of the political parties code of conduct, abuse of state resources for campaigning, imbalanced media reporting about candidates, and resolution of election related complaints and disputes. This project looks at all these aspects.

Since IRC is a member of FAFEN, it undertook the responsibility of conducting this project in seven districts of Sindh, namely Khairpur, Sukkur, Shikarpur, Ghotki, Nousheroferoz, Jamshoro and Dadu.

1.2 Capacity building of staff under Voter Education Project:

1.2.1 Training of Observant District Coordinators (ODCs) and Constituent Coordinators (CCs)

To ensure effective implementation of Voters Education and Monitoring Project, the staff was hired and framed two key positions of Observant District Coordinators (ODCs) and Constituent Coordinators (CCs). ODCs were responsible for the overall district observations in pre-poll violations and the nature of events taking place prior to Election Day. They were also responsible for training Polling Station Officers, providing them with passes, transporting them to polling stations as well as collecting the results of the election. CCs worked within a specific constituency on pre-Election activities. They were facilitated by ODCs and worked in coordinating activities in all constituencies.

1.2.2 Recruitment of Polling Station Officers (PSOs) and Mobile Observers (MOs)

According to the project plan, 60 polling station observers and 15 mobile observers have been inducted in each constituency and their task will be to observe the Election Day process. In this connection, FAFEN has sent randomly selected location lists and has asked each organization to match them with ECP 2002 or 2008 polling stations list. A final list of polling stations, along with a list of selected peers as polling stations

observers and 15 mobile observers in each constituency have been prepared. Details are as follows:

IRC							
Constituency No.	Constituency Name	Total No. of Polling Stations	No of PS Sampled for Parallel Voting Tabulation (PVT)	No of PSOs Required			Possible No. of MOs
				Male	Female	Total	
NA-198	Sukkur / Shikarpur-I	---	29	29	29	58	15
NA-199	Sukkur / Shikarpur-II	---	25	25	25	50	15
NA-200	Ghotki-I	---	22	22	22	44	15
NA-201	Ghotki-II	---	35	35	35	70	15
NA-202	Shikarpur	---	26	26	26	52	15
NA-203	Shikarpur / Sukkur / Larkana	---	26	26	26	52	15
NA-211	Naushero Feroze-I	---	33	33	33	66	15
NA-212	Naushero Feroze-II	---	31	31	31	62	15
NA-215	Khairpur-I	---	33	33	33	66	15
NA-216	Khairpur-II	---	29	29	29	58	15
NA-217	Khairpur-III	---	27	27	27	54	15
NA-231	Jamshoro	---	41	41	41	82	15
NA-232	Dadu-I	---	31	31	31	62	15
NA-233	Dadu-II	---	31	31	31	62	15
Total:			419	419	419	838	210

FIELD ACTIVITIES

1.3 Project Activities

Issues of importance during the pre-polling period include the role of the local government, political interference in posting and transfer of key officials, illegal campaigning and other violations of the political parties code of conduct, abuse of state resources for campaigning, imbalanced media reporting about candidates, and similarly during the post-election period, issues include the transparent announcement of election results and the resolution election complaints disputes. In light of the above facts TAF designed a project to monitor all above things and civil society network would play vibrant role. TAF through FAFEN have been entered in to an agreement with member's organizations to implement this project.

Since IRC is a member of FAFEN, it undertook the responsibility of conducting this project in seven districts of Sindh, namely Khairpur, Sukkur, Shikarpur, Ghotki, Nousheroferoz, Jamshoro and Dadu. Out of these six districts were selected for voter's education activities while only district Jamshoro considered has been considered for election observation activities. IRC has retained all existing staff of TAF which worked in phase I.

1. Women voter Education
2. General Voter Education
3. Observation of Election
4. First Time voter education

Women Voter's Education:

1. Meeting with male and female community groups
2. Publicity through cable TV and FM radio
3. Door to Door out reach

General Voter's Education:

1. Community Partners Meeting
2. Public Forums (melas, theater, sport events, seminars)
3. Candidates forums

Election Observation:

1. Recruitment of ODCs and CCs
2. Recruitment of PSOs and MOs
3. Training of PSOs and MOs
4. Election day Observation

First Time Voter's Education

1. Teachers workshops
2. Students workshop
3. Debating competition
4. Debating competition on Radio
5. Community meeting with out of collage youth
6. Distribution of Pamphlets/Banners/Posters

1.3.1 Meetings with male and female community groups

Social Mobilization team in each District conducted meetings with male and female community groups in order to orient them regarding the program activities and to motivate eligible voters to cast their votes. Special focus was made on female participation in the electoral process. Mobilization of the community was basically about the important of vote and transparent elections, including new measures such as transparent ballot boxes, impermeable seals and the role of observers. Communities truly appreciated the efforts being make to make the people aware about the transparent election process.

1.3.2 Door to Door outreach

Door to Door activities were also carried out to motivate individual women and minorities to cast their votes. Female social mobilizers visited houses and met with groups of women explaining the details of a transparent election process and the latest measures being used in the elections. Male social immobilizers also conducted meetings with minorities to motivate them about the electoral process.

1.3.3 Publicity through cable and FM Radio

Media can play a vital role to promote any campaign and to change the minds of common people. In this connection a media campaign was designed with FM 92 Highway Khairpur and Ghotki to disseminate the voter education message through PSAs. The

contract signed with FM 92 makes it necessary to daily announce this program through radio on peak listing hours.

1.3.4 Community partners meeting

Two meetings were conducted per district to motivate local community based organizations, citizens community boards, traders unions, journalists and religious leader to get them involved in the electoral process. Mobilization was basically about the important of vote and transparent elections, including new measures such as transparent ballot boxes, impermeable seals and the role of observers. They were also informed about the role of civil society to watch the election process as free and fair election can be possible in Pakistan.

1.3.5 Public Forums

According to our work plan two public forums were designed to be held in each district on different locations including mobilizations walks, rallies, sports events, interactive theater and melas to motivate potential voters. In this connection two sports events were arranged in Sukkur and Shikarpur respectively and disseminated the message of importance of vote through sports events. More than 200 people watched this match and benefited from the message of voter's education. In Khairpur district, two interactive theaters were arranged, where a large number of people were attended and appreciated the efforts for motivating common people to cast their valuable vote.

1.3.6 Candidates Forums

Indus Resource Centre with collaboration of FAFEN arranged a meeting of NA-215 candidates forum in December 2007. Such an event was taking place for the first time in the history of Khairpur Mirs. The following national assembly candidates participated:

1. Mr. Syed Javeed Ali Shah Jeelani (PML-F)
2. Mr. Nawab Khan Wassan (PPP)
3. Mr. Abdullah Shaikh (JUI-F)
4. Mr. Abdul Qadir Solangi (MQM)
5. Mr. Mubeen Khan Phulpoto (Independent candidate)

Mr. Syed Muhib Ali Shah (PML-Q) and Dr. Ali Haider Shah (PML-N) could not participate due to their own prior commitments. DCO and DPO were also informed and invited in this program but no response was received from them. AEC was also invited but could not attend this forum.

Another candidates forum was held on NA-216 at Bozdar Wada Union council and NA-200 candidates forum Ghotki was held at Dharki at District Ghotki.

Each candidate allocated 10 minutes to explain his party manifesto and its election program and participants were allowed to ask relevant question about the constituents program. More than 200 participants from civil society, advocates and journalists participated in the program.

2. EDUCATION PROGRAM

One of the major areas of IRC's support to the communities is in the field of elementary and primary education. This means not only to improve the structure of schools and to provide educative materials but also to focus on both the access and quality of education. IRC pursues an integrated four-pronged strategy that has the following components:

- a. Running non-formal and formal community based schools for girls,
- b. Quality improvement support to government schools,
- c. Creation of an enabling environment of quality education.
- d. Advocacy of 'Quality Education for All.'

These four components are the catalysts for promoting quality education in remote rural areas of Sindh, especially in three districts of Khairpur, Dadu and Jamshoro.

CAPACITY BUILDING OF STAFF

2.1 Teachers and Education Promoters Training

S #	Title of training Workshop	Duration No. of Days	Residential / Non Residential	No. of Participants		Name of Partner	Resource Person
				Female	Male		
1.	Training in English	12 days	Non Residential	62	06	DIL	Fida Hussain and IRC Education Team
2.	Training in Mathematics	12 days	Non Residential	62	06	DIL	Dilshad Abro and IRC Education Team
3.	Workshop on Algebra for Model school teachers	03 days	Non Residential	24	02	IRC	Madam Sadiqa ED-IRC
4.	Orientation on curriculum for class K.G and ECE	01 day	Non Residential	23	---	DIL	Fida & Tanzeela
5.	Workshop on Material development	02 days	Non Residential	15	---	IRC	Miss Azra & Tanzeela
6.	Review workshop of KG-curriculum for junior teachers	01 day	Non Residential	23	---	DIL	Fida Hussain
7.	Workshop on lesson planning	01 day	Non Residential	26	---	IRC	Fida & Tanzeela
8.	Social studies for model school teachers	03 days	Non Residential	40	---	SC-UK	Miss Rozina & Tanzeela
9.	One day orientation workshop on Science	01day	Non Residential	12	---	IRC	Fida Hussain
10	Training on Maths for	06 days	---	15	---	DIL	Dr. Sarmad (LUMS)

	Phase II						
11	Training on Mathematics for IRC House of learning teachers	02 day	Non Residential	16	---	PPAF	Dilshad Abro
12	Review of School policy with Village Education Committee	01 Day	Non Residential	03	12	PPAF	Aumir Mangi
13	Training on Science	02 Day	Non Residential	15	---	PPAF	Tanzeela & Rozina
14	Orientation workshop on First Aid Box for all 15 Government schools.	01 Day	Non Residential	10	26	SC-UK	Dr. J. Ram & Tanzeela
15	Orientation workshop for new teachers	05 days	Residential	12	8	IRC	Zubair Shaikh Habibullah Farzana Buriro
16	English and Math for class four and five	06 days	Residential	10	15	IRC	Saima Maheen Saleem Ahmed

Teachers and Education Promoters Training-

2.1.1 24 days training on English & Mathematics for Sojhro Model and Junior Schools.

The whole month of July 2007 was dedicated for teachers' training on English and Mathematics subjects.

The main purpose of this training program was to enhance the content knowledge of teachers at primary level. The program was organized by IRC and supported by DIL through its assigned master trainer Mr. Fida Hussain and the team of local trainers.

A total of 68 teachers, belonging to both Sojhro Junior and Model schools attended the training. The venue for this extensive training was NOWA's training hall and IRC's main office hall.

During English training, the main focus was on English grammar including parts of speech, tenses, sentences and its kinds, creative writing and four skills reading, writing, speaking and listening activities.

In Mathematics training, the main focus was on contents of primary level.¹

Main topics covered in mathematics were:

- Place value
- Fractions
- Ratio and Proportion
- Basic Four operations
- Word problems related to all topics
- Assessment results attached with report

2.1.2 Three days workshop for teachers of model schools on Algebra

A three day residential teachers' workshop in September 2007 was organized by IRC on Algebra. The resource person was Madam Sadiqa Salahuddin (Executive director IRC).

The training was meant for Class six, seven and eight teachers. A total of 20 teachers and education staff of IRC attended this workshop. Algebra was taught in a manner in which teachers were able to relate to things in their daily life.

2.1.3 Six days training on Maths for Sojhro Model Schools' teachers

A six day teachers' training was held in November 2007 by Mr. Sarmad along with 3 associates from Lahore University of Management Sciences (LUMS) on Mathematics. Participants of this training were teachers of Classes VI – VIII of Sojhro Model Schools. Training focused on Ratio, Proportion and Percentage as well as geometry. Pre and post tests were taken and later were shared with teachers. At the end of training, an assignment was given to teachers for their further practice in their schools.

2.2 Full day cluster workshops

IRC Sehwan organized six full-day workshops in PPAF schools. The details are as follows:

S #	Title of the training	Venue	No. Of days	No. Of participants	Facilitator(s)
1.	Teaching Social Studies III	Amri	02	30	Junaid Memon
2.	Teaching of Science III	Wada Chachar	02	30	Noor Ahmed Khoso
3.	Sindhi teaching	Quotai Chandia	02	08	Farzana Buriro
4.	Teaching of English	Khanott	02	10	Habibullah
5.	Teaching Integrated curriculum	Amri	02	17	Habibullah & Farzana
6.	Usage of Pahla Taleme Basta	Sehwan	01	05	Farzana

2.3 Half-day cluster workshops

Nine eight cluster based half-day workshops were conducted by IRC for teachers of House of learning (HoL) schools, supported by PPAF and Ibtida. The objective of these workshops is to provide field based support to teachers in their specific subjects. The workshops were held at Sehwan, Laki Shah Saddar, Amri, Sonehri, Wada Chachhar, Quotai Chandia, Serai Solangi, Khanote and Manzorabad.

2.4 Community Participation in Education

2.4.1 Meeting with Community Based Organizations (CBOs) and Village Education Committees (VEC)s conducted.

IRC's program officer Education & Literacy and Education Promoters of Khuhra and Sagyoon clusters conducted meetings with CBOs of Khuhra and Sagyoon.

The main purpose of the meeting was to discuss the details of shifting the Sojhro Model School Khuhra to a newly constructed building. During this meeting all necessary arrangements were discussed and responsibilities were divided. Other issues such as fee of school, new enrollment and admission policies were also discussed. Another meeting was conducted with CBO Sagyoon over the issues of a new building at village Syed Waryal Shah for Sojhro Junior School. It was decided that the community will provide

land for School and IRC will pay for the construction amount from social development fund under the Economic Initiatives Program.

A meeting was also conducted with the community organization of Hassan Din Kamboh over the issue of admissions for beyond elementary students, which are studying in Government High school at Setharja.

2.4.2 Trainings regarding VECs

During the last six months one formal Village Education Committee (VEC) training workshop was organized at IRC office Sehwan for seven schools.

Each month informal / formal meetings with village education committees were conducted at all the ten schools, discussing school issues and problems.

Details of the VEC training are as follows:

S #	Training Title / Contents	No. of participants
1.	VEC training Objectives of VEC Structure and scope of VEC Roles and functions of stakeholders School development plans	14

2.4.3 Mothers/community trainings:

Education team organized mothers meeting for the smooth running of schools. These meetings are conducted by training coordinator and/or head teachers in the schools. The purpose of these mother meetings is to involve mothers in the education of their children, discuss the issues of fees, cleanliness, punctuality, etc. Such meetings are monthly organized in every school.

In all, 34 meetings were conducted at 10 locations during the reporting period. Each meeting was attended by 15 to 40 mothers.

The details of the mothers and community meetings are as follows:

S #	Venue	No. Of meetings	No. Of Participants
1.	IRC-HoL Sehwan	03	15
2.	IRC-HoL Laki Shah	03	20
3.	IRC-HoL Amri	04	25
4.	IRC-HoL Sonehri	03	15
5.	IRC-HoL Wada Chhachhar	04	40
6.	IRC-HoL Quotai Chandia	04	15
7.	IRC-HoL Serai Solangi	04	20
8.	IRC-HoL Khanott	04	35
9.	IRC-HoL Manzoorabad	03	20
10.	IRC-HoL Habib More	02	10
TOTAL		34	215

2.4.4 Government School SMC meetings

Under the government schools improvement project, 17 SMC meetings were conducted in six partner government boys schools at Laki Shah, Amri, Sonehri, Wada Chahchhar, Quotai Chandia and Serai Solangi. Each meeting was attended by 5 – 10 people of an SMC.

S #	Govt. Primary School	No. of meetings	No. of participants
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1.	Laki Shah	02	08
2.	Amri	04	10
3.	Sonehri	03	05
4.	Wada Chhachhar	04	08
5.	Quotai Chandia	02	05
6.	Serai Solangi	02	10
TOTAL		17	46

2.5 STATUS OF IRC EDUCATION PROGRAM

KHAIRPUR:

Schools / LRC	Teachers	Students			Donor
<i>Sojhero Schools</i>	Total	Total			Developments in Literacy (DIL)
23 Junior Schools	23	606			
8 Model Schools	46	733			
Total = 31 schools	58	1339			
<i>IRC House of Learning</i>	Total 13 Female Teachers	Girls	Boys	Total	Pakistan Poverty Alleviation Fund (PPAF)
3 Schools		215	86	301	
2 LRCs at Bhurgri & APWA Nizamani	N / A	200 Learners at Bhurgri. 500 Girls Reg. APWA & 500 Literacy graduate learners			IRC Literacy Component.

DADU:

Name of school	# of schools	Teachers	Students		
			Boys	Girls	Total
IRC House of Learning (Formal Primary Schools)	10	24	235	502	737
IRC Non Formal Schools	3	8	77	174	251
Total	13	32	275	694	969

Government Schools (adopted under School Improvement project)

Region	Government Schools	Teachers	Girls	Boys	Total
Khairpur	4 Girls & 11 Boys Schools.	57	887	1952	2839
Sehwan	8 Government Primary Schools	40	554	846	1400

2.6 IMPORTANT ACTIVITIES

Project Evaluation by Save the Children UK (SC-UK)

An evaluation study was conducted by Mr. Adnan Sattar, consultant SC-UK Islamabad for IRC's Save the Children program activities in Khairpur district. The main objective of

study was to see the overall impact of project activities on various stakeholders. The evaluation was carried out within IRC's 15 adopted Government Primary and Sojhro Schools.

Five Sojhro Schools including Sojhro Model Schools Khuhra, Sobhodero, Kumb, Sagyoon and Sojhro Junior School Moosan Shah Colony were visited by the consultant. Activities like classroom observation, community meetings (SMC & CBO) and meetings with teachers and Education Promoters were carried out.

Conducted Terminal Examination 2007 of Sojhro Model and Junior Schools:

Terminal exams of Sojhro Junior and Model Schools were taken in the month of November. Teachers and education promoters prepared question papers of all nine subjects, English, Math, Science, Sindhi, Islamyat, Urdu, Social study, drawing and computer studies, which were later verified by supervisors in the Education Department. All exams were conducted successfully by the Education promoters, CBO/VEC members and IRC's Education team.

Renewal of Registration with District Education Department, Khairpur, for the period of 2007-2008

For the entire next year 2007-2008, a renewal of registration for 31 Sojhro schools and 3 IRC House of Learning was obtained. All academic activities are to be now coordinated by the education officials together with the IRC education team.

Mainstreaming of 26 girls into Higher Secondary Schools

Originally IRC had started the project with only primary education as its aim. But when the first batch of 26 girls completed their primary and middle level education then it was necessary to support them in their higher education. Hence, IRC supported the first batch of 26 girls to mainstream them into the higher secondary level education.

Issues addressed through SMC and teachers meetings in IRC adopted schools

During the reporting period, most of the primary schools within the district had received new admissions of 4 – 9 years children which have resulted in extra number of students in classrooms. Due to this, need for furniture, classrooms, curriculum books and teachers has emerged.

IRC, at its own basis, has facilitated the use of SMC funds according to the dire needs of schools and after facing many hurdles, issues like furniture, water, toilets and extra classrooms were addressed from SMC funds with careful planning with school supervisors, teachers and the SMC members.

Celebration of 14th August in Schools

Independence Day was celebrated in all Sojhro Junior and Model Schools, as well as in some of the Government Schools in Kumb, Sobhodero and Sagyoon Clusters on 14th August, 2006. Students took active part in celebrating the day of independence. Speeches, tableaus and national songs were the main components of the program and were performed by the students in their schools. Parents, VEC, SMCs and CBO members helped teachers in organizing the events.



Missing facilities issues addressed in all IRC-15 adopted Govt. Schools:



IRC with support from SC-UK, has provided missing facilities to all 15 adopted government schools.

These missing facilities included furniture as many students were sitting on bricks in classrooms. There was also a great lack of pure drinking water facilities in the 15 schools. In

2006, IRC also arranged doctors visit to all adopted schools.

They found symptoms of various diseases and identified an urgent need for regular doctors visit, proper treatment and preventive health awareness for marginalized rural communities.

IRC made great efforts to address this issue and eventually convinced SC-UK for assistance in fulfilling these need. Adequate furniture, electric water coolers, water filters, medicines and first aid boxes have been amply supplied to all 15 adopted government schools to fulfill the dire needs of the children and teacher.



Facilitating SMCs for the release and utilization of their funds

Since its inception, IRC has been providing assistance to SMCs in releasing their specified funds from the government and utilizing them for the structural improvement of schools. Under the School Development Plan (SDP), SMC funds are used to create a child friendly atmosphere within the schools. Similarly, in this quarter, many schools got their appropriated funds such as, GBPS Sagyoon, GBPS Khuhra and others.

Successful completion of 3 years project of Save the Children-UK

IRC's three year long project called 'Facilitating Access to Quality Primary Education' with SC-UK was successfully completed in the month of September 2007. Under this project, IRC made an effort to improve the quality and enhance the access of 15 government schools for boys in district Khairpur. The interventions included teacher's training, improvement in educational facilities and making community participation meaningful.

Following are some of the achievements of the project:

- 4 LRCs and 3 computer labs established and networking of all remaining eleven government schools made effective.
- Provided support in terms of transport subsidy to 150 deserving girls in accessing Sojhro Model schools.
- Published and disseminated quarterly magazines on education.
- Linkages and networking with education & development partners including government was made effective.
- Concerned SMCs were capacitated in terms of planning and managing school affairs together with teachers that resulted in the meticulous utilization of school funds for overall school development.
- Corporal punishment reduced within all 15 adopted government schools. All schools are now bustling with happy children who have child friendly teachers.
- Child rights promoted through various interventions which included teachers' trainings, providing child rights manuals and registration of all 15 Government schools with HREP-Human Rights Education Program.

- Couple of SMCs turned into CCBs which helped support schools in tapping funds from District Governments and make meaningful needs based additional classrooms and toilets.
- Positive relationship of parents with teachers has been promoted, which has resulted in many social and national days.
- Teachers were trained on activity based teaching methods, strengthening the better learning relationship of children and teachers.

Selection of Teachers and Tutors at Hassan Din Kamboh

IRC's education team conducted a written test and interview for the selection of teachers and tutors for Sojhro Model School Hassan Din Kamboh. The tests were designed and taken from English and Maths for both candidates for the positions. A total 8 candidates appeared in the process out of which 2 teachers, Mr. Ghulam Akbar and Saif-ur-Rahman and one Tutor Mr. Mashooq selected as Tutor, who will teach beyond Elementary students in Sojhro Model School Hassan Din Kamboh.

In Sojhro Model School Sobhodero, Laila Chana was selected as the previous teacher resigned from school and got admission in college for further study. In Kumb, Fareeda Tumrani was selected as the previous teacher resigned owing to her continues illness and was unable to teach further in school.

3. ECONOMIC INITIATIVES

Small enterprises play a vital role in the socio-economic development of any society that gradually leads to poverty alleviation and social change. There are few exceptions where one can have the chance to see and observe the model framework of enterprises that have been created with loose and narrow support from public and private concerns. IRC believes in implementing its micro-credit program and then developing a very concrete and visible strategy of mainstreaming the marginalized. IRCs economic initiatives program has a great variety as it offers an integrated deal where communities, especially females who can find the opportunities of skill enhancement and the tools to initiate and expedite their potential.

CAPACITY BUILDING OF STAFF

3.1 Women Skill Enhancement Project

This project aims to provide learning opportunities to females of marginalized communities (especially home based skilled workers) where they can exploit their potential skills and abilities to achieve socio-economic benefits that have very limited or no access due to lack of knowledge or skills.

Following are the specific objectives of this project:

- Building technical and entrepreneurial capacities of individual home-based female workers, entrepreneurs and groups.
- Creating an environment where females have a chance to participate in creative activities.
- Strengthening of mother groups (credit groups) while supporting them financially.



- Development of confidence among females through exposure visits.

3.1.1 Trainings regarding Women Skill Enhancement

a. Foamic and Stocking work

Three days training was conducted by IRC's vocational trainer at the IRC Skills Centre in Khairpur regarding foamic and stocking work. 11 females of Khairpur region participated in the training. During the training, women learned how to use foam for making marketable items and how to prepare such items at their homes. They were also taught the basics of running a household business.

b. Fancy Woodwork

Five days training was conducted by Ms. Rehana, at the IRC Skills Centre in Khairpur, regarding the creation of fancy woodwork. The 10 female participants learned the necessary skills for making fancy woodwork using simple tools and techniques. All practices taught were meant to create an economically viable opportunity for the participants.

3.2 Business at skills centre

- Artisans completed the furniture for children from IRC schools and partner government schools.
- Different products such as cushions, ladies suits, gent kurtas, purses etc. were made at the skills centre and were shifted to Khazana for sale.
- An order was placed by IRC Sehwan to prepare 400 school desks. This contract will be completed in the last week of February 2008.
- Artisans also made racks and computer tables for Khazana.

3.3 Partnership with AHAN (Aik Hunar Aik Nagar)

To upgrade and diversify *rilli* craft of District Khairpur in terms of product diversification, design, quality, variety and market accessibility, so that craft persons compete with national and international standards and markets, thus raise their economic empowerment.

AHAN (Aik Hunar Aik Nagar) is a grass roots project to develop sustainable market-driven interventions in rural areas aimed at enhancing employment opportunities and increasing incomes in the informal rural markets, thus leading to rural poverty alleviation. The project will also enable the rural businesses to access a range of business development services.

The direct benefits flow from increased employment and income earning opportunities in the rural areas. These developments will be a consequence of addressing the market gaps and product diversification, quality assurance, color combination and timely product development and small businesses operating within them. It is expected that through these measures there will be increased value-addition in the products sold, improved commercial linkages between rural MSEs and the larger urban businesses. Increased demand for goods and services will add to overall benefits.

FIELD ACTIVITIES

Status of credit (savings, disbursements and recovery)

Since the program's initiation in October 2002, IRC has disbursed loan amount of Rs.16,644,000 among 1772 individuals in different sectors like agriculture, livestock and small enterprises. A proposal has been submitted to PPAF for establishment of field unit at Tehsil Gambat. This field unit will help in catering some 200 villages of Gambat and Sobodero Tehsils. Total Social Development Fund (SDF) collected during this period amounts to Rs.100,000 SDF collected from Khairpur city is being used for sustainability of the Literacy Resource Centre (LRC).

Loan recovery during the reported period remained below normal as it is learnt that if frequent follow-up visits are discontinued then beneficiaries are delaying their payments and as a result overdues go on incremental trend. Every care is taken to recover the due amount on maturity dates and to impose reasonable penalties to defaulters which can be verified during community meetings.

KHAIRPUR:

Amount Disbursed (Rs.)	Principal		Service Charge	Total
	3,648,000		656,640	4,304,640
Amount Recovered (Rs.)	Principal		Service Charge	Total
	2,585,452		557,720	3,143,172
Targeted Areas	U.C.s Covered	Villages	Total groups mobilized	Total Members
	15	74	80	1777

DADU:

Amount Disbursed (Rs.)	Principal		Service Charge	Total
	1,726,300		286,700	2,013,000
Amount Recovered (Rs.)	Principal		Service Charge	Total
	1,261,515		1,87,835	1,449,350
Targeted Areas	U.C.s Covered	Villages	Total groups mobilized	U.C.s Covered
	10	27	27	10

3.6 Problems and Issues

- Overdue amount needs to be dealt on a priority basis.
- Staff turnover creates serious gaps in maintaining the efficiency of the program.
- This program is becoming more risky as more competitors with better loan products are adding in the field.
- True social mobilization, the core of this project, is marginalized.

کھازانا
Indus Resource Centre

In order to create a society in which all citizens, irrespective of their gender, class, religion or sect can live freely and peacefully, IRC has made the first multipurpose center in Khairpur city called *Khazana*. With the seed of a bookshop for children and youth, four years later the concept of *Khazana* has grown into a veritable treasure house of imagination and enterprise.



When IRC began to nurture the concept, many ideas emerged spontaneously. In a divine gesture, a fantastic gift was delivered to IRC by **Prince Mir Mehdi Reza Talpur, the son of the former ruler of Khairpur State**. The precious heritage site handed to us is a 180-year-old building called 'Landhi'.

It was once used as a rest house by the Talpur royal family whenever they visited the city from their nearby castle of 'Kot-Digi.' Earlier, a swimming pool, a bazaar and a park were built here but after the construction of the Faiz Mahal, it has been used as a godown.

IRC received 'Landhi' in a dismal state, salt and dirt creeping through its walls, many parts near collapse. The task of resorting this heritage site was undertaken by IRC with full dedication. Nearly three years were spent in renovating the entire original building as well as making new rooms for housing the entire cultural center. Technical assistance for conservation and expansion was provided by a young and creative architect Mir. Hyder Ali Reza.

Khazana is based on a structure of the fabled Sindhi heritage which aims to propagate all forms of knowledge and create proper access to progressive idea. It also means to stimulate innate creativity of ordinary people and will build an atmosphere for learning and interacting.

The following are some of *Khazana's* key features:

1. Learning Center for children, teachers and others with Sindhi, Urdu & English books.
2. Traditional handicrafts and other hand crafted products

3. Social Events
4. Business Arcade
5. Food Centre With Open Social Space



The opening of *Khazana* in September 2007 was a monumental event in the history of Khairpur. For the first time in this city, a heritage building had been unveiled for the common public to use and enjoy. A huge crowd of children from the nearby locality of *Garhi Pull* stormed into *Khazana* at its opening. The excitement of freely entering a place with books, toys and computers, especially for children who had never been inside a



school, was an awesome experience for the community as a whole.

The four main components of *Khazana*, namely the Learning Center with computers, Business Arcade, and Cafeteria with Open Social Space are the greatest attraction for the residents of Khairpur. There is a regular attendance for people in all four sections, especially in the LRC and library, which are unique for the city.

Now, there are a large number of people visiting *Khazana* on a regular basis.

4. FLOOD RELIEF & REHABILITATION

In late June 2007, the water level ascended dangerously in Sindh and vast torrents from Balochistan flowed down into Sindh through Kambar-Shahdadkot. The entire population of the Qubo Saeed Khan area in Kambar-Shahdadkot district was affected, while breaches in flood protective bund submerged 30 villages in the district. These people took shelter along the motorway and braving the scorching sun in the open, waiting for relief. By the end of the week, 16 districts of both Sindh and Balochistan were submerged, killing almost 200 people and leaving around 600,000 people homeless.

Since IRC is present in Dadu district and it has conducted relief work in the area during the floods of 2003, it was its moral responsibility to provide relief to flood victims.

4.1 RELIEF ACTIVITIES

4.1.1 Food Distribution:

The primary need of families displaced by the flood was obviously for food. The livelihood of these families depends on the farmland they inhabit. Due to the severity of the flood, a vast majority of the refugees did not have the time to collect even the basic provisions to survive. IRC firstly decided to deliver food items in two packages. One contained flour (10 kg), Rice (5 kg), dals (3 Kg), cooking oil, potatoes, onions, salt, chilies, biscuits, ORS, sugar, dried milk, dettol soaps and towels, while the other contained a water cooler, a cooking pan and four plates.



IRC staff and volunteers conducted an indepth survey of the flood affected areas to identify those in dire need of supplies. Use of special forms and tokens were used to expedite this process.



The funding for these activities were provided by the Consulate General of the Federal Republic of Germany, Karachi, an Irish relief agency called Trocaire and Jefferson Muslim Association from America and many individual as well as various philanthropists.

In July and August 2007, six food distribution camps were organized at the following locations:

S #	Location	# of families
1.	Village Mado, District Dadu	400
2.	Warah city, District Kambar-Shahdadkot	400
3.	Village Fateh Brohi, District Dadu	250
4.	Village Gozo, District Dadu	350
5.	Village Mureed Babbar, District Dadu	250
6.	Village Ibrahim Sand, District Dadu	250

4.1.2 Medical Camps:

The lack of clean water, uncontaminated food and proper living facilities immediately led to the outbreak of various diseases in refugee camps of flood victims. Along with food items, medical camps were an urgent necessity for the displaced communities. IRC arranged five medical camps during its food distribution activities. Dr. Nasreen Khokar, working on IRC's maternal health program in Sukkur managed a few camps with the help of Dr. Haji Khan Mangi, Dr. Rasheed Ahmed Chandio, Dr. Saeed Solangi and Dr. Fareedullah. For two medical camps, final year MBBS students Fahad Qazi and Nabeel Zafar of Agha Khan University volunteered their services. Both have experiences of working in medical camps at Khuzdar in Balochistan, Mitthi in Sindh and in *Katchi Abaadis* of Karachi.

Medicines for these camps were prescribed by the Pakistan Medical Association (PMA) and 12 packages of medical goods and medicines were donated by PATTAN Development Organization.

S #	Location	Medical aid provided to # of patients (approx.)
1.	Village Mado, District Dadu	367
2.	Village Mureed Babbar, District Dadu	299
3.	Warah city, District Kambar-Shahdadkot	300
4.	Village Mitho Babbar, District Dadu	185
5.	At MNV Drain Embankment, U.C. Gozo, District Dadu	191

4.2 REHABILITATION ACTIVITIES

4.2.1 Emergency Support for Education for Flood Affected Areas (ESFA) – UNICEF

Due to the flood, nearly 300 schools were affected in Dadu district and over 100 in Kambar. Government schools meant to open in August 2007 remained closed till October due to damage by the flood or by the occupation of flood affectees.



In order to address issues of education at damaged schools in the flood affected areas of Dadu and Kambar districts, IRC implemented a UNICEF supported project for the 'Emergency Support for Education for Flood Affected Areas' in Sindh. The project aimed at mapping and conducting an assessment of damages and its goal was to improve the overall physical environment of schools, as well as providing Water and Sanitation (WES) support.

A strict criterion, as defined by UNICEF was kept in mind for selecting flood affected schools. This meant that all the schools must be Government Primary Boys or Girl Schools, they must be directly affected by the flood waters or had been occupied and damaged by flood affectees, and also that each school must have regular enrollment and teacher attendance. Ghost schools or those with very few students were not included in the list.

Nearly 300 schools of both Dadu and Kambar-Shahdadt were pre-selected for the project. Afterwards, with consultation of UNICEF and field visits, a final 190 schools were selected for the Emergency Education support.

Near the completion of the repairing program for schools, UNICEF delivered School In A Boxes (SIBs), Recreation Kits and Hygiene Kits to IRC for distribution in its selected schools.

During this process, the distribution of books by the government was also monitored by IRC field teams, since these were supplied to all government primary schools in the area. A single SIB was



to be distributed per school. This steel box included all the essential needs for a government primary school, for classes I – V, including 80 notebooks, globe of the world, poster sheets, geometry tools for a teacher, pencils, rubbers, crayons, art equipments and other items. Similarly, one Recreation Kit, which included footballs, volleyballs, cricket bats and balls, as well as nets and sport T-shirts was distributed per school.

Hygiene Kits were the last and certainly the most useful of all items given to the targeted communities in the project. 80 such hygiene kits were to be distributed between each student in all seven talukas. In schools, where there were more or less than 80 students, kits from other schools were compensated for. 195 SIBs were distributed in total, where as 9,760 Hygiene Kits were distributed in both districts of Dadu and Kambar – Shahdadt.

4.2.2 Child & Adolescent Protection Program (CAPP) – UNICEF

During relief activities, it was found that vulnerable women and children affected by the flood were not being prioritized during the distribution of relief items. Women were reporting the lack of privacy, especially those residing in improvised camps on the roads, which had for example stopped them from breastfeeding. Harassment and humiliation of women at the distribution point was also reported. Children had started working, such as breaking rocks for building houses and also begging along roads of the flooded areas. Many children were also without clothes and shoes while coping with the extreme heat. Children and women were also in the process of dealing with the psychological effects of the floods as they had watched cattle die and their villages disintegrate in the water. Children and women were reported shouting and crying in their sleep, as well as suffering from insomnia, depression and anxiety about the future.

In order to advocate and promote rights of children and women, provide psycho-social support to affected communities, build the capacity of government departments and NGOs for improved delivery of relief and other basic services for vulnerable children IRC initiated a project called Child & Adolescent Protection Program (CAPP). Again

with the help of UNICEF, IRC's goal was also to reunite and reintegrate children and women back into their communities as well as to contribute in the continued assessment of the situation and improving the monitoring mechanisms of the government.

Child Friendly Spaces (CFS) were created in 7 worst affected villages of Dadu. A CFS was created to register the number of people in each village with regards to their conditions after the floods. This helped assess the damages and loss incurred by the communities as well as the provision which could be provided to them. 700 children, 1000 adolescents and 500 women were registered in all seven villages. Life Skills Based Education (LSBE) was provided daily to the regular attendants at the CFS. This included basic education such as reading and writing, first-aid skills, candle making, hygiene and a specialized psycho-social support.

Below is a table with details of the project's provisions.

1-Staff Recruitment		Male	Female	Total
1.1	Mobile child protection teams formed at UC Level	7	7	14
1.2	CFSs team	7	7	14
1.3	Registration Facilitators	7	7	14
1.4	Staff Trained	8	7	15
2-CFS Established		7	7	7
3-Provision of services by CFS				
3.1	Children	350	350	700
3.2	Adolescents	500	500	1000
3.3	Women	0	500	500
4-Priorortization in basic relief assistance				
4.1	Children	105	110	215
4.2	Adolescents	15	15	30
4.3	Women	35	35	70
6-Psycho-Social Support				
6.1	Children	350	350	700
6.2	Adolescents	500	500	1000
6.3	Women	0	500	500
7-CNIC Provided		702	1,540	2242
8-Birth registration		2000	2000	4000
9- LRBT Eye Camps		50	30	80

CASE STUDY



In taluka K.N.Shah, U.C. Pejaho, there is a small village by the same name of Pejaho. There are nearly 25 households in the village and their main source of income is agriculture.



In July 2007, a severe flood nearly drowned the entire village. All its families became refugees over night and had to find shelter in the nearby city of K.N. Shah or on the highway crossing the city.

There is only a single government primary school in Pejaho and it was directly affected by the flood, with water drowning nearly half of the school building.

On IRC's first visit to the village, the two appointed teachers were absent from the school since very few students were willing to attend classrooms reeking with the stench of putrid flood waters. Most of the furniture was damaged and the school's small bathroom was completely unusable. After consultation with the teachers and community, IRC received assurances that the school would be fully functional after its rehabilitation. Since Pejaho was and remains a mixed schools, where both boys and girls sit together, it was on top of the list in repair work.

Work began swiftly in K.N. Shah, where G.B.P.S. Pejaho was one of the first schools to be repaired. Even before the whitewash of the school building and bathroom had finished, the attendance of the school sky rocketed.



At a random visit, IRC personnel witnessed classes being taken in the school's corridor. Upon questioning, teachers told that people of the entire community, even those reluctant to send their children to school earlier, were now sending their little boys and girls to attend the primary school.

Children are now happy to come and learn in clean school with a healthy educational environment and a hygienic bathroom.



5. COMMUNITY INFRASTRUCTURE

Physical infrastructure plays a vital role in alleviating poverty. As part of IRC's holistic approach towards poverty alleviation it has started Community Infrastructure schemes with support from PPAF. A total of 15 schemes have been approved out of which 9 are being implemented in Khairpur and 6 have been completed in Jamshoro and Dadu.

5.1 Details of CPI Schemes

#	Project	District	Union Council	Village	Time Period	Total Expense (Rs.)	Community Share (Rs.)	Households affected	Status
JAMSHORO									
1	Drainage System	Jamshoro	Sunn	Sirai Solangi	10/06 – 12/07	4,08,849	81,770	281 (1500 people)	Complete
2	Street Pavement	Jamshoro	Lakha	Lakha	2/07 – 4/07	4,23,744	84,749	435 (2500 people)	Complete
3	Lift Irrigation	Jamshoro	Aamri	Wada Gaincha	2/07 – 4/07	3,42,675	68,535	48 (450 people)	Complete
4	Street Pavement + Drainage	Jamshoro	Lakha	Umeed Ali Brahmani	2/07 – 5/07	4,98,332	99,666	220 (1500 people)	Complete
5	Lift Irrigation	Jamshoro	Aamri	Alam Chachar	11/06 – 2/07	3,31,180	66,236	90 (400 people)	Complete
6	Bridge	Jamshoro	Aamri	Aamri	2007 – In progress	4,37,547	87,509	300 (2500 people)	30% Complete
KHAIRPUR									
7	Watercourse Scheme	Khairpur	Khuhra	Larhi	2007 – In progress	558,293	111,659	80 (640 people)	10% Complete
8	Brick Road	Khairpur	Khuhra	Sukwahan	2007 – In progress	138,929	34,732	400 (3200 people)	70% Complete
9	Brick Road	Khairpur	Khuhra	Sahkirano	2007 – In progress	310,127	77,532	50 (400 people)	50% Complete
10	Brick Road	Khairpur	Khuhra	Khai Ujjan	2007 – In progress	372,077	93,019	125 (1000 people)	90% Complete
11	Tube well	Khairpur	Sobodero	Kathri Pathano	2007 – In progress	304,976	76,706	150 (1200 people)	10% Complete
12	Drainage System	Khairpur	Mudd	Thatti	Yet to Start	--	--	60 (700 people)	10%
13	Brick Road	Khairpur	Sobodero	Khalifa	Yet to Start	601,590	120,318	65 (500 people)	10%
14	Tube well	Khairpur	Sagyoon	Waryal Shah	Yet to Start	359,723	71,945	100 (1000 people)	10%
15	Watercourse Scheme	Khairpur	Mudd	Ali Bux Jamro	Yet to Start	496,075	99,215	60 (1000 people)	10%

5.1 Problems and Issues

- It is difficult to motivate people to contribute their share in infrastructure schemes.

- The demands are greater than supplies.
- The delay in collecting and allocating funds is a major problem.
- The necessary social mobilization activity is time consuming and is an issue since there is always a shortage of time.
- Natural calamities disrupt work plans.
- Inter-communal clashes or community conflicts can potentially lead to the complete failure of CPI schemes.

6. PRIMARY HEALTH CARE

6.1 Introduction of Health Project with (PAIMAN)

Pakistan was recently placed at 137 out of 177 countries in the Human Development Index. This rating is one of the highest for maternal and neonatal mortality ratios in the world. Approximately 30,000 women die every year in Pakistan due to pregnancy and delivery related complications.

A very small portion the National Budget is allocated for the Health Sector. Realizing the gravity of the situation prevailing in Pakistan, USAID initiated a project called ‘Pakistan Initiative for Mothers And Neonates (PAIMAN)’ focusing on mother and neonatal health in the 10 Districts of Pakistan.

PAIMAN is being implemented in Pakistan through the John Snow Incorporation (JSI), a consortium comprising of various organizations, each contributing in its specific manner. Special care has been insured in order to avoid duplication of activities which are being initiated by each consortium member in different segments of the project.

In Sindh, the districts of Dadu & Sukkur were selected for implementing the project at the community level through local NGOs. The project at the community level was formally launched in 2006. Four Local NGOs of District Dadu and two Local NGOs of District Sukkur were selected to implement the project. Each local NGO is implementing the project in 2 Union Councils. In all, 12 Union Councils will be covered by the Project in Sukkur.

HANDS was selected as an Umbrella NGO for the intervention in Sindh to enhance the capacity of local NGOs and to facilitate them for completing the project’s goals in their respective union councils.

The goal of this project is to reduce Maternal, Newborn, and Child mortality in Sindh, through viable and demonstrable initiatives.

6.2 Objectives

1. Increase awareness and promote positive maternal and newborn health behaviors.
2. Increase access to emergency obstetrics and newborn care through community involvement in maternal and child health services.

6.3 Intervention Profile

No. of RHCs:	02
No. of BHUs:	10
No. of Government Dispensary:	01
No. of LHWS in health facilities:	145

6.4 MNH Events

In context of raising awareness at community level various social mobilization activities were planned in PAIMAN project. IRC has arranged 8 MNH related events from July to December 2007. In these events 2,216 people participated and a significant change in the behavior of the community was observed.

MNH Events		No. of events
(i)	Awareness Sessions with notables	3
(ii)	Mass Mobilization Meetings	1
(iii)	Awareness Theatres in communities	2
(iv)	Health Camps for Women	1
(v)	Speech Competition in schools	1
TOTAL		8

CASE STUDY

6.5 TIMELY ASSESSMENT OF MNH PROBLEMS SAVES LIVES IN SUKKUR

Village Sodho Sarwari Khan in U.C. Loung Bhatti, Sukkur is part of IRC's target area regarding PAIMAN activities. This village consists of 206 households. This success story belongs to the commitment of a Community Health Worker (CHW) Ms. Zeenat Khatoon, male health group members, and Traditional Birth Assistants (TBAs) trained under IRC-

Union Councils	11
Target Population:	2,25,057
Target Households:	34,625
CHWs trained	24
TBAs trained	41

PAIMAN Project.

The livelihood of Sodho Sarwari Khan depends largely on labor and agricultural jobs. Village people have now become quite aware of Maternal and Neo-natal Health problems due to the intervention of PAIMAN project activities. Most deliveries now take place in hospitals, while some are still conducted by TBAs.

Mr. Mumtaz Sarwari earns his livelihood in Karachi and comes home after one or two months. His wife Saima was pregnant and was regularly consulting with IRC's trained TBA, Amina Khatoon. Ms. Zeenat Khatoon also used to visit Saima, as she was passing through the last months of delivery. Mr. Mumtaz was in Karachi when the health of Saima became serious. Amina Khatoon immediately referred her to the Taluka Health Quarters at Rohri for delivery, so as to avoid any complications. Ms. Zeenat Khatoon asked Mr. Shahbaz Dino and Mr. Muhammad Ishaque, members of the male health group for arranging transport. They took Saima to Rohri where she gave birth to a healthy child after normal delivery. The doctor informed them that any delay could have cost the life of the mother and baby. The transport expenses were borne by the male health group. Now the family has a beautiful boy Faraz. Mr. Mumtaz returned from Karachi and was delighted to find both mother and child safe. The entire community is thankful to the efforts of IRC-PAIMAN which provided awareness and helped them at crucial moments to save lives of the mother and baby.

7. ADVOCACY

7.1 NETWORKING

7.1.1 Taleem Nama:

Part of the advocacy campaign of IRC's education program is the publication of a quarterly magazine highlighting the issues faced by Pakistan's Education Sector. It includes reports relating to education by independent agencies, articles by experts, interviews, case studies and other relevant information on education as a tool for social change and development.

The latest issue of Taleem Nama includes articles about the situation of schools in Lyari, Karachi, the physical punishment of school children, the need for reform in Pakistan's education system, as well as poetry and articles relating to school children involvement in terrorist groups. This Taleem Nama also features an analysis of UNESCO's report for the year 2007, IRC's recent activities and relevant news which go unnoticed regarding the state of Education in Pakistan.

7.1.2 Meetings with Union Council Nazims regarding education programs were held. The issues raised ranged from girls' enrollment to SMC elections.

IRC in collaboration with Human Rights Education Program (HREP) organized an awareness raising program on Child Rights through one of the tools of HREP publications within some of the selected NFEs and the Government schools which includes GBPS- Khuhra, GGPS-Khuhra and GBPS-Sagyoon by getting of their formal registration with HREP-Karachi. During the reporting period renewal of registration with HREP carried out.

IRC arranged timely visits of DO (E) and ADO(E) to adopted government schools and discussed goal-oriented progress and future plans with them. The IRC education team managed different meetings of governing authorities and senior education officials with the communities and got affective results such as the construction of additional rooms at GBPS Larhi by the U.C. Nazim of the area, similarly the union council Nazim Khuhra donated 4 computers for GGPS-Khuhra

7.2 PCE ACTIVITIES

Pakistan Coalition for Education (PCE)

PCE is a network of diverse civil society organizations and individuals committed to quality education for all. It acts collectively to influence policies and practices through research-based advocacy and mobilization.

In Sindh, IRC is the provincial coordination organization and is currently managing PCE activities in eight districts of Sindh, namely Sanghar, Mirpur Khas, Nawabshah, Ghotki, Khairpur, Kandkot, Kashmore Jacobabad and Karachi.

7.2.1 Provincial Resource Group Meeting

A meeting of provincial resource group was arranged at IRC, Khairpur office. The agenda of the meeting was to confirm the planning of Sindh for the next 3 years, to prepare an operational plan for October 2007 – December 2008, as well as to ensure the responsibilities of what the provincial networks want to do and how, as well as to understand the political parties campaign. PCE funding at the local level, including strategies and proposal were also on the agenda of the meeting.

7.2.2 Seminar on Girls Education

SAFWCO organized a district level seminar on the topic of Importance of Girls Education.

The specific objectives this seminar included:

- 1- To advocate the issues regarding Girls education.
- 2- To develop networking among community and elected representative and district education department.
- 3- Encourage those who contributing for girls' education promotion.
- 4- Resource mobilization for imparting quality education in the district

This seminar was presided by the Zila Nazim Mr. Haji Khuda Bux Rajar while the other guests who participated in this seminar as speaker were EDO Education, DCO, District Education Committee chairman, Taluka Nazims and more than 300 volunteers were also present.

7.2.3 Collection and dissemination of political parties manifesto

PCE members of Sindh collected political party's manifestos of all major and minor political parties of the province and analyzed their views regarding education.

After consultation, it has been decided that the main points of all manifestoes shall be summarized and discussed with party leaders/ representatives. This shall clear the vision of what Pakistan's education system should seek to achieve and what PCE believes it can manage by 2020 if reform is pursued seriously. One aspect of education not covered in any manifesto is the unnecessary political interference in education. Corruption also stands as a major barrier to reforms in education. Special laws must be devised to treat malpractice and inefficiency in education as serious social crimes, with heavy punishments for offenders.

7.2.4 Strategic Planning Workshop

A strategic planning workshop of PCE was held at Islamabad. It was organized by PCE National secretariat and plans for the coming years were drafted in the workshop.

Participants from all over the country attended the workshop and shared their views. A draft version of PCE's strategic planning has been distributed to PCE focal organizations in the provinces for comments.

7.2.5 EFA – UNESCO Report

PCE Sindh made comments on UNESCO's report, Education For All – the Mid Decade Report assessment of Pakistan. It consisted of five sections and guidelines were given for comments. These were sent to PCE National secretariat for further perusal.

7.3 EXPOSURE VISITS

7.3.1 Visit of DIL team to IRC, Khairpur region

A team from Developments In Literacy (DIL) Ms. Zeba Shafi (Regional Manager) and Ms. Zeenat, Director Training, visited IRC Khairpur. IRC's Education team discussed the progress of trainings organized on English and Maths during summer break of schools. DIL team also discussed the induction of mentors who will work in all 8 Sojhro Model Schools and Education Promoters will work with teachers of 23 Sojhro Junior Schools in their respective clusters. The DIL team visited Sagyoon cluster in Khairpur.

7.3.2 Visit of DIL team to IRC, Khairpur region

A team from DIL including, Ms. Fiza Shah, Dr. A Nayar, Mr. Salman, Ms. Zeba Shafi, Ms. Zeenat and Ms. Annie Ketts visited IRC, Khairpur.

The team conducted meeting with IRC program team and the Executive Director of IRC on one year budget for 2008. A few Sojhro Junior Schools at Moosan Shah Colony, Larhi and the newly construed building of Sojhro Model school at Khairpur were visited. The team observed the implementation of step I curriculum developed by Annie Ketts and assessed the students according to the day wise plan of the curriculum. DIL team also conducted meetings with teachers of all Sojhro Junior Schools on the implementation of the curriculum and received feedback from teachers and the program teams of both IRC and NOWA.

7.3.3 Visit of IRC Sehwan teachers to Khairpur

For the capacity building of teachers and VECs IRC periodically organizes exposure visits. In this regard, an exposure visit was organized for thirty five IRC Sehwan teachers to Khairpur district. The visit took place at the end of the year and places visited included IRC schools in Khairpur cluster, IRC-Khazana, Faiz Mahal (Mirs' Palace), Kot Digi fort and the shrine of Sachal Sarmast.

7.3.4 Visit of Ibtida team to IRC, Sehwan region

Dr. Jeelani from Ibtida, a volunteer-based, non-profit organization working to provide quality education to underprivileged children, visited IRC schools in 2007. Ibtida is supporting 3 IRC schools in the Sehwan region. Dr. Jeelani was very pleased to observe the teaching practices, student behavior and steady progress in the educational environment.

7.2.5 Visit of Mr. Raza Ali Abdi

IRC was proud to host world renowned essayist, short story writer, and broadcaster of BBC Urdu for the past three decades, Mr. Raza Ali Abdi. The distinguished guest visited IRC schools and met with journalists in Sehwan and Khairpur. School teachers and IRC personnel in both regions were awed by his presence and welcomed his comments about their work

8. ORGANIZATIONAL DEVELOPMENT OF IRC

8.1 Staff training

IRC Khairpur was selected as the master trainer for Observer District Coordinator (ODC) and Constituency Coordinator (CC) training program organized by PAIMAN. This TOT was held at PAIMAN House, Islamabad in October. Following topics were covered in this training:

- Role and responsibilities of ODCs and CCs
- Recruitment of Polling Station Observers (PSOs) and Mobile Observers (MOs)
- Logistic of Election day

IRC BOARD MEMBERS:

ANNEXURE 1

Name	Position
Mrs. Sadiqa Salahuddin	Executive Director
Mr. Naveed Khayal	Program Manager, Khairpur / Sukkur region
Mr. Kamleshwar Lohana	Program Manager, Special Projects
Mr. Saleem Lashari	Program Manager, Sehwan / Dadu region
Mr. Amir Abbas Mangi	Program Manager, Education and Literacy, Khairpur
Mr. Hafeezullah Gambheer	Program Manager, EIP, Khairpur
Mr. Habibullah Khaskheli	Program Manager, Education
Mr. Muzzafar Hussain	Project Officer, Education
Mr. Faris Kasim	Monitoring and Documentation Officer
Mr. Chettan Kumar	Senior Credit Officer
Ms. Ferzana Buriro	Training Coordinator, Education
Ms. Tanzeela Soomro	Training Coordinator, Education
Ms. Gulzar Soomro	Education Promoter
FINANCE PERSONNEL	

Mr. Javed Tajik	Manager Finance, Khairpur
Ziauddin Qureshi	Finance Officer, Khairpur
Salma Kazmi	Finance Officer, Khairpur
Wadjahat Soomro	Finance Officer, Sehwan
Faraz Ahmed	Finance Officer, Karachi

An eleven-member board consisting of six founding members and two development professionals from the project area governs IRC. Their details are as follows:

ANNEXURE 2

List of Attendants:

Name	Profession	Sex	Position
Moula Bux Lark	Educationist Project Director, NOWA	M	Chairperson
Sadiqa Salahuddin	Development professional Executive Director, IRC	F	Secretary
Dr. Nuzhat Ahmed	Research Economist Ex. Executive Director, Applied Eco. Research, University of Karachi	F	Member Managing Committee (MMC)
Tasneem Ahmed Siddiqui	Development professional Rt. Dr. General, Sindh Katachi Abadis Authority	M	MMC
Adnan Kehar	Financial Expert CPA, Fin. Mgt. Consultant	M	MMC
Irfan Ahmed	IT and Development professional Development Consultant	M	MMC
Dr. Nighat Shah	Gynaecologist	F	MMC
Naseer Memon	Environmental Engineer Programme Manager, LEAD-Pakistan	M	MMC
Zafar Junejo	Development Professional Executive Director, Trust for Rural Development	M	MMC
Hayder Raza	Architect/Engineer. Zavvia, Manager Director.	M	MMC
Aliya Salahuddin	Producer, GEO TV.	F	MMC

