

## 1.1 Framework

Indus Resource Centre, a non-profit non-governmental organization is pursuing its mission to "empower and mainstream the marginalized through human and institutional development, poverty alleviation programs, and creation of an enabling environment for their participation and growth".

IRC has designed its interventions in the larger framework of Millennium Development Goals. All the programs that are implemented refer to one goal or the other. The organization endorses the belief that democratic governance and human rights are central to the achievement of MDGs. Promotion of democracy, strengthening the rule of law, as well as respect for all internationally recognized human rights and fundamental freedoms including the right to development are integral parts of Millennium Declaration. Therefore, democratic governance is an overarching program of IRC and its details are given in the beginning of this report.

IRC's area of operation for its core programs is limited to four districts: Khairpur, Sukkur, Dadu and Jamshoro whereas isolated projects are being implemented in 13 districts of Sindh.

## 1.2 Democratic Governance

IRC's democratic governance program aims at strengthening grassroots institutions, increasing awareness of development issues and rights, and assisting communities in exercising their rights.

It works closely with partner community organizations of the area as they are the basic building blocks of civil society. IRC's human and institutional development efforts have enabled partner organizations to manage their organizations effectively and play a positive role in development of their respective areas. At present, IRC has a network of 12 local organizations in district Khairpur and 18 in district Jamshoro and Dadu including 6 female organisations. Numerous other partner community groups focusing on credit, education or sanitation are in addition to these registered organizations. Interactions with these groups and collaboration in election related activities continued during the reporting period, however, no separate capacity building event for partners could be held.

Since the reporting period includes the national and provincial elections, a large number of exciting activities were carried out under democratic governance program. Some of the major ones are as follows:

## **1.2.1 Voters' Education, Mobilisation and Election Observation**

As has been reported earlier, IRC is a member of Free and Fair Elections Network (FAFEN) that has a membership of 42 NGOs from all over Pakistan. FAFEN's mission is to support election monitoring and voter education in Pakistan that contributes to long-term civic engagement and monitoring of government accountability. The network was engaged in monitoring pre-election, Election Day, and post-election environment nationwide using standardized reporting formats and following international best practices for data analysis.

Indus Resource Centre was responsible for carrying these activities in 10 constituencies of 7 districts – NA- in Naushehro Firoze, Khairpur, Sukkur, Dadu, Jamshoro, Shikarpur and Ghotki.

## **1.2.2 Pre-Election Observation**

The specific activities for voters' education and mobilization included: hiring and training of Constituency Coordinators and other staff, organizing dialogues between voters and political parties in different constituencies, motivating voters to visit display centres and get themselves registered as voters, distribution of election related materials for educating them on the right to vote as well as the right way to vote, holding awareness sessions at the community level, using interactive theatre as a means of mobilization and education.

## **1.2.3 National Elections Observation**

According to the plan, along with Constituency Coordinator 60 Polling Station Observers (PSOs) and 15 Mobile Observers (MOs) were inducted and trained in each constituency to observe the Election Day process. The polling stations were randomly selected through ballot by FAFEN. Before elections, each organization had to physically verify the existence and arrangements of polling station. The PSOs had to observe how far the Code of Conduct for the Political Parties and Contesting Candidates for General Elections 2007-08 is followed and how far the rules and regulations of elections are adhered to. They were given observation forms and they had to send the polling station results on the same night to FAFEN where data entry and analysis was being done. It was a thorough process designed on the pattern of international best practices. The findings of the analysis and observations of all NGOs have become the agenda for advocacy with Election Commission of Pakistan. For more details please visit [www.fafen.org](http://www.fafen.org)

It was a challenging task. Getting cards for hundreds of people, making space in polling stations where the staff was not welcoming, remaining neutral in a politically charged environment and getting results from the officials were all quite difficult tasks. In one constituency of Naushehro Firoze, despite major efforts at all level the cards could not be obtained.

## **1.2.4 Youth Civic Education**

### ***Training sessions on Civic Education***

FAFEN decided to implement post-election program targeting youth of colleges and universities. Although political education has been incorporated in social studies and Pakistan studies, curriculum is limited to the structures and functioning of the government.

Indus Resource Centre (IRC) worked for Youth Civic Education within government colleges of seven districts of Sindh -- Khairpur, Sukkur, Shikarpur, Ghotki, Dadu Nousherferoz and Jamshoro. The aim of the project was to target youth studying at degree colleges and universities and others who were out of school. The objectives were to build the interest of youth on civic matters and to prepare them for an active civic participation so that a democratic environment can be created in the country. For this purpose, 60 teachers from colleges and university of seven districts were trained as trainers. Each trainer was assigned to hold sessions for 100 youth. So all together IRC could reach out to nearly 6000 youth from these districts. Interesting reference material was distributed to both trainers and participants.

### ***Speech Competition among colleges and university***

IRC organized speech competitions among college / university students on the theme of “How ordinary citizens can hold elected representatives accountable at the local, provincial level and national level to their constituencies”. IRC contacted the principals of all concerned colleges and finally got two students from each institution. Six such competitions were held in Khairpur and Dadu.

### ***Essay / poster / painting competition in colleges***

Essays and painting competitions among colleges / university students on the above theme were also organized. Essay competitions were held at college and university level and a jury of judges decided the first, second and third positions. Five such competitions were held and in both the cases cash prizes were given.

### ***Visit of students and teachers to Assemblies***

A delegation consisting of 25 students of Political Science Department of Shah Abdul latif University along with teachers visited Sindh Assembly session on 24<sup>th</sup> June, 2008 at Karachi and observed the discussion on budget. The Honorable Speaker Sindh Assembly Mr Nisar Ahmed Khoro extended his welcome to all participants and facilitated the visit of Sindh Assembly building. Almost all of them visited the assembly for the first time.

A review of Civic education program for youth was held and some doable activities were also worked out for the promotion of Civic education for youth at college and university level.

## 2.1 Indus Resource Centre and Poverty Alleviation

Although poverty is a comprehensive concept and we believe that all seven MDG Goals are focusing on poverty alleviation and reduction of disparities, in this section only those efforts of Indus Resource Centre (IRC) are described that are related to income or employment generation for the poor and marginalized. These efforts can be categorized as follows:

## 2.2 Micro-credit Program

Social mobilization is the first step in IRC's micro-credit program and continues throughout the cycle. Initially these groups were mobilized to initiate savings and internal lending on a small scale, health and hygiene workshops and some other related activities. It was the time when IRC had started its non-formal girls' education program where female groups were formed as mothers' groups.

This work was gradually transformed into a full-fledged micro-credit program with the support of Pakistan Poverty Alleviation Fund (PPAF).

### *Status of credit (savings, disbursements and recovery)*

During the reporting period, the disbursement of loan and recovery continued. In six months, the loan disbursed and recovered is as under:

#### KHAIRPUR:

Amount Disbursed (Rs.)	<b>Principal</b>		<b>Service Charge</b>	<b>Total</b>
	2,552,000		450,360	3,002,360
Amount Recovered (Rs.)	<b>Principal</b>		<b>Service Charge</b>	<b>Total</b>
	2,620,645		447,434	3,068,079
Targeted Areas	<b>U.C.s Covered</b>	<b>Villages</b>	<b>Total groups mobilized</b>	<b>Total Borrowers</b>
	15	33 urban /74 rural	80	301

#### DADU:

Amount Disbursed (Rs.)	<b>Principal</b>		<b>Service Charge</b>	<b>Total</b>
	3,759,000		575,800	4,334,800
Amount Recovered (Rs.)	<b>Principal</b>		<b>Service Charge</b>	<b>Total</b>
	3410360		408,665	3,819,025
Targeted Areas	<b>U.C.s Covered</b>	<b>Villages</b>	<b>Total groups mobilized</b>	<b>Total Borrowers</b>
	10	27	27	433

The program is being implemented in Sehwan city and villages of Manjhand Tehsil of District Jamshoro, Khairpur city, Gambat city and villages from Gambat and Sobodero Tehsils. About

one-third of the borrowers are women. Altogether the number of borrowers has reached more than 3000 and so far IRC has disbursed Rs 29 million.

## **2.3 Enterprise Development**

IRC's Enterprise Development Program is focusing on training women from the communities (usually micro-credit beneficiaries) in entrepreneurship development and setting up IRC's enterprises also and link the two. For achieving this purpose, several efforts have been taken.

### **2.3.1 Training of women in Entrepreneurship**

IRC has organized entrepreneurship training several times in both Khairpur and Sehwan. Approximately 70 women had attended 10 day enterprise development program. The training created a lot of enthusiasm and generated new ideas. Several women tried new products and approached markets themselves but accept a few, they were not successful. The reasons were low quality of products, limited mobility and hence marketing problems and risk aversion in their personalities.

In order to help women and men of the area, IRC tried to assist them in marketing occasionally. The idea culminated into setting up of an outlet called 'khazana'. This outlet is giving work to communities as well as buying products that the artisans are producing.

### **2.3.2 Khazana Bazaar and Food Centre**

Khazana Bazaar and Food Centre are IRC's innovative work. This has been established after conserving a 200 year old building. It combines a bazaar, a book and stationery store, reading room, food centre and an open air stage.

This enterprise has three major objectives: one to assist local artisans in marketing their skills and products, two to get the experience of enterprise development first hand before teaching others how to do it, and three to create a space for citizens of Khairpur to interact and get new ideas.



Khazana was opened towards the end of last year but had to be closed for two months in the aftermath of December 2007 events. It was reopened from March and since then it is growing in sales, in number of customers and the variety that is offered at both Bazaar and Food Centre.

It has not yet become self-supporting as the recurring cost is high. The large space, security, cleaning, maintenance of a 200 year old structure, rising electricity bills etc are some of the reasons. Gradually, things are improving and Khazana is now known for quality products and food.

### **2.3.3 Wood Work Centre**

IRC's Wood Work Centre has become self-financing. Apart from educational toys and aids, it is engaged in manufacturing of furniture for schools. During the reporting period, it produced desks and teachers' furniture for Government schools and for IRC run schools. Artisans were trained in making educational games at Lahore through the help of IRC.

The Wood Work Centre manufactured 12 book shelves, 10 other large racks, 4 computer tables for khazana, an IRC owned and run outlet centre. Without this support it would not have been possible for IRC to start 'khazana'. The artisans are also making lamps, wooden toys and other decoration items. The centre has created three full time jobs and several part time jobs.

### **2.3.4 Garments' Unit**

A small garment unit has been established at Khairpur. This is actually the upgradation of Female Skills Centre that is functioning for quite some time. The purchase of industrial sewing machines was made possible through the generous support of German Consulate, Karachi.

Since the women in Khairpur were not familiar with the use of industrial machines, IRC supported their two-week training at **Pakistan Readymade Garments Technical Training Institute Karachi**. We are grateful to the Principal of this Institute for designing and conducting this special programme without any charges.

The Garments' Unit is still in its infancy. There are issues in designing, marketing and electricity supply. At present, the products are being sold at Khazana and some efforts of marketing have been made in Sukkur. The Unit is focusing only on producing children's garments.

### **2.4 Partnership with Khushhali Bank**

As a service provider IRC has facilitated KB by forming 230 groups and 1558 clients in Khairpur, Dadu and Sukkur Districts during the reporting period. This project has two objectives: one to earn unrestricted resources for institutional cost of IRC and two to help needed communities in getting loan from Khushhali Bank. IRC is providing this service for the last three years.

### **2.5 Livelihood Support to Flood Affected Communities**

Livestock is a major source of livelihoods in Sindh including the flood affected areas of Dadu and Shahdadkot Districts. The massive flood in 2007 washed away standing crops, public and private infrastructure and also domestic animals. According to the World Bank / ADB Damage Assessment Report, more than 160,000 livestock units were lost or died in the floods or subsequently died from diseases and malnutrition. At the same time, colossal damages have been reported to standing Kharif crops, further exacerbating the adverse food security situation in affected areas.

After immediate flood relief work, IRC got involved in rehabilitation with the help of several partners. United Nations Food and Agriculture Organisation (FAO) was one partner with whose help, emergency assistance to support the livestock was provided during the reporting period. It was basically the distribution of quality compound animal feed and urea molasses. Each household was to receive a similar livestock feed package comprising of: 300 kilogram concentrate animal feed and 100 kilogram Urea / Molasses Blocks.



Selection of villages and beneficiaries is always the most difficult task in relief distribution. In this case, IRC social mobilizers used a Livestock Beneficiaries Identification Format to assess the number and condition of livestock, Village Profiles were prepared with details of population,

arable land, and the number of families which resettled after the floods with details of the main crops, farms, irrigation facilities and livestock in all the villages. Following are the details of distribution:

District	Planned Beneficiaries		Allocation	
	Individuals	Households	Concentrate Feed (MT)	Urea Molasses Blocks (MT)
Dadu	13,720	1,960	588	196
Kambar-Shahdadt	16,387	2,341	702	234.1

A major challenge during the implementation of the project was that of transportation. Villages where the beneficiaries resided did not have paved roads, moreover security of the feed was another challenge. Another challenge was to complete the project on time since the daily target of distributing input to 150 beneficiaries was an arduous task. Invariable issues such as tribal conflicts, weather conditions and technical problems posed certain constraints in the project. Ultimately the targets were completed without serious delays.

## CASE STUDY

### Mohammad Baban’s Tragedy and Survival

Mohammad Babban Chandio’s story is an inspirational tale of human endurance and survival. Before the devastating floods in 2007, he was living with his two daughters and wife in a village called Shahbaz Chandio at tehsil Shahdadt in district Kambar-Shahdadt. Mohammad owned a small farm, five cows and was a proud owner of a comfortable home built over the years. He earned quite well compared to his fellow villagers and never expected a series of catastrophes to turn his world upside-down.



In August last year, flood waters raced down from the mountains of Balochistan into Kambar-Shahdadt district. Mohammad Babban’s village was hit face-on with the waters. Within a few minutes, his village had to be evacuated. Mohammad jumped onto a boat with his wife and children with whatever he could grab from his home.

As they were floating towards safer ground, Mohammad’s boat got stuck in a 15 feet deep gorge, where the rough waters tore the boat apart. People began to swim to save themselves but in the panic Mohammad was able to grab only one of his daughters. His wife and other daughter could not challenge the torrential waves. Both drowned in the merciless gorge.

When Mohammad finally reached clear ground, he was a widower, with no home or village to return, with a small motherless daughter in his arms. Amazingly, two of his five cows had survived the flood and he was able to relocate them. As time passed, Mohammad tried to find work in nearby towns but was unable to find any



means of livelihood after the devastation of the flood. He was living under a shelter made of weeds and wood pieces. Thankfully, his cows were producing milk and he was able to sell it to survive however this was less than 2 kgs per day and the health of his cows worsened day after day. This is how life was for Mohammad and his little daughter for three months.

At this time, the livelihood project of distribution of livestock compound feed was launched. IRC mobilizers stumbled upon Mohammad Babban during their post-distribution survey. He was the most desperate of all the beneficiaries in this region. The first distribution of the feed and urea/molasses was delivered to him and its proper use was explained. Depressed and obviously thinking only about the livelihood of his daughter, Mohammad began to feed his animals with this input.

After two weeks, Mohammad was seen building a proper hut for himself. He had bought bricks and mortar and was keen to stabilize his life once again. Both his cows were healthier and were producing 4 – 5 kgs milk per day. He is selling the milk in nearby towns and is saving money for a better life. There is a ray of hope in his life.

## CHAPTER 3 EDUCATION AND LITERACY

### 3.1 Focus of the Program

IRC's Education and Literacy program focuses on MDG Goals Two and Three. This program has an integrated four-pronged strategy that addresses both access and quality issues of education. The components are as follows:

- Running non-formal and formal primary and elementary schools for rural girls,
- Quality improvement support to government schools,
- Reducing gender-disparity through increase in enrolment and retention of girls at primary level in Government Schools,
- Creation of an enabling environment for quality education through awareness events, advocacy and publications.

Brief description of these components and major activities conducted under each component during the reporting period is given below.

### 3.2 IRC's Own Schools and Community Literacy Centres

#### 3.2.1 Status of schools and Community Literacy Centres

Type of schools	No. of Schools	No. of teachers	No. of students	Support
<b>Khairpur</b>				
<b>Sojhro Junior (class KG to II)</b>	23	23	677	<b>DIL</b>
<b>Sojhro Model (class III to VIII)</b>	8	49	828	<b>DIL</b>
<b>IRC-House of Learning (Formal Primary)</b>	3	17	301	<b>PPAF</b>

<b>Dadu</b>				
<b>IRC-House of Learning</b>	10	50	864	<b>PPAF and Ibtida</b>
<b>IRC Non-Formal Schools</b>	3	6	120	<b>IRC</b>
<b>TOTAL</b>	<b>47</b>	<b>145</b>	<b>2790</b>	

As is obvious from this table, IRC's own schools are up to class VIII. After the girls pass class VIII, they are admitted in class IX in a nearby girls' or boys' high school and after they pass matriculation they are admitted in college. IRC with the support of DIL, bears all the expenses including transport and private tutors in class IX and X and then IRC supports them generously in their college education. Thanks to families and friends who help us in making it happen.

This year, **30 girls** passed matriculation examination as compared to **26** in the last year. It is important to note that the pass percentage this year was 100 % with 8 A grades. Last year one girl failed and 12 passed in A grade. All the **56 girls** are in nearby colleges – Government colleges at Sobodero, Khora and Setharja and Mazhar Higher Secondary School, Ranipur. Similarly, **72 girls** are studying in classes IX and **55** are in class X.

## **IRC's Community Literacy Centres**

<b>Location</b>	<b>Adult women learners</b>	<b>school girls</b>	<b>Support</b>
Govt Girls' School Bhurgari, Khairpur	150	500	IRC
Govt APWA School, Khairpur	60	300	IRC

Being located in girls' schools, these Community Literacy Centres are used by learners from literacy program as well as the girl of the schools.

### **3.2.2 Major Activities**

The activities carried out for the improvement of IRC's schools during the reporting period were as follows:

#### **3.2.2.1 Capacity Building of Teachers and Field Staff**

Training of teachers and follow-up through Field Based Education Promoters and Office Based staff are regular activities of IRC. The following focused short duration workshops at training centre as well as cluster level were held.

<b>S#</b>	<b>Topic Of Training</b>	<b>Venue</b>	<b>Duration</b>	<b>Participants</b>	<b>Donor</b>	<b>Conducted By</b>
<b>1.</b>	Classroom Management	IRC Office	1 Day	21	DIL	Fida & Tanzeela
<b>2.</b>	English Curriculum Step II	IRC Office	1 Day	21	DIL	Fida Hussain
<b>3.</b>	Math (Geometry)	IRC Office	2 Days	07	DIL	Fida Hussain

4.	Review workshop on curriculum step I	Cluster wise	1 Day	28	DIL	Tanzeela & Asia
5.	Math (Fraction) English (Speaking & Writing )	Cluster wise	1 Day	64	DIL	Fida & Tanzeela
6.	Teaching as a professional	Cluster wise	1 Day	64	DIL	Fida Hussain Tanzeela
7.	Classroom management Fraction	IRC Office	3 Days	12	DIL	Tanzeela
8.	Classroom management Fraction / Lesson planning	IRC Office	4 Days	16	PPAF	Tanzeela
9.	Personal hygiene	Bughri LRC	1 Day	45 Children & 15 Learners	IRC	Tanzeela
10	Arts and Craft	IRC Office	2 Days	30	DIL	Tanzeela
11	IT workshops for Science Teachers	5 clusters	1 Day	All science teachers	DIL	IT Coordinator
12	English and Lesson Planning	IRC Sehwan	2 Days	20	PPAF	Training Coordinator
13	Geometry and English	IRC Sehwan	6 Days Residential	39	PPAF/Ibtida	ERDC
14	Maths, Map reading, taleemi basta & social Studies	3 clusters	20 half-a-day workshops	All the teachers	PPAF/Ibtida	Training Coordinator

### **Review meetings with cluster based Education Promoters**

Project Officer and Training Coordinator conducted review meetings with field based education promoters at IRC Khairpur office on a monthly basis. The purpose of this meeting is to share achievements, constraints, improvements in schools, monitoring plans and formats, and designing next month's work-plan.

### **Three day training on community Literacy Centres CLCs**

IRC in collaboration with Sindh Education Foundation (S.E.F) organized a three day workshop for Capacity Building of teachers in order to improve quality and scope of the Literacy Program in Pakistan under UNESCO.

IRC's training coordinator conducted the three days workshop. Contents included belief system, critical thinking, sharing basic terms of pedagogy and andragogy, gender/sex characteristics, community mobilization, identification of resources, literacy centre establishment, characteristics of a good facilitator, assessment of learners needs, basic teaching tools and techniques. The purpose of the workshop was to enable the participants to run the community literacy centre effectively. 30 teachers from 4 partner CBOs - SEEDA Khairpur, Young Social Welfare Association, Al-Makdoom and Al-Mustafa Welfare Association participated in the workshop.



### **3.2.2.2 Community Participation**

#### ***Meeting with CBOs and VECs***

The Education team also conducted meetings with partner Community Based Organisations (CBOs) and Village Education Committees of Sobhodero, Khuhra, Kumb, Hassan Din Kamboh and Sagyoon clusters for the maintenance of physical infrastructure and admission of new children in Sojhro Junior and Model schools. Admission for beyond elementary students in government high schools, arrangement of transportation of Sojhro students and ensuring enrolment of students who pass class II into Model Schools were also discussed.

### ***Meetings with communities around IRC House of Learning schools***

IRC education team conducted seven meetings with Village Education Committees (VECs) and discussed issues regarding schools, such as students' absenteeism, punctuality, cleanliness and monthly fee of students. The education promoter also conducted three mothers meetings and discussed issues related with students i.e. cleanliness, regularity, punctuality, monthly tuition fee and balanced diet. Students progress in class and examinations were shared with mothers and they were urged to keep the education of their children as first priority.

### ***An event arranged at Sojhro Model School Khuhra***

An event was arranged at Sojhro Model School Khuhra by VEC and CBO called Green Development Society (GDS). All senior members of VEC and CBO, IRC Education Team members, education promoters, head teachers and teachers participated in the event. The arrangement was done for encouraging children and sharing their progress in annual examinations. GDS members praised students and urged them to work harder and make plans for a better future. Progress report cards were also distributed among students and position holders were given prizes.

### ***Formation of VEC***

Though in all schools there are village education committees, it has been noticed that women participation in school affairs is minimal. To redress this problem, two women VECs have been formed on pilot basis in village Quotai Chandia and Village Aamri of Jamshoro District.

## **3.2.2.3 Examination and Linkages with Government:**

### ***Annual Examination in all 31- Sojhro Junior and Sojhro Model Schools:***

IRC Education team was extensively busy in annual examination of Sojhro Model and Junior Schools. Activities ranged from developing question papers of all 9 subjects including computer science, preparation of schedule, correspondence and meetings with District Education Department.

During examinations, Education promoters of 5 clusters, project officer and Training Coordinator worked with concerned government supervisors. Examinations consisted of written papers and oral tests. Government supervisors gave favorable remarks to IRC Sojhro and IRC House of Learning Schools. The management, discipline, academic performance of students, teachers' behavior and contribution of community were appreciated. IRC team observed that students were performing well in English, Maths, Science and other subjects, but students required more efforts in improving Sindhi and Islamiyat.

### **3.2.2.4 Co-Curricular Activities:**

#### ***Celebration of literacy month within APWA Nizamani Girls School***

The literacy month was celebrated at APWA Literacy Centre. For this month, students collected stories from different sources i.e. teachers, class fellows, parents (mothers, fathers, grandparents), School Management Committee (SMC) members, community members, newspapers, books, television etc. Not only stories but students also collected riddles, poems, their own poetry, reflections, quotable quotes, drawing, and collage work. Quiz competitions, discussions, speeches, and poetry reciting sessions were also held.

#### ***Art Competition***

Literacy Centre Coordinators organized art competitions at schools. Such competition increased children's confidence and created a culture of team work. It made the learning environment interesting.

#### ***Quiz competition and Meelad at IRC-House of Learning***

During reporting period arranged Meelad ceremony of our Holy prophet Muhammad Peace be upon him and quiz competitions at all 03-IRC-House of Learning Schools and at LRCs. The underlying objectives of activities were to enhance the confidence of students and to generate leadership skills.

#### ***Construction of additional rooms***

To accommodate the increasing number of children, two class rooms in the schools at Village Din Muhammad Rind and Village Moosani were constructed.

#### ***Head teachers' review meeting***

Head teachers review meeting was held in reporting period in Sehwan. The purpose to build their confidence, create a sense of ownership of schools and to enhance their presentation skills. The agenda of this meeting was: progress sharing by all Head teachers, maintenance of schools' record, academic calendar and lesson planning, meetings with VECs, and new admissions.

#### ***Linkage with GLI***

During the reporting period, the linkage between Girls Learn International [www.girlslearninternational.org](http://www.girlslearninternational.org), a US based NGO and IRC House of Learning School of Khanote materialized. The girls from Khanote school sent beautiful handmade gifts to their newly found friends in America.

### **3.2.2.5 IT Component**

As has been reported earlier, all model schools have computer labs and every child that completes elementary education from IRC schools has to be computer literate. Because of the many issues such as inadequate knowledge of English language, power breakdowns, hardware issues, teachers' own capacities this is a big challenge.

During the reporting period, regular field visits for trouble shooting were conducted, new computer based curriculum for teaching science was developed, cluster based workshops for teachers were conducted and new software for primary classes was installed.

### 3.3 Government Schools (adopted under School Improvement project)

#### 3.3.1 Details of partner Government Schools

<b>Region</b>	<b>Government Schools</b>	<b>Teachers</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Khairpur	4 Girls & 11 Boys Schools.	<b>57</b>	887	1952	<b>2839</b>
Jamshoro	11 Government Primary Schools	<b>90</b>	660	1968	<b>2628</b>
<b>TOTAL</b>		<b>147</b>	<b>1547</b>	<b>3920</b>	<b>5467</b>

IRC is working for the improvement of these schools under agreements (Memorandum of Understanding) with the respective district governments. In the case of Khairpur, the direct interventions continued for five years and ended in 2007 however, IRC staff keeps going to these schools to ensure that the benefits of the earlier development in these schools do not vanish.

The MOU with the District Education Department Jamshoro has been signed last year. Under the MOU, IRC is responsible for improvement of physical infrastructure in schools, providing furniture, teaching aids etc. Head Teachers' training and teachers' training is an important part of the MOU.

During the reporting period, the following activities were carried out with 11 partner Government Schools of Jamshoro

#### ***Mobilization meetings with SMCs***

Education team conducted formal meetings with all selected School Management Committees (SMCs) in order to activate them. During these meetings the importance, and roles and responsibilities of the committees were discussed.

#### ***Physical Infrastructure Development:***

A detailed need assessment of missing essential facilities was carried out in all eleven schools in collaboration with SMCs. On the basis of findings, additional class rooms, renovation of existing rooms, latrines, white wash, electric fitting were supplied. As the furniture was also incomplete, the needed furniture for teachers and students was provided.

#### ***Teachers Training:***

A three-day teacher's training was organized for the government school teachers of eight schools at IRC Sehwan. The main purpose of the training was to introduce child centered learning and promotion of quality education. Following were the contents of the training: What is learning, How students can learn in primary classes, What is teaching?, How do we teach at primary level?, Use of Learning Resource Centres, and classroom management.

#### ***Learning Resource Centres in Government schools***

Learning resource centre were established in 11 Government schools. In this context racks and books of Sindhi, Urdu and English were provided. These are story books, junior literature, dictionaries, charts (fruits, vegetables, transport etc.) and teaching manuals. Each school was given 60 books.

### ***Provision of Shoes to students***

Canvas shoes to 400 students were provided in 8 Government schools of Tahsil Manjhand. The shoes were arranged through Bata Company that sent a person for taking measurement of all the students. Later on shoes with individual's name and school were sent.

### ***Swings and sports material***

To make the school environment attractive, sports material and swings have been provided in 8 schools of Tahsil Manjhand. It is a package of four items: swing, rocker, seasaw, and slide.

## **3.4 Reduction of Gender Disparities in Primary Education**

### **3.4.1 Accelerated Girls' Education (AGE) Project**

Apart from promoting girls' education through own schools, IRC is working in collaboration with UNICEF on Accelerated Girls' Education (AGE) project for the last four years in Khairpur. This year, three new talukas of District Khairpur, namely: Nara, Faiz Gunj and Thari Mir Wah were added. The aim of AGE is to promote girls' education through enrollment drives and through the formulation of union councils EFA plans as well as creating provisions of interim support for school supplies. The following achievements so far have taken place during the reporting period.

- 2094 girls have been enrolled in GGPS and Mixed schools in District Khairpur in collaboration with all stake holders.
- 4 District level events and 16 Taluka level events were organized to spread awareness about the significance of girls' education.

### **3.4.2 Global Action Week**

Being the Provincial Coordinator of Pakistan Coalition for Education (PCE) in Sindh, IRC was responsible for coordinating activities in various districts of Sindh during the Global Action Week for Education held all over the world in April.

## **3.5 Issues and Challenges**

- Sustainability of schools is becoming a serious concern. The costs are rising continuously due to the increase in enrolment and college education. In future these costs are likely to further increase.
- The schools do not have enough accommodation and open spaces that are needed for proper schools. The amounts paid for rents have also become quite substantial. So the greatest challenge for IRC is to construct some of the model schools and extend at least two schools up to matriculation.
- The quality of teaching and facilities in government schools where these girls are going for classes IX and X are not satisfactory.

- Food security issues in the area are becoming severe. The communities' energy and time is taken by livelihood activities so they are not available for collective social development work.
- Electricity load shedding and fluctuations disrupt teaching and learning. In some of the schools, the electricity does not come during the day in summer.
- Students' absenteeism is still a problem in some schools. This is mainly due to the ill health of mothers, children's work on field, tribal conflicts, and social obligations.
- Teachers still face problems in teaching English, Sindhi and Mathematics due to their own deficiencies in conceptual knowledge. Moreover, their household chores and responsibilities do not allow them to give enough time for preparation.
- IRC is not getting desired results from the interventions made in government schools as some of the structural issues are beyond the influence of IRC.
- In the case of government schools, non-cooperation of teachers and their frequent transfers is a big problem.

## CHAPTER 4 HEALTH

Indus Resource Centre does not have a comprehensive health program yet. Health education is rather cross cutting theme that is covered in all other programs. At present, the program has three components:

### **4.1 Awareness Raising on Health Issues**

Health is a serious issue in communities and not much attention is given to preventive health. IRC through its social mobilization work emphasizes the need of preventive health for children, women and men. Common diseases in the area are diarrhea among children and hepatitis, Tuberculosis, and malaria among adults, in addition to gynecological problems.

IRC has also conducted theatres on HIV AIDS and some other diseases in order to increase awareness about those issues. During sessions with mothers, health issues are also discussed and sometimes some videos are arranged on these issues.

### **4.2 Health and Hygiene Education in Schools**

During the reporting period IRC conducted Health and Hygiene education of school teachers in flood affected area along with repairs and rehabilitation of water and sanitation facilities. With the help of UNICEF, health and hygiene kits were also distributed to children. This intervention was done in 75 government primary schools in Dadu and Shadadkot districts.

Another project with 128 government schools has also been initiated in Khairpur with the support of UNICEF. Under the project, the latrines will be repaired and constructed in 128 girls' schools and teachers are being trained on health and hygiene in these schools. The purpose is to bring behavioral change among children and communities through teachers.

### 4.3 Maternal and New Born Health

Considering the fact that approximately 30,000 women die every year in Pakistan due to pregnancy and delivery related complications, USAID initiated a project “Pakistan Initiative for Mothers And Neonates (PAIMAN)” focusing on mother and neonatal health in 10 Districts of Pakistan. PAIMAN is being implemented in Pakistan through John Snow Incorporation (JSI). For implementation, a consortium comprising various organizations have been formed, and each member of the consortium has a specific role to play in the project and thus covers a separate area related to maternal and neonatal health.

In Sindh Province, the project districts are Dadu and Sukkur and IRC is one of the sub-grantee NGOs in Sukkur. The project started in 2006 and after successful completion of phase I project PAIMAN-JSI entered into extended agreement. IRC now is covering 9 UCs of Taluka Rohri District Sukkur under this project. During the reporting period following major activities were been carried out in the project area.

#### Intervention Profile:

S No.	Name of UC	Population	House holds	# of LHWs	Population of CBA	Eligible Couples	Health Facility
1	Ali Wahan	23622	3634	17	4252	5197	Dispensa
2	Loung Bhatti	25114	3864	11	4521	5525	BHU
3	Patni	23999	3692	15	4320	5280	BHU
4	Kandhra	27895	4292	28	5021	6137	RHC + BHU
5	Trimoonh	28792	4430	19	5183	6334	BHU (2)
6	Arore	23459	3609	25	4223	5161	BHU (3)
7	Panhwar	30249	4654	18	5445	6655	BHU
8	Dhandhi	20593	3168	16	3707	4530	BHU
9	Sangrar	21334	3282	0	3804	4693	RHC
<b>TOTAL</b>		<b>225057</b>	<b>34625</b>	<b>149</b>	<b>40476</b>	<b>49512</b>	

During reporting period, under the project, mapping of target UCs was done, two seminars and orientation workshops were conducted, four community theatres were

performed, awareness sessions with NGOs and CBOs were held, TT vaccination rounds were initiated, four health camps for women were organized, and a training workshop for TBAs was conducted.

### Challenges and constraints:

In order to work out the commencement of TT vaccination campaign, frequent contacts were made with concerned persons of Health Department. The schedule for TT vaccination was not finalized due to some concerns expressed by Health Department Sukkur, and TT vaccination campaign was not initiated within stipulated time frame.

## CHAPTER FIVE ENVIRONMENT

### 5.1 Community Physical Infrastructure (CPI) schemes

Physical infrastructure plays vital role in alleviating poverty. As part of IRCs holistic approach towards poverty alleviation it has started Community Physical Infrastructure schemes with support from PPAF.

#### 5.1.1 Details of CPI Schemes Completed During Reporting Period

#	Project	District	Union Council	Village	Total Expense (Rs.)	Community Share (Rs.)	Households affected	Status
1	Drainage System	Jamshoro	Sunn	Sirai Solangi	4,08,849	81,770	281 (1500 people)	Complete
2	Street Pavement	Jamshoro	Lakha	Lakha	4,23,744	84,749	435 (2500 people)	Complete
3	Lift Irrigation	Jamshoro	Aamri	Wada Gaincha	3,42,675	68,535	48 (450 people)	Complete
4	Street Pavement + Drainage	Jamshoro	Lakha	Umeed Ali Brahmani	4,98,332	99,666	220 (1500 people)	Complete
5	Lift Irrigation	Jamshoro	Aamri	Alam Chachar	3,31,180	66,236	90 (400 people)	Complete
6	Bridge	Jamshoro	Aamri	Aamri	4,37,547	87,509	300 (2500 people)	30% Complete
7	Watercourse Scheme	Khairpur	Khuhra	Larhi	111,659	80 (640 people)	Complete	Complete
8	Brick Road	Khairpur	Khuhra	Sukwahan	34,732	400 (3200 people)	Complete	Complete
9	Brick Road	Khairpur	Khuhra	Sahkirano	77,532	50 (400 people)	Complete	Complete

10	Brick Road	Khairpur	Khuhra	Khai Ujjan	93,019	125 (1000 people)	Complete
11	Tube well	Khairpur	Sobodero	Kathri Pathano	73,550	150 (1200 people)	Complete
12	Drainage System	Khairpur	Sobodero	Thatti	--	60 (700 people)	60%
13	Brick Road	Khairpur	Sobodero	Khalifa	120,318	65 (500 people)	85%
14	Watercourse Scheme	Khairpur	Mudd	Ali Bux Jamro	99,215	60 (1000 people)	50%

The process of identification of these schemes had been very participatory. Through social mobilization, the community members reach to a consensus on the priority need. The IRC Engineer develops the technical plan and prepares an estimate. The community forms a group and elects/selects office bearers. These office bearers keep all the record and are responsible for collection of community's share that is 20 % of the total cost.

Before the actual construction starts, the community deposits its share with the organization. The community group supervises the construction work. Some community members give their labour for which they are paid from the total amount.

The community group takes the responsibility of operations and maintenance for which they charge a nominal amount from each household.

Basically three problems were encountered in the implementation of these schemes: the community is reluctant in giving its share, the need for physical infrastructure projects is much higher than the resources that IRC had and the participatory methodology is quite time consuming.

## **5.2 Rehabilitation of Water and Sanitation in Government Schools**

During the reporting period a major project of repairs, rehabilitation and construction of water and sanitation facilities in 75 schools from flood affected area was completed although the work started in the end of 2007.

These schools were in a bad shape. Their buildings and systems were damaged because of floods and also because of overuse of facilities as some of the schools were used as temporary shelters for displaced population.

## 6.1 IRC At A Glance

During the reporting period, IRC entered into the ninth year of its existence. An organization that started with one full time volunteer and a few part time volunteers and zero resources, had the following human, material and financial resources at the end of the reporting period i.e. June 30, 2008.

### **Institutional Infrastructure**

#### ***Outreach and Offices***

Overall outreach:	13 districts of Sindh
Core Programs:	4 districts of Sindh
Head Office:	Karachi
Regional Offices:	Sehwan and Khairpur
District Offices:	Dadu, Shahdadkot, Sukkur
Training Facilities:	Sehwan and Khairpur

#### ***Human Resources***

Board of Directors (Volunteers):	Eleven
Core Staff:	
Program staff including teachers:	181
Support staff, finance & admn:	39
IRC Enterprises:	15 regular + 12 on daily wages
Project Staff (June 30, 2008):	47

#### ***Physical Resources:***

Land for HID Centre:	3 acres in Khairpur
Agricultural Farm:	5 acres in Khairpur
School Buildings:	Two
Vehicles:	11
Computers & printers in use:	60 +
Multi media:	4
Digital Cameras:	7
Video Cameras:	2
Generators:	8

## 6.2 Human Resource Development

### 6.2.1 Staff Training

Although IRC is not in a position to allocate dedicated resources for staff training, opportunities are found for their exposure and learning. During the reporting period the following staff members were sent on short duration training programs.

S #	Name of Staff	Theme of Training	Month	Organized By
1.	Muzafar Hussain Panhwar, Aasia, Tanzeela, Atta Hussain and Naheed Channa	Developing School monitoring indicators and preparation of project reporting formats	Feb '08	Developments in Literacy (DIL) at Islamabad
2.	Farzana Buriro and Gulzar Soomro	Classroom observation	May '08	CWS- Church World Services at Murree
3.	Mohammad Ali	Social Mobilization for credit	May '08	PPAF-at Islamabad
4.	Wasim Abbas Buledi	Enterprise Development	May '08	PPAF- at Islamabad
5.	Samiullah	Financial Management	Feb '08	PPAF-at Islamabad
			June '08	Concern International
6.	Salma Kazmi	Financial Analysis	Jan '08	PPAF-Islamabad

### 6.2.2 Exposure Trips

The Training Coordinator of Dadu region was invited to help schools in Narowal Rural Development Program (NRDP). She not only got the opportunity to share her experiences with the staff of NRDP but also learned a few good tips from them. She also went on a similar trip to AKESP Thatta.

## 6.3 Visitors to IRC

### *Teachers from NRSP*

Teachers of NRSP supported schools from Sothern Punjab visited IRC House of Learning Schools at Khairpur and Sehwan. IRC Education Team arranged their visit to schools of Miral Khan Makwal and Sojhro Model School Khuhra in Khairpur also.

### *PPAF delegation to IRC House of Learning schools*

Mr. Ahmed Nadeem from PPAF visited IRC House of learning schools at Khairpur. The main purpose of the visit was to monitor schools. IRC's Education team arranged the visit. The team went to Miral Khan Makwal Training Coordinator and Education Promoter facilitated the team in field. Mr. Ahmed Nadeem PPAF conducted meetings with mothers and VEC members.

### *DIL team at IRC Khairpur region*

A team from Developments in Literacy Ms. Fiza Shah (Chairperson DIL USA), Ms. Zeba Shafi (Regional Manager-DIL), and Annie Keith (Program Officer) visited IRC- Khairpur Region. The main purpose of their visit was to review progress of teachers and assess needs for proper implementation of new curriculum of English. They also conducted orientation workshops on newly developed curriculum for Grade I.

The team visited Sojhro Junior School Larhi, Moosan Shah Colony and Sojhro Model School Khuhra. An orientation workshop was organized for Sojhro junior schools teachers conducted by M. Annie Keith. During the workshop, 15 teachers and 5 cluster-based Education Promoters participated and also presented demo lessons. A detailed meeting of DIL team with IRC-Education team was also held on project activities and future plans for the project.

## **6.4 Financial Support**

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