



Six Monthly Report
July - December 2008

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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.

1.2.1 Constituency Relations Program (CRP)

The Asia Foundation has extended its support to Free And Fair Election Network (FAFEN), a network of 42 NGOs from all over Pakistan that are working for creation of a democratic and just society that guarantees rights, respect and dignity of all individuals.

FAFEN's mission is to support election monitoring and voter education in Pakistan which contributes to long-term civic engagement and monitoring of government accountability.

IRC is a member of FAFEN and the Executive Director is on the network's Executive Committee, representing the province of Sindh.

During elections 2008, Indus Resource Centre was responsible for carrying out FAFEN activities in 10 constituencies of 7 districts in Sindh, namely Naushehro Firoze, Khairpur, Sukkur, Dadu, Jamshoro, Shikarpur and Ghotki.

Recently, the foundation is supporting a Constituency Relations Program (CRP) all over Pakistan. CRP aims to:

- To promote electoral transparency and reform through statistical rigor and insightful recommendations to relevant authorities;

- To encourage active citizenship and facilitate accountability of elected representatives to their constituents by empowering communities to voice priorities and demand responsiveness.
- To enable public for meaningful participation in democratic processes through action-orientated civic education.
- To conduct a rapid assessment for identification of needs and priorities of a constituency according to surveyed constituents.
- To undertake lobbying and advocacy efforts for prioritized issues affecting the constituency.
- Hosting constituency forums and seminars to provide information to electorate and facilitate interaction between elected representatives and citizens.

Formation of Constituency Relations Group (CRG)

Since the inception of CRP, close coordination was kept with various civil society organizations and individuals. This ultimately led to the formation of a Constituency Relations Group (CRG). For proper selection of CRG members, a meeting was called and consensus was built regarding experience and volunteerism of short-listed persons.

CRG was finally constituted of 20 members, comprised of people belonging to different walks of life, including five females. Rest include lawyers, students, political workers, professionals from government and private sector and media persons.

CRG was officially constituted on September 19th 2008, and its details shared with FAFEN, Islamabad.

Later, Constituencies Relations Group training took place in the selected constituencies. A total of 10 trainings were carried out, attended by 181 male and 54 female members. IRC Program Manager and FAFEN master trainers monitored the trainings.

CRG Meetings

After formation of CRGs in each constituency, Constituency Coordinators (CCs) facilitated five meetings, discussing bilateral issues and distributing tasks as well. CCs recorded proceedings and sent activity reports to FAFEN regularly. A total of 50 meetings were conducted in 10 constituencies and more than one thousand participants attended these meetings.

Press Briefings

CRG press briefings were key activities from which community elected representatives and civil society organizations were able to receive information regarding their progress. During the project, three press briefings were arranged at taluka level press clubs. These three press briefings covered introduction of CRP and FAFEN, projects goals, major issues of each constituency, constituency vision and charter of demands and also about information of publicity campaigns.

Focus Group Discussions

Focus Group Discussions (FGDs) were arranged by CRG and CCs at all constituencies to learn different issues and consolidating them in the constituency's vision. A total 80 FGDs were conducted in all assigned constituencies, while 7,822 participants attended these forums. The target groups for these FGDs included housewives, students, political workers, businessmen, farmers, civil servants, laborers and professionals.

Main problems identified by FGDs included scarcity of drinking and irrigation water, poor law and order situation, unemployment and inflation.

Public Forums

Two large scale public forums were arranged in each constituency. Concerns were raised by participants and the Charter of Demand plus constituency vision were presented. Local officials and elected representatives participated in many of these forums. Nearly 3000 people attended these forums.

The main objective of public forums was two fold:

1. To ensure public participation for discussing emerging issues and finalizing Charter of Demands and constituency vision.
2. To gather public support for ensuring advocacy with elected representatives.

Majority of the participants at public forums were laborers, farmers, shopkeepers and other ordinary citizens. A large number of civil society members, local government and media representatives were present as well.

At the public forums, a brief introduction of FAFEN and Indus Resource Centre were presented, followed by details about Constituency Relations Project. Prominent community leaders, nazims, political workers and civil society representatives gave their speeches at the occasions. Afterwards, an open discussion was carried out regarding crucial issues of the constituency and the Charter of Demand were shared with participants. Some speakers spoke emotionally about insecurity, inflation and water shortage at the forums. The demand of MNAs and MPAs to arrange '*Khuli Kachehris*' in their constituencies was also stressed.

1.2.2 Meetings with Government Officials

IRC senior members visited EDO Health, Khairpur, Dr. Liaquat Ali Shah for discussing health related initiatives. Inquiries about final selection of female candidates for the general nursing course were also made. Two recently graduated girls from IRC schools have been selected for this general nursing course. EDO Health ensured his full cooperation in this regard. He was also briefed about IRC interventions at District Khairpur.

CHAPTER 2 POVERTY ALLEVIATION

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.)	Principal		Service Charge	Total
	2,124,000		334,620	2,458,620
Amount Recovered (Rs.)	Principal		Service Charge	Total
	3,082,895		513,505	3,596,400
Targeted Areas	U.C.s Covered	Villages	Total groups mobilized	Total Borrowers
	09	14/21	21	177

DADU:

Amount Disbursed (Rs.)	Principal		Service Charge	Total
	3,759,000		575,800	4,334,800
Amount Recovered (Rs.)	Principal		Service Charge	Total
	3410360		408,665	3,819,025
Targeted Areas	U.C.s Covered	Villages	Total groups mobilized	Total Borrowers
	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 4,700 and so far IRC has disbursed Rs 33.7 million.

2.3 Enterprise Development

IRC's Enterprise Development Program is focused on training women from rural communities (usually micro-credit beneficiaries). An important role being played by IRC is of direct marketing of crafts which contributes to earnings of the craftswomen. For achieving this purpose, several efforts have been taken.

2.3.1 Exhibition of Crafts at Park Towers, Karachi

IRC worked with Aik Hunar Aik Nagar (AHAN) at an exhibition of local Sindhi handicrafts, held at Park Towers, Karachi. At the exhibition, IRC became an intermediary for local craftspeople and managed to promote various traditional products from Khairpur. IRC's stall with cultural products was the most sought after at Park Towers and was a resounding success. Assisting craftspeople in direct marketing of their handmade products has always been a priority for IRC.



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 heritage corner, book store with a reading room, bazaar, food court, an open air stage and garden.

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

One year after of its opening Khazana business progressed steadily, leading to breakeven point. Despite low inventory stock, Khazana bazaar has shown better sales revenue with major sales on Eid days. Student groups from other cities have also planned their tours to Khazana, including a group of students and teachers from NED University, Karachi.

Khazana has not yet become self-supporting since it incurs high recurring costs. The large space, security, cleaning, rising electricity bills and maintenance of a 200 year old structure are some of the reasons of this cost. Gradually, things have improved and Khazana is now known for quality products and food.



2.4.3 Wood Work Centre

IRC's woodwork centre is a self financing organ, producing educational toys and aids, as well as furniture for schools. The centre has manufactured 12 racks and 1 counter for Khazana in the reporting period.

During the year, artisans at the centre made desks and teachers' furniture for Government and IRC run schools. Lamps, wooden toys and other decoration items are also made at the centre. It is also responsible for two full time jobs and several part time jobs, all local people of Khairpur.

2.4.4 Garments' Unit

A small garment unit has been established at Khairpur. This is actually the upgrading of a Female Skills Centre operated by IRC since the past few years. At present, the unit is supplying readymade children's garments.

Along with garments, 36 lamps were made at the garments unit, as well as 20 sets of different sized cushion covers. Intricately stitched 12 sets of table mats, made entirely of *Rilli* design were produced. 20 sets of different sized cushion covers were also made on order at the garments unit.

However, this unit is still in its infancy. There are continuing issues of designing, marketing and electricity supply. At present, its products are being sold at Khazana and some marketing efforts have been made at Sukkur.



2.5 Partnership with Khushhali Bank

As a service provider, IRC has facilitated Khushhali Bank by forming 230 groups and 1,558 clients in Khairpur, Dadu and Sukkur Districts. This project has two objectives: one is to earn unrestricted resources for institutional cost of IRC, while the other is to help needy communities in acquiring loan from Khushhali Bank. IRC has been providing this service for the last four years.

A business plan for year 2009 has been submitted to KB. This plan includes the disbursement of loans to 1,300 people in Khairpur and Sukkur districts.

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 Centers

3.2.1 Current Status

Type of schools	No. of Schools	No. of teachers	No. of students	Support
<i>KHAIRPUR</i>				
Sojhro Junior (KG – II)	23	23	677	DIL
Sojhro Model (III – VIII)	8	50	828	DIL
IRC-House of Learning (Formal Primary)	3	17	404	PPAF
TOTAL	34	90	1909	---
<i>DADU</i>				
IRC-House of Learning	10	50	864	PPAF and Ibtida
IRC Non-Formal Schools	3	6	120	IRC
TOTAL	13	56	984	---
GRAND TOTAL	47	146	2893	---

3.3 IRC's Community Literacy Centres

Location	Users (Adult women learners)	Users (school girls)	Support
Govt Girls' School Bhurgari, Khairpur	150	500	IRC
Govt APWA School, Khairpur	65	276	IRC

LRCs activities:

- Books were regularly issued to users of the centers. The induction of new books by IRC greatly increased this trend.
- Workshops were conducted on health and hygiene.
- Competitions held for story writing between students and learners.
- Two drawing competitions between students were conducted in late 2008.
- A workshop on Mehndi was arranged at LRCs.

3.4 Major Activities

3.4.1 Capacity Building of Teachers and Field Staff

Training of teachers and follow up through Field Based Education Promoters (EPs) and office based are regular activities of IRC. Following workshops at training center of IRC at Khairpur (IRC-KHP) as well as at cluster level were held.

S#	Topic Of Training	Duration	Participants	Donor	Conducted By
1.	English and Pedagogy	12 days	16 (Teachers and EPs)	DIL	Fida Hussain
2.	Sindhi and Pedagogy	12 days	8 (Teachers and EPs)	DIL	Ali Madad Tanzeela
3.	Mathematics and Pedagogy	12 days	16 (Teachers and EPs)	DIL	Dr.Sarmand
4.	Science Contents and Pedagogy	12 days	10 (Teachers and EPs)	DIL	Ali Ghohar
5.	Social Studies and Pedagogy	12 days	10 (Teachers and EPs)	DIL	Ali Madad Hashim Ali
6.	SJS Annie's English Curriculum Guidelines, Maths and Sindhi	12 days	29 (Teachers and EPs)	DIL	Tanzeela Fida
7.	Urdu Contents and Pedagogy	6 days	8 Teachers	DIL	Atta Hussain
8.	Capacity Building of EPs and Teacher-Mentors	6 days	12 (EPs and Mentors)	DIL	Fida Tanzeela Muzafar
9.	Induction program (Classroom Management Teaching Method Assessment Lesson Planning)	4 days	7 Teachers	DIL	Tanzeela Fida
10.	Orientation on academic calendar at Sojhro Schools	1 day	72 (EPs)	DIL	Tanzeela Asia
11.	Implementation of Annie's English Curriculum at House of learning schools	2 days	16 (EP)	PPAF	Tanzeela
12.	Eid cards preparation	2 days	22	IRC	Kaneez Tanzeela
13.	English (Text Book)	6 days	10	DIL	Fida
14.	English Grammar 1	1 day	26	DIL	OUP team
15.	Math (Geometry)	6 days	10	DIL	Razia (DIL) Dilshad
16.	Science: (DART Method)	6 days	10	DIL	Ali Ghohar Fida Husaain
17.	English, Math, Sindhi for Sojhro Junior School Teacher	6 days	10	DIL	Tanzeela Fida
18.	Social Studies and Pedagogy	6 days	10	DIL	Ali Hashaim

19.	Urdu and Pedagogy	6 days	10	DIL	Rakshanda (DIL)
20.	Lesson Planning (SMART Objectives)	1 day	72	DIL	Fida Hussain Tanzeela
21.	Lesson Planning Activities	1 day	72	DIL	Fida Hussain Tanzeela
22.	SJS Annie's English Curriculum Guidelines, Step II	2 days	29	DIL	Fida Hussain
23.	Sindhi: Pedagogy	6 day	9	DIL	Ali Madad Tanzeela
24.	Health and hygiene	1 day	35	Unicef	Naeem -----
25.	English curriculum	1 day	16	PPAF	Gulzar Soomro
26.	Sindhi and Mathematics	2 days	15	Ibitda	Ferzana Buriro

Exams

During the reporting period, final exams were conducted at Sojhro schools. For the first time, similar question papers were produced for all clusters. Teachers were participating in trainings early on but later focused on preparing for the exams. Students performed quite well in the examinations but there is still room for improvement.

3.4.2 Community Participation

Meeting with CBOs and VECs

The Education Team continued regular meetings with Community Based Organizations (CBO) and Village Education Committees (VEC) in its program areas. Communities at Hassan Din Kamboh, Sobhodero, Kathri Pathano, Sakhirano, Larhi and Wali Dino Sheikh were especially interacted for various education related issues. Global Social Welfare Association (GSWA), a CBO at Sobhodero was engaged for ensuring the attendance of students in Sojhro schools of the cluster.



The CBO was sensitized for working against sectarian and tribal tensions in Sobhodero. Remarkably, GSWA has been advocating the property rights of orphan girls enrolled in Sojhro schools. It has also taken care of medical expenses of a severely ill student hospitalized in Karachi. GSWA has been responsible for the construction of a road from the city of Sobhodero to Sojhro Model School. Another CBO at Kumb was urged to focus on regularity of students in schools of their cluster.

Community engagement at IRC House of Learning schools

Education team conducted various meetings with Village Education Committees (VECs) of IRC House of Learning schools at Meeral Khan Makwal, Din Mohammad Rind and Moosani. Issues of regularity and punctuality of students, monthly fees, cleanliness, quality of education and importance of community involvement were discussed. Mothers meetings were also held to discuss students absenteeism, health and hygiene and students progress at Khaipur Sojhro schools

and Dadu region's schools at Khanote and Manzoorabad. Decisions regarding improvement in education system, developing infrastructure, construction of new rooms, participation of teachers in training, fees structure and decreasing absenteeism were all taken with consent of the community.

Parents Day at Sojhro Model School Kumb

A *Parents Day* was arranged at Sojhro Model School Kumb which was attended by teachers, community members, government officials, and also the Assistant District Officer Education (ADOE). Students performed specially prepared tableaus and skits on different issues relating to early marriages and health. Junior class students performed cultural dance, greatly applauded by the audience. Speech competition between students of elementary classes took place as well. Results of final exams were also announced and prizes distributed amongst students.

3.4.3 Extracurricular Activities

Independence Day Celebrated

14th August, Pakistan's Independence Day was celebrated at all IRC schools. Community members along with parents of children attended the programs and encouraged their children. Students highlighted the efforts of their leaders through speeches and presented national songs. Role plays on patriotic themes were also performed.

Magic Shows arranged



In order to entertain and educate students, magic shows were arranged at Sojhro Model Schools. Students not only enjoyed but also learned techniques used in magic tricks. Saleem Raza, a magician showed some tricks to students and explained the ways of performing them.



Festival

The Rural Teachers Training Program (RTTP) in collaboration with Church World Service Pakistan (CWSP) organized a Childrens Festival at Mirpurkhas. Children from various government and private schools as well as IRC Sojhro schools participated in the festival. Competitions were arranged between students and their preparedness was incredible. However, children of IRC's Sojhro School proved themselves best amongst all. Their confidence and enthusiasm brought honors by the panel of judges. Third position was attained in folk dance, second place in poem and role playing and first by an impressive Sojhro school girl in speeches.

3.5 Government Schools (adopted under School Improvement project)

3.5.1 Details of partner Government Schools

Region	Government Schools	Teachers	Girls	Boys	Total
Khairpur	4 Girls & 11 Boys schools	57	887	1952	2839
Jamshoro	11 Government Primary schools	90	660	1968	2628
TOTAL	26	147	1547	3920	5467

IRC is working for the improvement of these schools under agreements (Memorandum of Understanding) with respective district governments. In the case of Khairpur, the direct interventions continued for five years and ended in 2007. However, IRC staff continuously visits these schools to ensure the benefits of prior interventions do not disappear.

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.

Physical Infrastructure



Along with all other facilities, the physical environment plays vital role in fostering a learning environment. Due to heavy rainfall in summer of 2008, many school buildings were damaged. Water poured from the roof and rendered the use of classroom impossible.



In the reporting period repair and construction work was done in almost all IRC Sojthro schools at Khairpur and few House of Learning schools at Sehwan. Damaged roofs, verandas, bathrooms, stairs and walls were repaired. Some schools were also extensively renovated and completely whitewashed. Blackboards were polished in all schools while electric fittings, fans and tubelights were placed where needed. News rooms were constructed to accommodate increased enrollment, computer labs and higher classes added in IRC's program.

Furniture (Khairpur)

Each year, the number of students increases at Sojthro and new furniture is constantly needed. New chairs and tables were thus provided in Sojthro Junior Schools Hassan Din Kamboh I, Hassan Din Kamboh II, Lateef Colony, Khuhra, Sakhirano, Kumb I and Kumb II. Sojthro schools Khabri, Sobhodero, Thatti I and Thatti II still require furniture, which shall be given in the first quarter of 2009.



3.6 Reduction of Gender Disparities in Primary Education

3.6.1 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. The aim of AGE is to promote girls' education through enrollment drives and through the formulation of union council EFA plans as well as creating provisions of interim support for school supplies.

Achievements of AGE

- **33,500** girls have been enrolled in GGPS and mixed schools in District Khairpur in collaboration with all stakeholders.
- **4** District level events and **32** Taluka level events were organized to spread awareness about the significance of girls' education.
- **10** lobbying meetings took place with EDO Education and DCO Khairpur to update them about AGE project. One mega lobbying meeting was also held with EDO Education, where he was briefed about AGE intervention.
- **3,000** village community meetings were organized in collaboration with village volunteers and community mobilizers for motivating parents to send their daughters to schools.
- A Pre-Kap survey was conducted by IRC in its selected 128 schools. This survey was basically an assessment of sanitation and infrastructure facilities.

Challenges

- Students enrolled in classes IX and X are taught by teachers with poor quality teachers and facilities.
- These schools do not possess proper accommodation and open spaces. The costs for rent has become exorbitant and hence IRC faces the challenge of building schools from the ground up and extending at least two schools to metric level.
- Student absenteeism is a grave problem at some schools. This is mainly due to the ill health of mothers, children's work on field, tribal conflicts, and social obligations.
- Lack of conceptual knowledge in English, Sindhi and Mathematics results in teachers' difficulty in properly instruction of such courses. Household and family responsibilities provide them little time for self improvement and preparation.
- 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.
- 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.

3.7 Special Projects

3.7.1 EDLinks – Support to Middle and Secondary Schools

IRC is working as an implementing partner for a nationwide Links to Learning (ED-LINKS) project, which aims to improve quality and sustainability of teacher education and student performance. The ED-LINKS program has three basic components:

1. Improved teacher education and professional development
2. Improved student learning and achievement
3. Improved governance and strengthening public sector capacity

IRC has designated eleven district managers at Shikarpur, Kashmore, Jacobabad, Sukkur, Khairpur, Jamshoro, Mirpurkhas, Tharparkar, Sanghar, Nawabshah and Dadu districts of Sindh. Field offices with necessary equipments were set up. Liason and sensitization of district education officials were the priority of managers in the reporting period. Project planning meetings also took place on a monthly basis at Karachi. Besides regular activities, a baseline survey with Rural Support Unit was conducted in all districts as well.

3.8 Creation of an Enabling Educational Environment

IRC believes it is essential to facilitate the creation of a society that would further the goal of mainstreaming rural communities and giving birth to a tolerant, progressive culture. With this objective in mind, special events are arranged in intervention areas of interior Sindh.

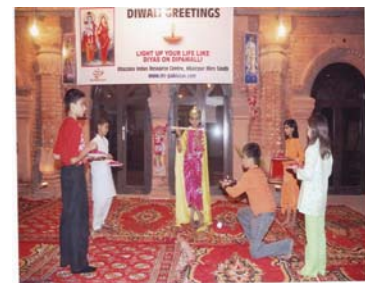
3.8.1 Diwali Celebration

Diwali or the *Festival of Lights* is a significant celebration for followers of Hinduism, Sikhism and Buddhism. Small diyas, which are cotton-like string wicks inserted in small clay pots filled with coconut oil are lighted to signify victory of good over evil within an individual. The spiritual meaning of *Diwali* is ‘the awareness of the inner light’.

IRC arranged the first ever Diwali celebration at Khairpur Mirs. A committee to organize the event was formed, primarily composed of local Hindu citizens. Advertising of the program was conducted all over Sindh and a large group of renowned social activists, intellectuals, writers and journalists participated.

More than one thousand people filled the lawn of Khazana on the night of Diwali. Special tents and chairs were placed to accommodate visitors, while refreshments were also available. Every participant, especially children were handed diyas to light during the program. A historical briefing of Diwali was given by a senior Hindu organizer, Mr. Mukhi Sundar Das. Children performed a long play about Diwali and its cultural significance for the Hindu community. Poetry recital, folk signing and dance also took place.

Along with the Hindu community, people belonging to other beliefs in Khairpur were amazed and overjoyed with such a robust celebration. Muslims and Christians learned about Hindu practices and this fulfilled IRC’s purpose of increasing understanding and harmony between different religious groups.



CHAPTER 4 HEALTH

Indus Resource Centre does not have a comprehensive health program yet. Its health education initiative is a cross cutting theme covered in all other programs.

4.1 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.

Awareness Rising on MNH Issues

Two awareness sessions with notables was held at Taluka Rohri. The first was arranged at Union Council Dhandhi, while the other was at Union Council Panhwar. Maternal and Neonatal Health (MNH) related issues were presented at the session. The importance of TT vaccination was also a focal message delivered in detail during the session. More than a hundred people participated including UC officials, teachers, students, religious leaders, agriculturists and elder members of the community.

Medical Camps

Medical camps for women were organized at village Sodho Khan Sarwari and Noonari. The camp was to provide medical services, information about antenatal check-up, postnatal check-up and referring patients (women and children) to concerned health facilities. The medical camp was a combination of service delivery and awareness raising of the community about MNH issues.

A total of 400 people, including men, women and children were facilitated at both camps.

Challenges

1. The adverse behavior of local Health department and communities at the project's completion.
2. Lack of coordination because of continuous change of PAVNA – PAIMAN's district coordinator.
3. Health Department constantly raising issues regarding TT vaccination campaign.

5. 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 Details of CPI Schemes Completed

#	Project	District	Union Council	Village	Total Expense (Rs.)	Households affected	Status
1.	Drainage System	Jamshoro	Sunn	Sirai Solangi	4,08,849	281 (1500 people)	Completed
2.	Street Pavement	Jamshoro	Lakha	Lakha	4,23,744	435 (2500 people)	Completed
3.	Lift Irrigation	Jamshoro	Aamri	Wada Gaincha	3,42,675	48 (450 people)	Completed
4.	Street Pavement + Drainage	Jamshoro	Lakha	Umeed Ali Brahmani	4,98,332	220 (1500 people)	Completed
5.	Lift Irrigation	Jamshoro	Aamri	Alam Chachar	3,31,180	90 (400 people)	Completed
6.	Bridge	Jamshoro	Aamri	Aamri	4,37,547	300 (2500 people)	Completed
7.	Watercourse Scheme	Khairpur	Khuhra	Larhi	111,659	80 (640 people)	Completed
8.	Brick Road	Khairpur	Khuhra	Sukwahan	34,732	400 (3200 people)	Completed
9.	Brick Road	Khairpur	Khuhra	Sahkirano	77,532	50 (400 people)	Completed
10.	Brick Road	Khairpur	Khuhra	Khai Ujjan	93,019	125 (1000 people)	Completed
11.	Tube well	Khairpur	Sobodero	Kathri Pathano	73,550	150 (1200 people)	Completed
12.	Drainage System	Khairpur	Sobodero	Thatti	--	60 (700 people)	Completed
13.	Brick Road	Khairpur	Sobodero	Khalifa	120,318	65 (500 people)	Completed
14.	Watercourse Scheme	Khairpur	Mudd	Ali Bux Jamro	99,215	60 (1000 people)	Completed

The process of identification of the above mentioned schemes had been very participatory. Through social mobilization, the community members build consensus on priority needs. IRC Engineer develops a technical plan and prepares an estimate. The community forms a group and elects/selects office bearers. These office bearers keep all records and are responsible for collection of community's share, which is 20 % that of the total cost. During the reporting report, all infrastructure schemes under process were completed by IRC. Other plans are under consideration and are hoped to start soon.

Following three basic 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 available resources of IRC and participatory methodology is quite time consuming.

5.2 Rehabilitation of water and sanitation in government schools

A major project of repairs, rehabilitation and construction of water and sanitation facilities was implemented with the help of UNICEF in 128 schools at Khairpur. Training of school management committees (SMCs) as well as teachers and school caretakers were also conducted. The objective is to provide access to safe drinking water and adequate sanitation facilities and hygiene education.

Workshops for government officials including EDO Education, male and female ADEO's was held. 38 of the total targeted government girls primary schools were renovated in different talukas. 24 new toilets and 31 Shallow hand pumps were also constructed at different talukas.

School Sanitation and Hygiene Education (SSHE) training was organized in collaboration with IRC and District Education department in ten clusters. This training lasted for 3 days and was participated by more than 200 teachers. A separate SSHE training was organized for 194 SMC members. IRC's team diligently organized the GLOBAL HANDWASHING DAY.

5.3 Pakistan Safe Drinking Water and Sanitation project

The Pakistan Safe Drinking Water and Hygiene Promotion Project is aimed at improving the health and well-being of millions of Pakistanis without access to safe drinking water. The strategic objective is to achieve improved health for vulnerable populations and increased use of proven interventions for preventing major infectious diseases.

IRC hired new staff and established offices in concerned talukas for proper implementation. Meetings were held with ADOEs, DOs and EDO Education for introduction of project. An authority letter from EDO Education, Khairpur was also obtained.

Primary schools data was collected for each taluka and compared with the available SEMIS data. A total of 3100 schools were identified for training and necessary instructions were issued to all concerned officials of Education department, Khairpur.

IRC conducted pre-testing of 24 schools, in which the schools were randomly selected for checking the existing practices of students towards health and hygiene. Teacher trainings were started and till the beginning of 2009, 115 training sessions have been conducted with 2722 teachers trained, including 377 female instructors.

More than 645 follow up visits were completed in selected schools. Public private partnership material was also distributed in 261 schools.

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. December 31, 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, Shahdadt, Sukkur
Training Facilities:	Sehwan and Khairpur

Human Resources

Board of Directors (Volunteers):	Eleven
<i>Core Staff-</i>	
Program including teachers:	181
Support (finance & admin):	39
IRC Enterprises:	15 regular + 12 on daily wages
Project Staff (December 1, 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

S #	Name of Staff	Theme of Training	Month	Organized By
1.	Hafeezullah, Chettan, Sami and Muzaffar	Best Practices in Micro credit	Nov 2008	PPAF
2.	Pervaiz and Muzaffar	National Poverty card	Dec 2008	PPAF
3.	Saleem Lashari	Community Based Disaster Risk Reduction	Sept. 2008	Asian Disaster Preparedness Centre (ADPC) at Bangkok, Thailand

6.3 Upcoming Projects

Rehabilitation of Children Involved in Camel Racing (CICR)

After the repatriation of Pakistani children involved in camel racing from United Arab Emirates (U.A.E), a significant number of them belonged to Sindh. IRC's focus with the help of UNICEF is to rehabilitate such children in their homes towns or villages. Prevention of similar children from falling into the hands of human traffickers and abuse shall also be addressed. This work is being undertaken at Kambar-Shahdaddkot tehsil in Northern Sindh.

WaterAid

Since IRC believes in a holistic approach to community development, hence the provision of rural populations to safe water, sanitation and hygiene education is a must. In this regard, extensive activities shall be conducted in Sehwan region with the help of the international agency, WaterAid. Dadu tehsil has been selected with initial 10 schools for implementation of water usage and hygiene activities.

Water, Environmental Sanitation and Hygiene Education in Schools – UN HABITAT

A project with 20 government high schools regarding clean water usage, environmental sanitation and hygiene education activities will begin with the support of UN-HABITAT. This work shall be focused in 20 selected schools of Khairpur, Sukkur and Rohri towns. The purpose is to bring behavioral changes among children and teachers through trainings, campaigns, dramas and other activities.

Rural Based Community Schools (RBCS)

25 new primary schools are to be started at district Sukkur with a province wide initiative of Sindh Education Foundation (S.E.F). These will be completely new schools, not government run

and will be developed on a small-scale, rural education model. This project is still in planning and hoped to be launched by the first quarter of 2009.

6.4 Visitors to IRC

IRC BoD Visit

IRC's Board of Directors visited schools in the reporting period and gave their feedbacks. They urged for valuable teaching aids to be used, such as country, province and district maps with demarcation lines for students to identify their areas. They were of the view that students must be confident and courageous and must not be made compelled to speak in English if they preferred conversing in their mother tongues. Board members also conducted meetings with CBO members and praised their efforts.



Developments in Literacy (DIL) Team visit

Training Manager Ms. Lala Rukh from Developments In Literacy (DIL) Islamabad alongside Ms. Zeba visited IRC, Khairpur. Education team facilitated their visit to two clusters, Hassan Din Kamboh and Khuhra. DIL team observed the academic performance of students, way of teaching, usage of computer labs and LRC, as well as the use of Annie's English Curriculum. They also gave some useful suggestions for promoting quality Education. A meeting was also conducted on training implementation, induction program and mentor strategy.

DIL team also conducted meetings with English subjects teachers and conducted their tests. They also gave some picture based books to teachers and asked them to write small paragraphs. The main purpose was to conduct tests for assessing teachers learning from their 12-day English training.

Later, another DIL management team, comprised of Imran Ahmed, Tauseef Hyat, Zeba Shafi, Lalarukh Raffi, Razia Abbas, Misbah Awan, Rakhshinda Nizami visited IRC Sojhiro Junior and Model schools of four clusters. The team observed academic performance of students, teaching methodology, usage of computer labs and LRC.

IRD Delegation visits IRC

A two member's delegation from International Relief and Development (IRD) consisting of Ms. Sandra Beth Doherty and Mr. Sajid visited IRC. The major purpose of their visit was to gain information about civil society organizations, especially those working in human resource development. They visited IRC project area Khuhra at Khairpur and held community meetings at village Lahri. They also toured IRC's enterprises skill development center.

Open Society Institute (OSI) visits IRC

During reporting period, Mr. Ahmed Nadeem (Managing Director) and Ms. Sabeen from OSI, as well as a NRSP delegation visited IRC HoL schools in Khairpur. The objective of their visit was to measure the progress and operations of an ongoing rural school.

UN-HABITAT team visit

Mr. Roshan Roshan Shrestha and Ms. Anjali Sherpa from United Nations Human Settlements Programme (UN-HABITAT), Nepal visited IRC offices at Khairpur and Karachi. Both spent 3 days at Khairpur region, visiting IRC programs of education, economic initiatives and community infrastructure. Meetings regarding the dire need of clean water, sanitation and hygiene were held. In light of their visit, discussions about the formation of a long-term intervention with IRC were conducted at Karachi.

Visit from Abraaj Capital

Mr. Frederic Sicre, Executive Director at Abraaj Capital, a premier investment firm in the Middle East, North Africa and South Asia visited IRC Karachi office. They discussed strategies for implementing Abraaj's education programs in Egypt at Pakistan as well, especially in rural Sindh. They wanted to indentify groups for sustainability of schools, creating social entrepreneurs and teachers training programs. IRC presented a overview of its multiple activities in Sindh and briefed about opportunities for social development in the region.

Visitors from AMAN Foundation

Mr. Naved and other colleagues from a newly formed, Karachi based NGO called AMAN Foundation visited IRC, Karachi office. They requested guidance from Executive Director, Ms. Sadiqa Salahuddin for composing their strategic plan and future activities. AMAN gave a presentation of their work and learned valuable lesson from IRC's years of experience of working at the grassroots level.

6.5 Visits to Partner Organizations

IRC visited partner grassroots organizations, namely Young Welfare Society Akri, Al-Mustafa Welfare Association Dubbi, KCS Khairpur and Goth Singhar Foundation Khairpur at Taluka Thari Mir Wah, Fiaz Gunj and Khairpur. The prime objective of these visits was to receive updated information of ongoing projects and programs of these organizations. This would help to develop synergy between partner organizations and IRC projects.

6.6 Exposure Trips

Exposure visit was arranged by IRC Khairpur for Moosani School students to Khazana outlet in Khairpur.

6.7 Staff Turnover

Staff turnover troubles IRC since skilled teacher often leave their job after getting married or due to the migration of their families. New teachers were recruited at Muhammad Hassan Qureshi, Kathri Pathano and Hassan Din Kamboh in Khairpur district, while six new teachers were also appointed in schools of khanote and Habib Morr.

On the other hand, Education Promoter of Kumb Cluster has left her position. I.T. Coordinator Mr. Touheed Raza also left IRC and joined ENGRO Pakistan.

A new manager for Education and Literacy Program, Mr. Noor Hussain Shar has been appointed to supervise IRC education program at Khairpur.

6.8 Financial Support

We are grateful to the following donors who believed in our mandate and trusted our capacity to deliver. They are: The Asia Foundation www.asiafoundation.org, Development in Literacy www.Dil.org, Ibtida www.ibtidausa.org, Pakistan Poverty Alleviation Fund www.ppaf.org.pk, UNICEF, JSI-Paiman, Food and Agriculture Organisation of the United Nations (FAO), USAID, Deutsche Bank and the Consulate of Germany at Karachi. Our gratitude is due to many individual philanthropists who regularly provide funds so that the girls can continue their education.