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SINDH COMMUNITY MOBILIZATION PROGRAM

Annual Report – Year IV (October 1, 2016 – September 30, 2017)



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ACRONYMS

AKU-HDP	Aga Khan University Human Development Program
BER	Bids Evaluation Report
CA	Concession Agreement
CCT	Cross Cutting Theme
CFC	Charter for Compassion
CMP	Community Mobilization Program
COP	Chief of Party
CRGs	Community Resource Groups
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
DEO	District Education Officer
DOH	Department of Health
DRR	Disaster Risk Reduction
EMO	Education Management Organization
FAR	Formative action research
FER	Financial evaluation report
GBPS	Government Boys' Primary School
GBV	Gender-based violence
GGHS	Government Girls' High School
GIK	Gifts in-kind
GHS	Government High School
GMS	Government Middle School
GOS	Government of Sindh
GPI	Gender parity index
HANDS	Health and Nutrition Development Society
HELP	Health Education and Literacy Program
IBA	Institute of Business Administration
ICI	Imperial Chemical Industries
IE	Independent experts
IEC	Information, education, and communication
IRC	Indus Resource Center
KAP	Knowledge, Attitudes, and Practice
LEG	Local education group

LOAs	Letters-of-award
LSU	Local Support Unit
MIS	Management Information Systems
MOU	Memorandum of Understanding
MSF	Mission Strategic Framework
OGDCL	Oil and Gas Development Corporation Limited
OUP	Oxford University Press
PAR	Participatory Action Research
PDR	Planning, development, and research
PMIU	Program Management and Implementation Unit
PPHI	Peoples' Primary Healthcare Initiative
PKR	Pakistani Rupees
PPP	Public Private Partnership
PPP	Parent-Teacher Association
RFP	Request for Proposals
RSU	Reform Support Unit
SBEP	Sindh Basic Education Program
SCDP	Sindh Capacity Development Program
SELD	School Education and Literacy Department
SEMIS	Sindh Education Management Information System
SESP	Sindh Education Sector Plan
SHNCs	School Hygiene and Nutrition Committees
SIP	School Improvement Plan
SMC	School Management Committee
SMP	Social Mobilization Plan
SNE	Sanctioned National Expenditures
SPPRA	Sindh Public Procurement Regulatory Authority
SRSO	Sindh Rural Support Organization
STTA	Short-Term Technical Assistance
SZABIST	Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology
TA	Technical Assistance
TEO	Taluka Education Officer
TER	Technical Evaluation Report
TFEC	Technical and Financial Evaluation Committee

TOR	Terms of Reference
TOT	Training of Trainers
UC	Union Council
USAID	United States Agency for International Development
USG	U.S. government
WASH	Water, Sanitation, and hygiene
WATSAN	Water and Sanitation

A. PROGRAM SUMMARY

On September 21, 2011, the United States Agency for International Development (USAID) signed an activity agreement with the Government of Sindh (GOS) to implement the Sindh Basic Education Program (SBEP). This initiative is one of several donor interventions that support the government's broader Sindh Education Reform Program agenda. SBEP is focused on increasing and sustaining student enrollment in primary, middle, and higher secondary schools. SBEP centers on seven districts in northern Sindh: Dadu, Jacobabad, Khairpur, Kashmore, Larkana, Qamber Shahdadkot, Sukkur, and the five towns Bin Qasim, Gadap, Kemari, Lyari, and Orangi of Karachi City in Sindh Province.

SBEP is comprised of seven components: 1) construction of schools in areas affected by the 2010 floods; 2) support to GOS policy reforms to merge, consolidate, and upgrade schools through their construction; 3) improvement in early grade reading in primary schools; 4) community mobilization, with a focus on increasing girls' enrollment and improving the nutritional status of children; 5) technical assistance (TA) to the GOS's Education and Literacy Department (SELD); 6) architecture and engineering support for school construction; and 7) monitoring and evaluation.

Blumont is currently implementing the five-year USAID-funded Sindh Community Mobilization Program (CMP) that commenced in August 2013. It forms a cornerstone of SBEP, particularly component four of the program. CMP itself has four key components: 1) increase communities' involvement in the GOS's reform campaign of merging, consolidating and upgrading schools; 2) improve community and district administrations' coordination for increasing girls' enrollment; 3) improve child nutrition in selected communities and government schools through research that informs innovation and good practice; and 4) the launch of the Education Management Organizations (EMOs), CMP's pilot component.

In addition, CMP has three cross-cutting themes (CCTs) that add significant value to these objectives: 1) gender: mainstreaming of program activities; 2) water and sanitation (WATSAN): improved facilities, knowledge, and practice; and 3) disaster risk reduction (DRR): improved awareness, knowledge, preparation, and practice. Additionally, CMP is providing small grants to neighboring schools to address needs, which they identify and prioritize in school improvement plans (SIPs).

The program tracks and supports the construction, merging, consolidation, and upgrading of SBEP schools. CMP also works with neighboring schools that lie within designated areas near new schools being built under SBEP, and which accord with the specific criteria set by USAID for CMP activities. CMP's inclusive community activities are designed to make these educational improvements sustainable by increasing community support for their local schools and advocacy for better educational provisions.

B.I SUMMARY OF ACCOMPLISHMENTS DURING JULY 1, 2017- SEPTEMBER 30, 2017

During the final quarter of Year IV of the program, CMP continued community mobilization interventions that contributed to increasing school enrollment, as well as ensuring maximum retention rates by promoting positive environments in all targeted schools. CMP organized three district-level orientation workshops to improve district officials' understanding of school consolidation, merging, and upgrading reforms. CMP, in collaboration with USAID, the Government of Sindh's Program Management and Implementation Unit (PMIU), and SBEP implementing partner Halcrow Pakistan, organized a groundbreaking ceremony for Government High School (GHS) Weeharabad in Kemari town of Karachi, marking the start of construction for four schools under package II. The event also facilitated the signing of memorandums of understanding (MOUs) between the new contractor MS Friend Enterprise and the school management committees (SMCs) of five Karachi schools under package I. Beyond the ongoing support to SMCs and school construction contractors, CMP disbursed small grants to 23 SMCs from July through September 2017.

CMP also collected the data of newly enrolled students—25,202 (16,038 boys and 9,164 girls)—in CMP-targeted schools. In addition, the program outreach efforts engaged communities to celebrate community recognition days, such as Annual School Days, Independence Day, and International Literacy Day in various schools. Furthermore, the leader of the opposition in the National Assembly, Syed Khurshid Shah, chaired an Independence Day event at the Girls' Government High School (GGHS) in Arain, Sukkur. These events enhanced community participation and involvement in local decision-making. These events also provided excellent opportunities for women to participate and share their suggestions on how to increase girls' enrollment. During the quarter, SMCs equally drafted 12 SIPs.

Denise A. Herbol, USAID Deputy Mission Director for Sindh and Baluchistan, and Dr. Jam Mahtab Hussain Dahar, Minister for Education and Literacy, co-chaired inauguration ceremonies of GHS Dodanko and GHS Numaish colony in Sukkur that was organized by CMP, in collaboration with other SBEP partners.

As a result of CMP's local resource generation events, community members, notables, and local philanthropists from 54 schools contributed goods in-kind, such as furniture for students and teachers, water coolers, stationery, books, student uniforms, and PKR 797,700 to improve 63 schools and school clusters.

CMP conducted trainings for School Health and Nutrition Committees (SHNCs) on health, nutrition, and hygiene and engaged them in school cleaning, as well as health and hygiene awareness-raising activities. During the quarter, CMP provided gifts-in-kind (GIK), such as personal hygiene and school kits, to students grades 1 – 3 and 4 – 5 respectively to foster healthy behaviors in students at school and home. CMP ensured gender mainstreaming in all program activities, such as female participation in community recognition days, reviewing and implementing grants that address the equitable needs of boys and girls, and engagement of men and boys in facilitating female participation in local decision-making. To this end, CMP conducted dialogues with team members and communities, as well as organized meetings with other stakeholders, such as District Education Officers (DEOs), EMOs and SELD representatives.

A significant programmatic accomplishment during the fourth quarter was providing assistance to EMOs. CMP supported existing EMOs in their operations and management of handed-over schools through district support teams in Khairpur and Sukkur districts. The program also provided technical assistance to SELD in finalizing the procurement of EMOs for 14 SBEP schools under request for proposals (RFP) #3, which will allow EMOs to manage these schools.

During the fourth quarter, CMP also provided technical assistance to SELD to prepare for the concession agreement signing of RFP #3 schools. CMP established partnerships with Imperial Chemical Industries (ICI) and other private sector organizations to improve CMP-targeted schools.

B.2 OVERVIEW OF ACCOMPLISHMENTS DURING OCTOBER 1, 2016- SEPTEMBER 30, 2017

The program has now completed its first four years of implementation. During the fourth year of the project, CMP continued to execute community mobilization interventions that not only contributed to SBEP educational reforms, including increasing student enrollment and ensuring maximal retention, but also led to community empowerment through meaningful participation and engagement with GOS, especially Education Department officials.

During the reporting year, CMP facilitated the consolidation, merging, and upgradation of schools by organizing eight district-level orientation workshops to enhance district-level officials' understanding of this reform. As a result of these sessions, CMP assisted SELD in consolidating 78 CMP-targeted schools. The program also helped SELD transition nine primary and middle schools to the secondary level.

CMP, in collaboration with USAID and PMIU, organized a groundbreaking ceremony and facilitated the signing of 19 MOUs between school construction contractors and SMCs in Karachi and Qamber Shahdadkot districts to commence school construction. CMP also provided mobilization support to contractors to streamline construction work and to address conflicts like land demarcation, sewage line placement, and window alteration issues in new school buildings. CMP also organized two pre-construction meetings in Qamber Shahdadkot to enable SMCs and contractors to outline the roles and responsibilities of each stakeholder. In addition to facilitating school construction, the CMP team also provided small grants amounting PKR 23,140,905 in total to 186 SMCs as part of the small grants program. These grants helped SMCs to improve essential facilities like furniture for students, toilets, boundary wall repairs, and water and sanitation for both girls' and boys' schools, all to ensure student retention.

CMP invested in building the capacity of SMCs and sub-committees so they can develop and implement social mobilization and school improvement plans, increase student enrollment and retention, as well as expand program outreach to the larger community. The program trained 1,275 SMC sub-committee members on financial management and small grants management in 142 CMP-focused communities so they can effectively perform their roles and responsibilities. CMP continued efforts to engage communities in celebrating community recognition days. During the reporting period, events, including Annual School Days, World Environment Day, Mother's Day, Independence Day, Cultural Day, International Women's Day, Universal Children's Day, and International Literacy Day were celebrated in various schools. These events foster enhanced community participation and strong involvement in local decision-making. These events also provide opportunities to engage communities in bolstering women's participation in promoting increased girls' enrollment. CMP continued to provide capacity-building support to SMCs, and facilitated the process of making and updating Social Mobilization Plans (SMPs) and SIPs. During Year IV, SMCs updated 336 SIPs and drafted 54 new SIPs. In addition, 55 new SMPs were developed and 294 updated.

CMP, in collaboration with other SBEP partners, organized inauguration/opening ceremonies for six newly constructed schools—two in Khairpur district and four in Sukkur district.

The program is playing a critical role in resource mobilization by influencing and encouraging communities to revive and enhance philanthropic activities. CMP organized 126 school-based events to generate local resources and sought 513 goods in-kind and cash contributions worth PKR 1,175,910 from community members, local notables, and philanthropists for 63 schools.

The program made progress in the nutrition and hygiene interventions of the project. CMP signed a MOU with the Department of Health to improve the nutritional status of children in CMP-targeted schools. Also during the reporting year, CMP, with Aga Khan University Human Development Program (AKU-HDP), provided a training to trainers of the CMP field team in nutrition, anthropometry, health, and hygiene, enabling 63 participants to in turn conduct this training for 1,093 SHNC members and to screen 23,426 children (13,666 boys and 9,760 girls) in 292 schools in eight targeted districts. The

program, with the support of AKU-HDP, also conducted participatory action research (PAR) and formative action research (FAR) in five communities to understand community behaviors affecting children's health, as well as to research effective communication strategies in communities. During the reporting period, 151 CMP-focused schools were supported in conducting school cleaning activities and 286 schools with health and hygiene awareness sessions. Specifically, the program provided school cleaning kits and information, education, and communication (IEC) materials, such as stationery, charts, and key messages to conduct health awareness sessions with children to inculcate healthy behaviors.

CMP equally ensured gender mainstreaming in all program activities. In this regard, CMP held dialogues with team members and communities to increase women's participation in SMCs and sub-committees and organized meetings with other stakeholders, such as DEOs, EMOs, and SELD representatives. As a result of these efforts, 3,912 women joined sub-committees and are contributing their ideas and input to improve schools and to promote girls' education. CMP also organized a sports gala to engage girls in extracurricular activities. The CMP Gender Advisor also reviewed the small grants process and application to ensure funds equally benefit boys and girls.

A significant accomplishment during the year was the successful implementation of EMO reform. CMP provided technical assistance in the procurement process of EMOs under RFP #3, outsourcing the management of 14 newly-constructed SBEP schools. As a result of this assistance, SELD has finalized the concession agreements and transfer of these schools to selected EMOs, while CMP also assisted SELD in transferring five schools under RFP #2 to selected EMOs. CMP additionally provided technical assistance to SELD to streamline the operational mechanisms of EMOs and expand this reform beyond SBEP-focused districts.

During the provincial budget for fiscal year 2017-2018, GOS allocated a landmark USD \$32.8 million for SBEP-focused schools. CMP continued to coordinate with the private sector to leverage resources for SBEP target schools. Rotary Pakistan has established a computer lab in one newly constructed school in Khairpur, and ICI signed an agreement to establish a science lab in one school in Lyari town of Karachi. The program also received GIK in the form of school and hygiene kits from Lutheran World Relief that were distributed to 41,116 children (24,936 boys and 16,230 girls) to foster learning and to promote healthy behaviors.

B.3 MISSION STRATEGIC FRAMEWORK (MSF) INDICATOR SUMMARY FOR OCTOBER 2016-SEPTEMBER 2017

The following table highlights progress during the reporting period against MSF indicators. However, this report includes progress made against MSF, as well as non-MSF indicators displayed in Annex II.

MSF Indicator Table for the Period (October 1, 2016-September 30, 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current year Oct 2016-Sep 2017	Current Quarter Jul 2017-Sep 2017	Total Progress to Date- Sep 30, 2017	Reporting Frequency
Goal: Sustain Community Mobilization and School Based Management in Sindh Province							
Component 2: Improve Community and District Government Coordination for Increased Girls' Enrollment							
2.1.1	4C Number of learners enrolled in primary, elementary, and secondary USG-assisted schools	120,000	116,629	2,047	N/A	118,676	Annually
2.1.2	4.1a Number of out-of-school children, newly enrolled, or re-enrolled in education system with USG assistance	25,000	38,812	25,202	N/A	64,014	Annually
2.1.3	4.3.1a Number of PTA (parent teacher association) or similar "school governance" structures supported	400	411	35	6	446	Quarterly
2.2.1	4.3.2c Number of school improvement plans developed through USG assistance	400	378	54	12	432	Quarterly
2.3.1	4.3.2a Number of District Education Officers trained with USG support.	100	225	0	0	225	Quarterly
Pilot Component: Launch of EMO System							
4.1.2	4.3.1b Number of USG-assisted CSOs working to improve education quality and access	10	2	2	2	4	Annually

C. STATUS OF ACTIVITIES PER COMPONENT

Component I: Increase Communities' Involvement in GOS Reform of Merging, Consolidating, and Upgrading Schools

Provincial Level Coordination with SELD

Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance

CMP deems it important to involve local communities, as well as to establish a strong working relationship with SELD for better coordination and effective implementation of GOS reform policies. Therefore, CMP held a meeting with the Program Manager and the School Consolidation & Clustering Department of the Reform Support Unit (RSU) to brief the head of the school consolidation on the program and requested assistance in undertaking CMP's interventions. RSU appreciated the gesture and provided a list of schools and notifications of consolidated schools.

Orientation of District Officials on GOS School Consolidation, Merging, and Upgrading Policy

Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance

During the reporting year, CMP strengthened its coordination with RSU. In order to ensure that school consolidation, merging, and upgrading reform is effectively executed and well-understood by district level officials, CMP organized eight orientation workshops on this topic in all CMP-targeted districts (one in each district).

The purpose of these sessions was to increase participants' knowledge on GOS policy and procedures regarding school consolidation, merging, and upgrading and to facilitate SELD's rollout of this reform at the school level.



Orientation workshop on school consolidation, merging, and upgrading at District Qamber Shahdadkot

The participants included SELD officials, USAID senior officials, PMIU representatives, Local Support Unit (LSU) members, DEOs, supervisors, head teachers, and SMC chairpersons of campus schools. At the conclusion of the sessions, each district nominated a focal person to work with CMP and LSU on implementing the consolidation policy in CMP targeted schools. During the orientation session in Karachi, Dr. Randy Hatfield, USAID Senior Policy Advisor and Manager of SBEP, thanked the participants and concluded the session.

As a result of this coordination, SELD's RSU and its finance department undertook necessary measures to transition nine newly-constructed SBEP schools in Khairpur and Sukkur districts from primary to secondary schools, as well as from boys' to girls' Government High Schools, which were notified during the 2016-17 fiscal year. CMP also involved 78 SBEP-targeted schools in the consolidation process of SELD reforms.

In addition to the orientation workshop, CMP provided technical assistance to SELD in issuing procedures and lines of authority to school administrators to assist them with implementing the consolidation policy.

District	CMP Schools Consolidated
Dadu	13
Jacobabad	9
Kashmore	8
Khairpur	19
Karachi	8
Larkana	6
Qamber S.kot	7
Sukkur	8
Total	78

Mapping and Ground Assessment for School Consolidation and Merging

[Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance](#)

To mobilize communities and increase community involvement, the CMP field team engaged SMCs and communities in dialogue about GOS reforms to merge, consolidate, and upgrade schools. In this regard, the CMP Education Reform Expert developed an assessment tool and conducted a session on November 17, 2016 in Sukkur engaging community mobilizers, field officers, senior field officers, and district managers to enhance their understanding of data collection and to document the status of school consolidation efforts in CMP-focused districts.

Following the session, the program field team held meetings with SMC general bodies and communities to initiate dialogue about the feasibility of this reform, and explained the EMO system to them. During these interactive sessions, SMC members understood the importance of the EMO system and how it benefits communities by providing quality education to their children. The CMP field team discussed the way forward in executing GOS school consolidation and merger reforms, responded to participant queries, provided technical assistance in mapping, and conducted a ground assessment at the school level.

As a result, CMP collected information on consolidated schools using the CMP-prepared assessment school, which captured on-the-ground realities and consolidation status. CMP shared the assessment report with district level school Education Department officials and highlighted the feasibility and implementation issues, such as administrative hurdles at remote schools, naming merged schools, and two different administrative streams of teachers from consolidated schools.

A letter from two DEOs in Khairpur was circulated, outlining agreements to standard operating procedures and addressing key administrative issues in implementing the consolidation policy. An exercise was then conducted in Sukkur and Karachi districts. These notifications are applicable for the entire province.

Another major issue discussed and highlighted during these sessions pertained to human resource issues in consolidated schools. Merging schools with unique administrative and financial processes was highlighted in CMP sessions, after which SELD requested the transfer of 6,000 posts from merged school cost centers to campus school cost centers. The number of CMP schools included in that list may be explored after the release of posts from the Finance Department's budget.

Providing Support to CMP Schools in Consolidating and Merging

[Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance](#)

CMP conducted follow-up visits with notified schools to review progress in carrying out the decisions made by DEOs and other stakeholders during the orientation workshops. CMP also provided technical assistance in implementing the consolidation policy. Moreover, CMP organized a meeting with the DEO of Khairpur district and the EMOs managing GHS Karoondi and GHS Bozdar Wada. Following the meeting, it was decided that the Government Middle School (GMS) in Karoondi would be merged with Karoondi's GHS and the Government Girls Primary School (GGPS) in Bozdar Wada would merge with Bozdar Wada's GHS.

Verification of Campus Schools

Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance

During the reporting period, CMP provided technical assistance to PMIU in Dadu, Jacobabad, Kashmore, Karachi, Larkana, and Qamber Shahdadkot districts by conducting meetings with directors and DEOs to verify the information of 80 schools under construction. The information included the accurate prefix of schools, school type, Sindh Education Management Information System (SEMIS) codes, GPS coordinates, and total enrollment.

District Level Coordination with SELD

Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance

In addition to provincial level coordination with SELD, CMP continued to strengthen liaisons with district and Taluka officials. During the reporting period, CMP and PMIU representatives met with the DEO Karachi to introduce her to the program and progress made to date. The DEO had concerns about the slow pace of school construction and was not very welcoming due to such delays. CMP provided an update on changes in construction contractors and assured that the new contractor will carry-out construction activities swiftly. After the consultation, the DEO offered her cooperation in executing programmatic activities.

Groundbreaking Ceremony

Corresponding Indicator: MSF—Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance

In reconstructing public schools under SBEP and in collaboration with PMIU and USAID, CMP organized a groundbreaking ceremony for GBPS in Weeharabad, Kemari Town, Karachi on May 12, 2017. The event was co-chaired by Grace Shelton, U.S. Consul General, Karachi and Dr. Jam Mehtab Hussain Dahar, the Minister for Education, GOS and attended by a sizable audience, including GOS and USAID senior officials, journalists, community representatives, SMC members, parents, and students.



U.S. Consul General, Minister Education and other officials planting trees during the groundbreaking event at GHS Weeharabad, Karachi

One unique feature about this event was that two young children acted as moderators, using the SBEP Story Book to narrate the progress made so far.

At the event, the U.S. Consul General and USAID Deputy Mission Director reiterated USAID's commitment to improving education in Pakistan. The Consul General mentioned, "We recognize how education is important for ensuring development in Pakistan, and that is the reason it is one of the priority sectors."

During the event, the Minister of Education asked the community to come forward and join his mission to further educate children in Sindh

Province. There was significant electronic and print media coverage of the event, which helped amplify the message to wider audiences.

Pre-Construction Meetings

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

Prior to the inception of construction-related activities, the CMP field team of Qamber Shahdadkot district facilitated two pre-construction coordination meetings (one for the six schools of package II on November 8, 2016 and the second for eight schools of package III on April 27, 2017) at the Deputy Commissioner's office by convening relevant stakeholders, including PMIU's senior management, USAID, GOS, Halcrow (the construction contractor), DEOs, head teachers, and SMC chairpersons of schools undergoing construction. The main purpose of the meeting was to ensure effective coordination among the contractor, school administration, and targeted communities during the construction phase. During the meeting, CMP, PMIU, and Halcrow briefed the participants on CMP's objectives, methodology, and activities. While explaining its own role, Halcrow also listed the roles and responsibilities of PMIU, the school administration, SELD, CMP, communities, and other stakeholders.

Moreover, the CMP team shared information on the temporary arrangements of schools to ensure that children's education remain uninterrupted. SELD officials and other participants thanked USAID for supporting the construction of new state-of-the-art school buildings. CMP emphasized its available support by mobilizing SMCs and communities during the transition period when classes will be moved to a temporary location. Halcrow-Pakistan previewed the school model through video clips. The participants appreciated the SBEP initiative and agreed to support the contractor in completing construction.

In addition to the pre-construction meetings in Qamber Shahdadkot district, CMP, with the support of PMIU, also organized a contract award meeting on July 5, 2017 with the new construction contractor for five schools of package I in Karachi. This meeting enabled the new contractor to resume work, which was suspended for a year due to the termination of the previous contractor.

Signing of MOU Between School Construction Contractors and School Management Committees

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

The groundbreaking ceremonies and pre-construction joint coordination meetings with stakeholders marked the official commencement of school construction activities. During the reporting period, CMP, in coordination with PMIU, facilitated the signing of 19 MOUs (five of package I schools of Karachi, six of package II schools of Qamber Shahdadkot, and eight of package III schools of Qamber Shahdadkot) between contractors and SMCs of the new schools to be constructed. The construction contract of five schools of Karachi under package I was terminated in Year I, therefore a new construction contractor was hired in the reporting period who required CMP and PMIU to have five MOUs of that package signed with revised terms and conditions. The purpose of these MOUs is to ensure that all construction-related activities operate smoothly, without compromising quality or harming the interests of either party.



Badarudin Dhamra, Deputy Director of Education-Larkana at MOU Signing Ceremony of GBHS Umed Ali

MOUs signed between SMCs and contractors outlined clear roles and responsibilities of communities and contractors and expressed their aim to ensure community ownership of the school construction

process. Beyond delineating the terms of reference (TOR), these MOUs included details like school designs, construction timelines, the former construction contractor's dues, interim learning facilities, and the disposition of equipment and materials from the old schools.

Participants of the MOU ceremonies included parents, community members, SELD officials, teachers, students, and district government representatives. All MOUs signed by concerned SMCs and construction contractors were witnessed by the CMP district manager. They will remain valid until construction is completed. All primary signatories (SMCs and construction contractors) have agreed to abide by the outlined roles and responsibilities before, during, and after the construction of schools.

During the ceremonies, SMC chairpersons gave a brief introduction to the area and schools, while the CMP district manager provided a detailed overview of SBEP and its components and Halcrow shared the school design.

Conflict Resolution During School Construction

[Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance](#)

During the reporting period, CMP organized meetings for community members and construction contractors in different districts to address key issues that were hindering construction progress. The main issues concerned land demarcation, school designs, and sewage line placement. CMP adopted a proactive, consensus-building approach by convening all stakeholders to discuss the issues and to reach a solution.

The following are examples of conflicts CMP helped to resolve during the reporting period:

- GPS Kamal Indhar School, Sukkur faced a land demarcation issue that halted construction work. CMP engaged community members, the Deputy Commissioner of Sukkur, Mukhtiarkar (Taluka Revenue Officer), and Pano Akil local leaders to resolve this conflict. As a result of multiple meetings, the issue was resolved and construction work successfully resumed.
- The community of GBPS Pir Jo Goth, Larkana was concerned about the design of their school. According to the community, the cement and concrete net in the design faced their homes, which compromised their privacy and posed a challenge to their social norms. Therefore, they requested to alter the design. CMP, community members, and the construction contractor came up with the idea of using tinted glass to cover the windows and to install ventilators for air and light in the classrooms. This arrangement was acceptable to the community and construction work resumed.
- Work on the GHS Numaish Colony, Sukkur stopped due to a drainage issue, which was resumed after a meeting and coordination with the relevant department.
- GHS Bakhshan Chakrani, Sukkur required additional land to complete the school, per the design. In turn, CMP coordinated with the community to secure a piece of land and coordinated with the Revenue Department, GOS to ensure complete documentation and mapping.
- GHS Kolab Jial, Khairpur encountered multiple issues, including teachers' refusal to work with the selected EMO, as well as electrical issues that made the EMO unwilling to manage the school. CMP addressed all of these issues, and during the reporting period the school was successfully handed over to the selected EMO. A representative of PMIU facilitated the transfer from SELD to Beaconhouse. The ceremony received significant coverage in local and national newspapers, as well as television channels.

USAID Visits to Schools Under Construction

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

CMP, in collaboration with Halcrow, organized field visits for USAID representatives on September 8, 2017 to monitor construction progress and to meet with SMCs to understand their issues and help resolve them. Participants included USAID and GOS officials, SBEP partners, school administration, and community members. During these visits, head teachers, SMCs, and community members discussed the issues they faced due to delayed construction. The community expressed appreciation for CMP's efforts and work over the last four years.



Students of GHS Cattle Colony sharing recommendations during a USAID visit to schools under construction in Karachi

During USAID's visits to CMP schools in Karachi, the community also discussed issues with the previous contractor, who was to pay the rent for a temporary learning facility and the salary of guards, per the signed MOU. However, the contractor's agreement was terminated with USAID, thus these commitments were not fulfilled for nearly a year. To address community's issues, the current contractor paid the pending amount of rent and the guards' salaries. USAID also assured that construction would be completed within the minimum time possible.

Inauguration/Opening Ceremonies of SBEP Newly-Constructed Schools

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

CMP, in collaboration with USAID, SBEP partners, SELD, and local communities organized inauguration ceremonies for six newly-constructed SBEP schools (two schools in Khairpur and four schools in Sukkur districts).

These events highlighted the joint efforts of multiple stakeholders and allowed thousands of students to continue their education in high-quality learning environments. The inauguration ceremonies of three schools (GHS Bedil Bekas on November 16, 2016 and GHS Dodanko and GHS Numaish Colony Sukkur on September 19, 2017) were co-chaired by U.S. Consul General Grace W. Shelton, USAID Deputy Mission Director Denise A. Herbol, and Minister for Education and Literacy Dr. Jam Mahtab Hussain Dahar. The opening ceremonies in GHS Bozdar Wada (February 27, 2017), GHS Karoondi (February 28, 2017 in Khairpur), and (GHS Abad Lakha (February 16, 2017 in Sukkur) were chaired by GOS district administration officials. The participants included USAID senior officials, Secretary of SELD, PMIU senior management, SBEP partners, civil society representatives, community members, teachers, parents, and students.

During the inauguration ceremony for GHS Bedil Bekas, U.S. Council General Grace W. Shelton, in her remarks, thanked the organizers, parents, and teachers for the warm welcome during her first visit to rural Sindh. She said, "I have heard about the rich Sindhi culture and warm hospitality, and I am extremely grateful to experience it today. I am excited to participate in the opening of this beautiful, newly-constructed school building. Everyone here today—parents, educators, government officials, and the students—understands how important education is. Education is the path to opportunity and prosperity."

At the GHS Dodanko inauguration, USAID Deputy Mission Director Denise A. Herbol appreciated the efforts of all the stakeholders involved in making SBEP a landmark success. She said in her remarks, "USAID, as well as GOS, understand the importance of education, and that's why education is among

the top priorities of USAID for Pakistan. We have equipped these schools with all the tools and resources necessary to enable children to learn, grow, and lead Pakistan in the future.”



At the GHS Numaish Colony inauguration event, Minister for Education Dr. Jam Mahtab Hussain Dahar acknowledged USAID’s generous contribution and assured that GOS will leave no stone unturned to improve the quality of education across the province, and especially in SBEP-focused schools. He further added in his speech, “Every stakeholder must play their part in improving quality education, especially the teachers and parents. The active and meaningful involvement of parents is vital for children’s bright future.”

SBEP partners set up information booths at the GHS Bedil Bekas and GHS Dodanko events to display information about their programs. The Minister for Education and Literacy, U.S. Consul General, and other GOS and USAID officials received short briefings at these information desks during their tour of school premises. At the conclusion of the GHS Numaish Colony inauguration, the Mayor and Deputy Commissioner of Sukkur presented souvenirs to the Minister for Education and Literacy and

USAID Deputy Mission Director. The events received significant coverage in local and national print and electronic media.

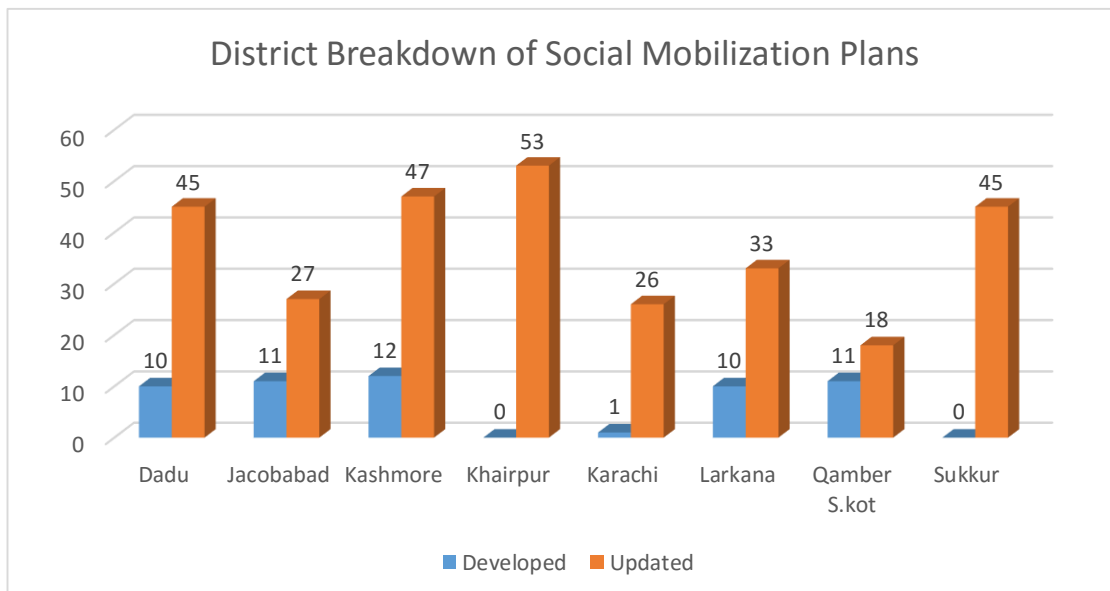
During these events, students expressed their excitement about the new schools. They were very happy to see the well-equipped, state-of-the-art school buildings that were built for them. CMP also organized school-based activities to familiarize students and parents with the new school buildings and their facilities. These activities were carried out in collaboration with other SBEP partners who highlighted the importance of reading, storytelling, and the use of audio and visual aids in the multi-purpose halls. CMP also facilitated health, nutrition, and hygiene information sessions with students and parents, particularly mothers, to raise awareness and promote best practices in nutrition and hygiene.

Developing and Updating SMPs

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

CMP field teams provided technical assistance to SMCs, sub-committees and community members to develop 55 and update 294 SMPs. This is a living document, which is developed once during the life of the project and then reviewed and updated every year. The most important aspect of developing and updating the SMP is to ensure active community participation to identify school needs, prioritize and plan activities, and to operate efficiently. Communities develop the SMPs with the SMC playing a lead role and CMP as a catalyst.

These plans include several activities, e.g. SMC general body meetings, Annual School Days, and international and national celebrations, as well as organizing activities to ensure student enrollment and retention.



Component II: Improve Community and District Government Coordination for Increased Girls' Enrollment

Quarterly Joint Review and Planning Meeting with District Education Department

Corresponding Indicator: MSF—Number of administrators and officials who complete professional development activities with USG assistance

To increase coordination among different education stakeholders at the district level (i.e. schools, the Education Department, LSU, and SMCs) and to improve the overall status and quality of education in CMP-targeted schools, the program initiated the process of joint quarterly progress review and planning meetings with DEOs, TEOs, supervisors, and education officers. These meetings review the program's progress, provide feedback, share concerns, and seek support from relevant stakeholders to improve access to and the quality of education.

These meetings were facilitated by CMP and attended by DEOs, TEOs, LSU representatives, SMC Chairpersons, and head teachers of construction schools, and, in some meetings, the Deputy Commissioner and PMIU representatives.

During the quarterly meeting in Qamber Shahdadkot district on June 23, 2017, the Deputy Commissioner appreciated the idea of a joint review and planning session and also acknowledged CMP's efforts, especially the small grants initiative. He also stated that all CMP neighboring schools, which are in dilapidated conditions, would be included in 2017-2018's development scheme.



A view of a joint quarterly review and planning meeting in Jacobabad district

Furthermore, DEOs of Jacobabad and Kashmore shared their serious concern that even after four years of programming, construction work had not yet started in their districts, while the DEO of Karachi was concerned with the slow pace of construction work. CMP shared that USAID already announced the construction package for Jacobabad and Kashmore districts. In order to address the slow pace of construction work in Karachi, USAID hired a new contractor—MS Friend Enterprise—who is committed to complete the construction in the minimum time possible.

Some DEOs requested more information about the nutrition interventions component in CMP-targeted schools. Therefore, the CMP health specialist provided an overview of SHNCs' restructuring, underway trainings, PAR, FAR, and nutritional screenings. The program also highlighted issues like the delayed issuance of a one-time grant from SELD for campus schools, teacher absenteeism, and a lack of female teachers in some CMP-targeted schools. District officials assured their cooperation in expediting the release of the grant to campus schools and addressing their other issues as soon as possible.

Refresher Training for Field Team on Sub-committee Restructuring

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

CMP's social mobilization strategy stresses building the capacity of sub-committee members so they can effectively participate in school-based activities. These include increasing student enrollment, ensuring a positive learning environment, and providing basic facilities through the implementation of small grants. SMCs are the vehicle to ensure community participation in the education system. However, CMP realized from the beginning that SMCs were confined to a small group of people and therefore the majority of parents of students, who form the general body of SMCs, were unaware of their roles and responsibilities. To broaden community involvement and to enhance SMCs'

effectiveness, CMP (during the first three years of the program) concentrated on the formation and capacity-building of the following five SMC sub-committees:

1. Monitoring and Evaluation (with the additional role of increasing girls' enrollment);
2. Social Mobilization and School Improvement Planning;
3. Financial and Small Grants Management;
4. SHNC; and
5. Cross Cutting Themes (CCT) (DRR, WATSAN, and gender).

Forming these committees was a participatory process. CMP, in collaboration with SMC executive committees, organized large community meetings to share the roles and responsibilities of sub-committees with the communities. The SMC executive committees selected potential candidates to join one of the above-mentioned sub-committees, depending on their interests. Each sub-committee consists of five members, including one executive committee member and four general body members. Once selected, these sub-committees were trained on the topics related to their functions, and as a result their responsiveness and engagement, including enrollment campaigns and other grassroots level school management activities, significantly improved. However, after working with the communities and SMCs for three years, CMP observed the following:

- It increased the burden on SMCs, as they had to manage more people;
- There is a duplication of roles and responsibilities among some committees (i.e. the social mobilization committee also works on gender issues, the school improvement and social mobilization committee focuses on DRR and WATSAN and the social mobilization and small grants committee is involved in monitoring activities);
- Cross-cutting issues are very technical, and committees are not aware of the roles and responsibilities for the crossing cutting committee members; and
- The names/titles of committees are not easy to remember for committee members who have low literacy levels.

Therefore, in the first quarter of Year IV CMP, in consultation with the SMCs, revisited the number and tasks of SMC sub-committees to increase decision-making effectiveness, cohesiveness, and coordination. The number of sub-committees was reduced from five to three, and therefore the tasks of committees were accordingly merged. The following are the revised SMC sub-committees:

1. Social Mobilization & School Improvement Committee (*School Sudhar Committee*);
2. SHNC (*Ghizaiyat aur Sehat – Safai Committee*); and
3. Grants & Local Resources Committee (*Mali Sahaita Committee*).

The proposed number of members in each committee is 10-15 from the SMC general body, community, and parents, with females comprising 30-50% of members. In order to restructure the SMC sub-committees, CMP encouraged the participation of women to ensure gender integration.

CMP advisors conducted a daylong refresher overview in Sukkur to ensure field teams understood the revised SMC structure and TORs. Prior to the meeting, component leads reviewed and finalized the sub-committees' composition and TORs. The main objectives of the overview meeting were to:

- Review and discuss the lessons learned after working with SMC sub-committees for three years;
- Discuss the revised structure, roles, and responsibilities of the three proposed sub-committees; and
- Introduce the field staff to the restructuring process, which included meeting with the SMC general bodies, executive committees, and communities.

Sub-Committee Restructuring

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

Following the CMP team’s refresher, revised TORs were prepared for the three sub-committees that CMP had shared with communities as proposed TORs. During community meetings, TORs were discussed and finalized with community members’ consensus, which facilitated the sub-committees’ restructuring process. CMP shared the revised TORs and elaborated the roles and responsibilities of each member under each sub-committee and stressed the importance of female inclusion in these decision-making bodies.

During Year IV, CMP facilitated community meetings to restructure the sub-committees. Ten thousand community participants from all CMP districts attended. As a result of a thorough, community involvement process, CMP facilitated the restructuring of 657 sub-committees during the reporting year.

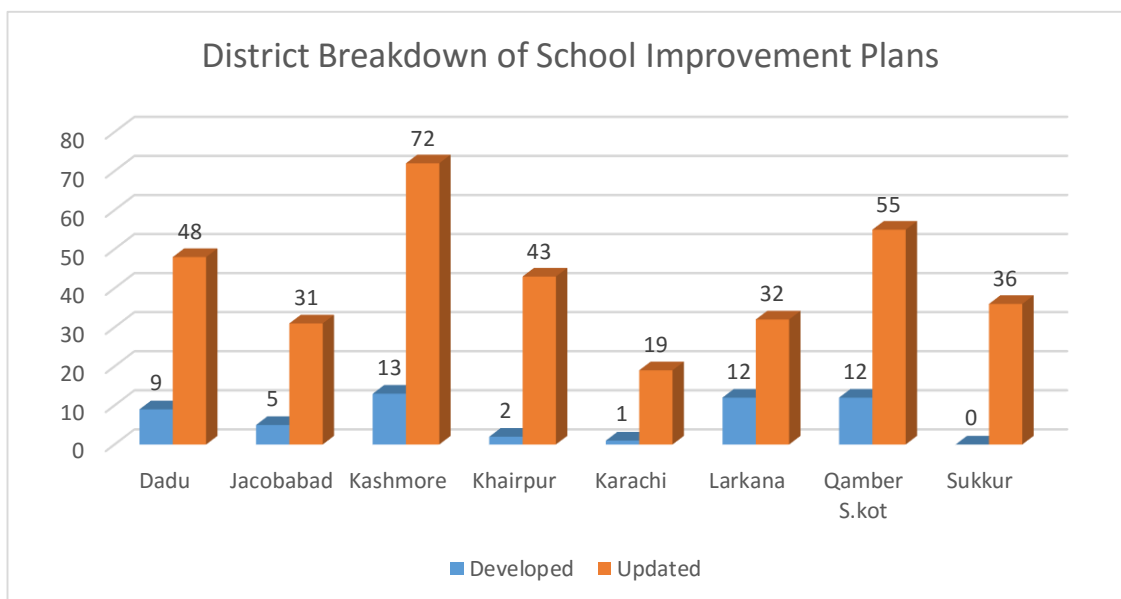
S.No.	Districts	Resource Mobilization Committee <i>Mali Sahita Committee</i>			School Improvement Committee <i>School Sudhar Committee</i>		
		Male	Female	Total	Male	Female	Total
1	Dadu	64	45	109	116	78	194
2	Jacobabad	353	250	603	365	242	607
3	Kashmore	375	200	575	394	199	593
4	Khairpur	341	191	532	342	184	526
5	Karachi	86	146	232	116	121	237
6	Larkana	189	155	344	231	179	410
7	Qamber S.kot	331	230	561	312	248	560
8	Sukkur	161	143	304	160	158	318
Total		1,900	1,360	3,260	2,036	1,409	3,445
Current Membership				Male	59%	Female	41%
Baseline Membership 2014				Male	89%	Female	11%

Developing and Updating SIPs

Corresponding Indicator: MSF—Number of school improvement plans developed through USG assistance

School improvement planning is a process through which school improvement goals are set and strategies to achieve them are established. A detailed plan provides a roadmap that prioritizes improvement needs to foster an enabling learning environment for students. School improvement needs and available resources may vary from school to school. For that reason, CMP conducted trainings for SMC sub-committees to enable them to develop realistic SIPs. As a result, SMCs were able to identify, analyze, and prioritize school needs, estimate required resources to execute work plans, and implement and monitor the activities outlined in SIPs. After training sessions, SMCs and SMC sub-committee members will update their existing SIPs on an annual basis.

During the reporting year, CMP continued to provide technical assistance to SMC sub-committees to develop and update SIPs. In Year IV, SMCs developed 54 SIPs and updated 336 existing SIPs.



Follow-up Meeting with SMCs and Sub-committees to Implement SMPs and SIPs

Corresponding Indicator: Custom—Percent of community-based SMPs developed having implemented at least one item

SMPs and SIPs are key documents, which entail the activities that the committees have planned for the entire academic year. To review planned activities and their implementation status and to engage communities in meaningful participation, CMP facilitated follow-up meetings with each SMC and its sub-committees in targeted districts.

During these meetings, CMP and communities jointly reviewed the implementation status, identified challenges, and discussed possible solutions. The meetings were an ideal forum for CMP to stress the importance of student retention and increased girls' enrollment.

During the meeting, SMC sub-committees agreed to conduct post-enrollment campaign meetings with SMCs and to hold focus group meetings with communities to increase student enrollment. These meetings also served to sensitize participants who expressed their commitment to address school specific issues.

Small Grants Manual Revisions

Corresponding Indicator: Custom—Number of Small Grants Disseminated to SMCs of Non-Construction Schools

During the reporting year, the CMP small grants team also revised the grants manual based on the application review and approval process, as well as feedback from field teams that focused on documentation practices and formats. Blumont and USAID approved the manuals.

Training Sub-Committees in Financial and Small Grants Management

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

CMP continued to build the capacity of SMC sub-committee members to effectively manage their resources through financial and small grant management assistance. The trainings were conducted in groups. The purpose of the training sessions was to increase the awareness of SMC members on

financial record keeping, the grant application process, and how to implement and manage small grants—a critical area of responsibility. During the reporting period, 1,275 participants (920 male and 355 female) from 142 SMCs were trained on the following topics:

- Understanding the roles and responsibilities of financial management and small grant management;
- Understanding the overall scope of the SMC and its functions;
- Maintaining financial records, such as cash books, ledgers, and stock registers;
- Introducing a small grants cycle; and
- Generating a comprehensive application for small grant implementation, monitoring the progress of grant utilization, and developing a reporting mechanism to foster transparency.

District Breakdown of Financial and Small Grants Management Participants

S.No.	Districts	# of trainings	# of SMCs	Male	Female	Total
1	Dadu	17	34	223	76	299
2	Jacobabad	8	16	113	13	126
3	Kashmore	3	10	51	25	76
4	Khairpur	12	29	247	69	316
5	Karachi	3	6	15	39	54
6	Qamber S.kot	12	28	152	89	241
7	Sukkur	9	19	119	44	163
Total		64	142	920	355	1,275

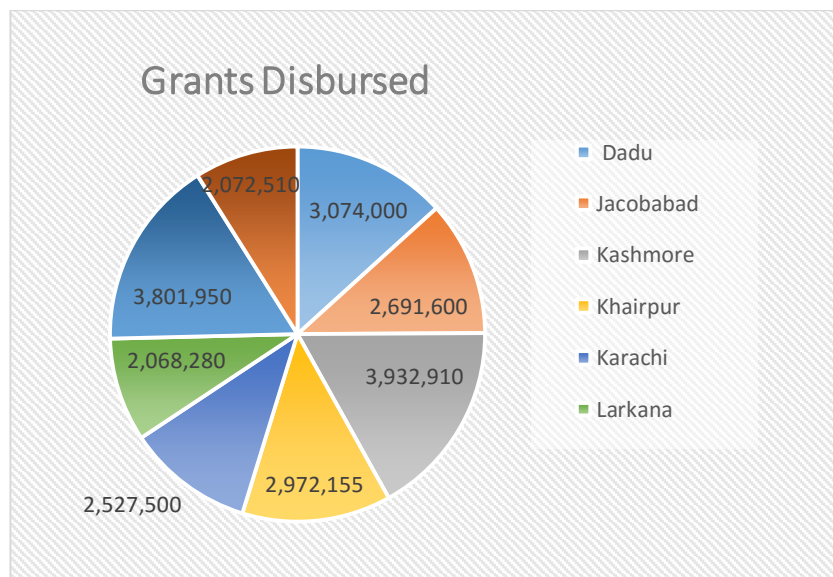
Implementation of SIPs Through Small Grants

Corresponding Indicator: Custom—Number of Small Grants Disseminated to SMCs of non-Construction Schools

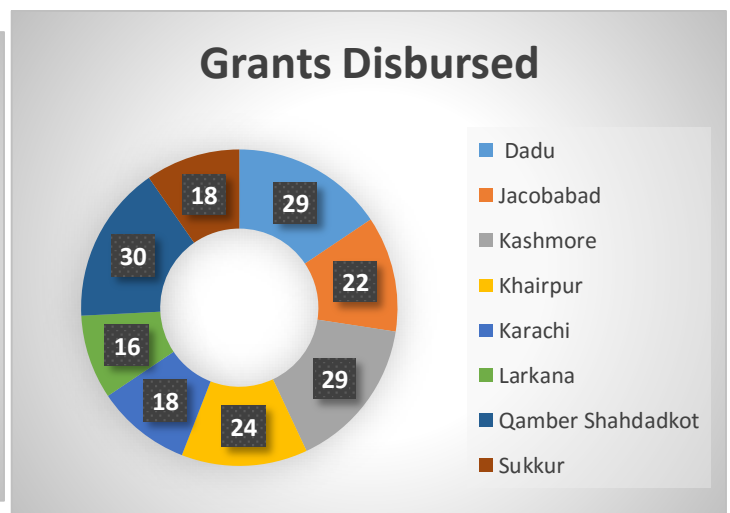
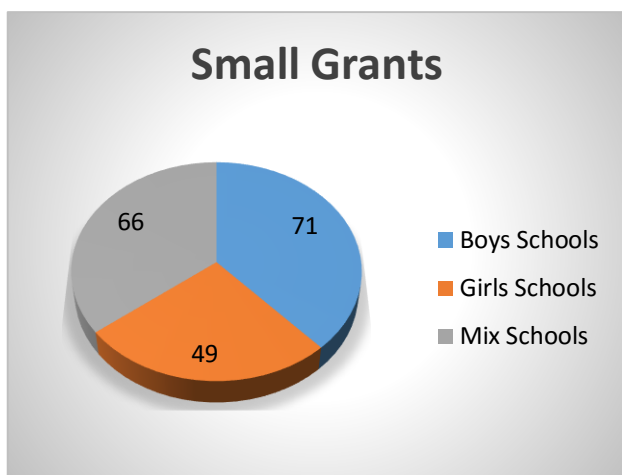
In Year IV, CMP disbursed a total of PKR 23,140,905 to 186 SMCs for schools to improve their basic facilities. The main areas of improvement include toilet facilities, WATSAN, the repair and procurement of classroom furniture, minor repairs, and classroom painting.

Districts	Grant Activities in Year VI	
	Grants Disbursed	Amount Disbursed (1st + 2nd Inst.)
Dadu	29	3,074,000
Jacobabad	22	2,691,600
Kashmore	29	3,932,910
Khairpur	24	2,972,155
Karachi	18	2,527,500
Larkana	16	2,068,280
Qamber Shahdadkot	30	3,801,950
Sukkur	18	2,072,510
Total	186	23,140,905

District Breakdown of Grant Disbursement Amounts



District and Gender Breakdown of Grants Disbursement



Close-out of Small Grants

In addition to ongoing grants monitoring visits, the CMP Small Grants Section conducted a final progress verification for all closing grants, and provided a certificate of satisfactory completion of work once closed in CMP's records. During the process, the program took photographs of improved facilities in order to share the change with community members and other stakeholders, and to serve as a means of verification and documentation for CMP quarterly/annual reports. In the reporting period, a total of 91 grant completion activities and close-outs have been conducted.

No.	Districts	Close-out
1	Dadu	6
2	Jacobabad	7
3	Kashmore	17
4	Khairpur	19
5	Karachi	9
6	Larkana	9
7	Qamber Shahdadkot	8
8	Sukkur	16
Total		91

Special Initiatives

Intel Provincial and National Level Science Fair

[Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance](#)

During this year, CMP supported students from selected schools, which allowed them to participate in provincial and national-level Intel-sponsored science fairs held in Karachi and Lahore. The provincial fair was held in Karachi October 18-20, 2016, while the National Fair was held in Lahore November 23-26, 2016.

At the provincial fair, 45 students (20 boys and 25 girls) and 13 teachers (nine male and four female) from 11 CMP-targeted schools attended the provincial Intel fair and presented 19 projects under the categories of biology/health sciences and chemistry to visitors and jury members. In total, 10 projects advanced to the Intel National Fair held in Lahore.

CMP supported 25 students (seven boys and 18 girls) and nine teachers (four male and five female), who showcased 10 selected projects. Ultimately, one project scored among the top 10 and two others were awarded "best" in their respective categories. The Intel officials encouraged SBEP's initiative and CMP's efforts. They also appreciated the students' and teachers' hard work and confidence. The participants shared that it was a great opportunity to showcase their knowledge and skills in a major forum and to compete with students from top-level, private educational institutions.

District Level Science Fair

Corresponding Indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

After successful participation in the Intel Science Fair Olympiad 2016 in Lahore, students and teachers of GGHS Haji Allan Khan Jamali were interested to learning science with a different pedagogy. This new method of learning about science not only impressed the students, but also other teachers. All science teachers of GGHS Allan Khan Jamali started teaching students by making models of different topics.



Science fair organized by SMC at GGHS Alan Khan Jamali, Jacobabad district

GGHS Allan Khan Jamali organized a large science fair at their school with the assistance of their SMC, participating teachers, and students who had participated in provincial and national Intel Science Fairs. There were a total of 35 science projects displayed, developed by 73 girl students. Students grades 3-10 developed and presented projects on biology, chemistry, and physics. A number of notables, representatives of district administration, district Education Department, teachers, parents, students, community members, and the SMC attended. The fair also received local media coverage.

The students prepared models on different science topics using low- and no-cost materials. The SMC invited officials from the Education Department of Jacobabad District and head mistresses, while science teachers and students of other schools attended as well.

This science fair not only encouraged students and teachers of the school, but also generated interest among teachers and students of other schools. Organizing and holding the science fair independently was a great achievement and an example of local ownership and sustainability.

Distribution of GIK

Corresponding Indicator: MSF—Number of out-of-school children newly enrolled or re-enrolled in education system with USG assistance

As a part of its contractual commitment with USAID, Blumont obtained GIK (hygiene and school kits) from Lutheran World Relief. CMP distributed the kits to students grades 1-3, who received school kits, and to students grades 4-5, who received hygiene kits.

During the reporting period, CMP distributed these kits to 41,166 students (24,936 boys and 16,230 girls) in 195 schools in six districts.

CMP also provided an orientation session on the usage of the kits for students and teachers. The program field teams brought the kits to SMCs, which they distributed to the students.



Children holding their kits

The table below shows the number of kits distributed by district.

District	School	Boys	Girls	Total Student
Jacobabad	28	4,260	2,258	6,518
Kashmore	38	4,716	1,648	6,364
Khairpur	52	5,944	3,050	8,994
Larkana	34	3,140	1,915	5,055
Qamber Shahdadkot	7	2,238	2,345	4,583
Sukkur	36	4,638	5,014	9,652
Grand Total	195	24,936	16,230	41,166

Community-to-Community Exchange Visits

Corresponding Indicator: Custom—Number of community exchange visits

Community exchange visits is an initiative aimed at promoting cross-community learning through the exchange of experiences. Under this activity, a community visits another community to learn how they have undertaken steps to improve the functioning of schools, including the organization of various school-related events, how to participate in trainings related to small grants and support SMC executive committees in applying for small grants from CMP, the implementation of school improvement activities, and school initiatives to increase student enrollment and retention.

CMP facilitated 35 community exchange visits in all CMP targeted districts, including 1,380 participants. During these visits, host communities shared their key accomplishments, the major challenges they faced and their methods for overcoming obstacles, while visiting communities prepared a learning sheet and noted suggestions for how they could implement new approaches in their schools. This process allowed both host and visitor communities to learn from each other while also increasing their self-confidence.

Community Engagement for Increased Outreach

Corresponding Indicator: Custom –Percent of community based social mobilization plans developed having implemented at least one item

CMP continued to engage communities and empower them to continue efforts to expand intra- and inter-community outreach and to maximize their impact on the lives of children in their communities. School days and community recognition days have proven to be an effective tool in this regard. Beyond expanded community outreach, these events have also played a vital role in enhancing children's academic performance. During the reporting year, CMP, in close collaboration with each community, organized different events to recognize and reward the community's involvement.

The main purpose of organizing community recognition and school days in CMP-targeted schools was to encourage SMC sub-committees to organize educational activities themselves and to recognize the performance of students in selected schools.

SMC Chairman at GGHS Haji Alan Khan Jamali shares SMC progress with a host school SMC at GGHS Arain Sukkur

The following specific objectives were achieved through this initiative:

- Increased parental awareness that school activities have a positive impact on the personality development of their children;
- Increased participation and retention of children in schools;

- Increased self-confidence, community development, and other skills of students, which help them develop their personalities; and
- Enhanced quality education by promoting learning in a competitive environment.

During the reporting year, CMP, with school administrations, SMCs, and communities, organized the following events:

Universal Children's Day

In order to raise awareness about children's rights and to encourage primary caretakers to fulfill their responsibilities, CMP and communities jointly celebrated Universal Children's Day November 20, 2016. The participants included officials from the Education Department, SMC general body, community notables, parents, and students. Students performed different activities during the events, such as role-plays highlighting the importance of education and a quiz competition. These activities were accompanied by lectures from education experts, speeches, and cultural songs.

Cultural Day

Sindh province has a diverse and rich culture, and celebrates Cultural Day on the first Sunday in December. SMCs used this opportunity to raise awareness on issues related to education, specifically girls' education.

Students, SMC, and community members gave speeches, role-played in Sindhi language, sang cultural songs, and performed local dances. Students were proud to portray their culture in front of a gathering of community members, parents, and social activists. The DEO, TEO, and school supervisor also participated in the events.

World Environment Day

June 5th marks World Environment Day, in accordance with the 1972 declaration by the United Nations. It is a globally celebrated day for individuals to take practical action to raise awareness for the protection of the environment and the earth. The theme for 2017 World Environment Day was "Connecting People to Nature," which encourages people to get outdoors



Children and community members rally on World Environment Day in District Larkana.



and into nature, to appreciate its beauty and importance, and to answer the call to protect the earth that we all share.

To enhance children and communities' awareness about the importance of the environment and its conservation, CMP collaborated with communities and the government's Forest Department to organize World Environment Days in SBEP-focused schools in

Dadu, Sukkur, Larkana, Karachi, and Qamber Shahdadkot districts.

Celebration of World Environment Day provided an opportunity to spread knowledge about environmental protection among children and encourage them to take part in helpful measures, such as tree planting. During these events, CMP also highlighted how important it is to have proper WATSAN facilities to protect the environment and to keep communities healthy.

During this event, the Forest Department provided 400 plants to CMP communities as an in-kind contribution. A large number of community members including parents, teachers, and children

participated in different activities. Speakers highlighted the importance of trees and planting them to keep the environment healthier and to connect with nature.

Independence Day

Pakistan celebrates Independence Day on August 14th of each year. It is one of the major National Days celebrated in Pakistan. CMP, with support from SMCs, organized Independence Day celebrations in different schools where people from different walks of life participated.

The biggest event was held at GGHS Arain, Sukkur, which was chaired by Mr. Khursheed Ahmed Shah, Leader of the opposition in the National Assembly, who hoisted the national flag followed by a recital of the national anthem.

During his address, Syed Khursheed Ahmed Shah thanked USAID for lifting educational standards in Sukkur. He further encouraged the district Education Department to maintain these raised standards.



Leader of the opposition, Syed Khursheed Ahmed Shah, hoisting the flag during Independence Day at EMO School in Sukkur district

In Qamber Shahdadkot district, CMP and district management organized two days of “Sports Gala” August 12-13, 2017 on the Cricket Grounds of Qamber. Mr. Shahmeer Khan Bhutto, the Deputy Commissioner of Qamber Shahdadkot district, chaired the event.

In his speech, Mr. Bhutto said, "This joint venture of USAID-funded CMP and district management is very important for us. I am thankful to CMP that they stand with us shoulder-to-shoulder in organizing this gala. The purpose of these kinds of activities is also to encourage students and groom their mental and physical growth."

International Literacy Day

September 8th marked World Literacy Day, declared by UN in 1965 to actively mobilize the international community and to promote literacy as an instrument to empower individuals, communities, and societies. This day is specially acknowledged as the status of literacy and adult education around the world.

The theme for Literacy Day 2017, “Literacy in a Digital World,” calls us to reflect and to act wisely for the sake of future generations.

The purpose of this event was to encourage children and communities to celebrate and participate in globally-recognized events and to sensitize stakeholders on the importance of literacy. Students, highlighting the importance of literacy through activities ranging from speeches to tableaus and stage performances, prepared the activities.



Students’ performance during International Literacy Day at GBHS, Burira, KN Shah, Dadu district

During the events, speakers also emphasized the importance of this day and shared the challenges they faced in improving literacy rates, as well as solutions. For example, Mr. Abdul Aziz Junejo MPA, Dadu district thanked CMP and USAID for their support of government schools in K.N Shah Taluka of Dadu.

He equally announced the provision of school uniforms and a solar panel-powered drinking water tank for GBHS Burira.

Enrollment Campaign

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

Increasing students' enrollment, especially girls, is one of the major objectives of CMP. Program staff have invested great effort in this intervention and achieved significant results in increasing the demand for education in CMP-targeted districts. In its first three years of conducting enrollment campaigns, CMP achieved great success. With this in mind, CMP decided to focus its enrollment campaign in only



Enrollment walk/rally at GGELS Locoshade Rohri Taluka
Rohri, District Sukkur

those areas where there were large numbers of out-of-school children, a lower student-to-teacher and student-to-classroom ratio, and where nearby schools could sufficiently accommodate their enrollment. CMP identified those schools with use of the secondary data from RSU and ground assessments conducted by CMP field staff.

In accordance with the strategy, CMP organized a cluster-based enrollment enhancement campaign. In turn, CMP led a total of 23 campaigns across targeted districts, with enrollment walks and events attended by 8,139 participants (4,794 male and 3,345 female) that included students, parents, teachers, SMC members, community members, district Education Department officials, and others. “Let’s go to school” was the slogan of the enrollment campaigns for this year. The objective was to increase SMC, parents’, and community members’ awareness about the importance of education and to promote student enrollment, with a focus on girls and reducing dropout rates. Students, teachers, and SMC members walked through the streets and main routes of the village and keynote speakers delivered speeches on the importance of girls’ education. Students also performed cultural tableaux, role-plays on the importance of education, and participated in different competitions like drawing and quiz competitions on educational themes. During the campaign, CMP also provided giveaways to children as tokens of appreciation: water flasks, stationery items, and school bags. Desk stations at selected schools were also set up on the day of these campaigns for on-the-spot enrollment of new students in the General Register. The provision of this service contributed significantly to the process of enrollment.



Ms. Sajida Farooqui-TEO issuing GR Numbers to newly enrolled students at GGELS Loco shade, District Sukkur

Data Collection on New Enrollment and Attendance

Corresponding indicator: MSF—Number of out-of-school, newly enrolled, or re-enrolled students in education system with USG assistance

Since the inception of the program, increasing student enrollment, especially that of girls, has been the cornerstone of all CMP interventions. CMP has been an effective interface between the community and district administration to this end.

During the quarter, the CMP field teams, with support of the community, enrolled students for the 2017-2018 academic session. CMP also collected aggregated student enrollment and attendance data from schools for the 2016-2017 academic session (first phase). This exercise allowed CMP to:

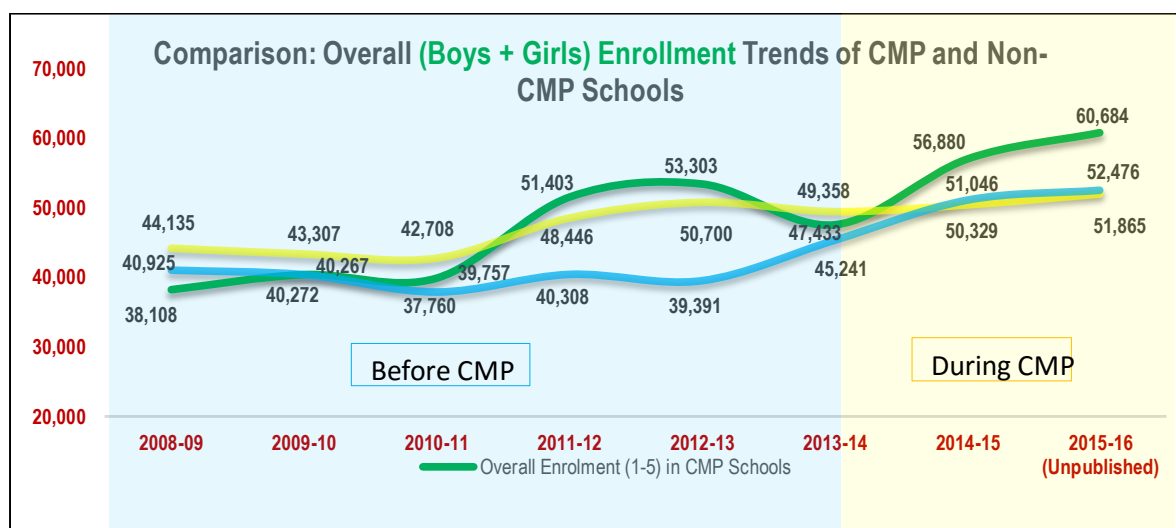
- Collect total enrollment data in the schools, and
- Compare figures against average student attendance discussed further in the next section.

During the reported enrollment, CMP facilitated 25,202 students' enrollment in CMP-targeted schools.

Enrollment Trend Analysis

Corresponding indicator: MSF—Number of out-of-school, newly enrolled, or re-enrolled students in education system with USG assistance

During the reporting period, CMP engaged a research consultant for short term technical assistance (STTA) to conduct an enrollment trend analysis in CMP-targeted schools. While using secondary data available from CMP and the Sindh Education Management Information System (SEMIS), RSU, STTA conducted a study and presented historical trends of student enrollment and an analysis of the impact of CMP interventions.



The study encompasses a comparative analysis of three categories of schools in two phases. The first category is CMP target schools in CMP-focused districts, the second category is CMP schools in non-CMP focused districts, and the third category is non-CMP schools in non-CMP focused districts of Sindh. The first phase, also called "Before CMP," represents a historical trend of student enrollment between 2008-09 to 2013-14 (five years for enrollment growth) and the second phase, also called "During CMP," represents student enrollment between 2013-14 to 2015-16 (enrollment growth over two years).

Considering the existence of primary level classes in 76% of CMP target schools, and in order to conduct a more realistic analysis of impact, enrollment data of only primary level classes (1 to 5) in CMP target schools was used for this study. The source of data for this trend analysis is SEMIS, which is an annual census conducted by GOS in all public sector schools, and is widely considered the most accurate available data source for similar studies. This study provides data analysis in 406 CMP target schools, and the same number of schools were selected in the other two categories using a selection criteria similar to that of CMP target schools.

The study reveals the significant impact of programmatic interventions on student enrollment. The following are summarized results of analysis conducted on the three categories for comparison mentioned previously:

- Girls' enrollment in CMP schools reached 26,221 in 2015-16, from 19,233 in 2013-14, with a total growth of 6,988 girl students, which is 5,090 additionally enrolled girls compared with historical trends of the last five years before CMP (2008-09 to 2013-14).
- During CMP period (2013-14 to 2015-16), the girls' enrollment growth rate of 36% is far higher in CMP schools in comparison to the other two categories of schools (3% in category 2 and 9% in category 3 schools).
- A similar pattern is seen when the Gender Parity Index (GPI) is calculated in the three categories of schools. The GPI in CMP schools was 0.61 in 2008-09, which reached 0.76 in 2015-16, while GPI in category 2 schools starts at 0.62 in 2008-09 and drops to 0.59 in 2015-16. Category 3 schools show slim progress from 0.60 in 2008-09 towards 0.63 in 2015-16.
- The boys' enrollment in CMP schools reached 34,463 in 2015-16, from 28,200 in 2013-14, with a total growth of 6,263 boy students, which is 4,431 additionally enrolled boys compared with historical trends of the last five years before CMP (2008-09 to 2013-14).
- During CMP period (2013-14 to 2015-16), the boys' enrollment growth rate of CMP schools was 22%, which is significantly higher than category 2 schools (7%) and slightly better than category 3 schools (20%).
- The overall increase in enrollment in CMP schools is recorded at 13,251 in 2015-16. This is significantly higher compared to the projected increase according to the historical trend (i.e. 3,730). Therefore, an increase of 9,521 enrollments can be attributed to the CMP intervention.

Category		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 (Base Year)	2014-15	2015-16 (Unpublished)	
1	CMP Schools	Girls	14,488	15,609	15,531	20,399	21,366	19,233	23,818	26,221
		Boys	23,620	24,663	24,226	31,004	31,937	28,200	33,062	34,463
		Total	38,108	40,272	39,757	51,403	53,303	47,433	56,880	60,684
		GPI	0.61	0.63	0.64	0.66	0.67	0.68	0.72	0.76
2	Non-CMP Schools in CMP Districts	Girls	16,968	17,280	17,021	19,749	20,428	20,594	21,467	21,149
		Boys	27,167	26,027	25,687	28,697	30,272	28,764	28,862	30,716
		Total	44,135	43,307	42,708	48,446	50,700	49,358	50,329	51,865
		GPI	0.62	0.60	0.60	0.59	0.60	0.58	0.57	0.59
3	Non-CMP Schools in Non-CMP Districts	Girls	16,459	16,142	15,625	16,778	15,927	17,843	19,193	19,462
		Boys	24,466	24,125	22,135	23,530	23,464	27,398	31,853	33,014
		Total	40,925	40,267	37,760	40,308	39,391	45,241	51,046	52,476
		GPI	0.60	0.60	0.59	0.58	0.60	0.61	0.62	0.63

Component III: Improve Child Nutrition in Selected Communities and Government Schools through Research that Informs Innovation and Good Practices

Data Collection for KAP Survey

Corresponding indicator: Custom—Number of community members trained to demonstrate awareness on nutrition and hygiene

In Year IV, CMP, with the technical assistance of AKU-HDP, conducted the Knowledge Attitude and Practice (KAP) survey. The assessment measured children's knowledge, attitude, and practices related to nutrition, hygiene, and the environmental cleanliness, as well as household conditions and nutritional status in CMP-focused schools. The survey team identified 36 schools in CMP-focused districts that were sampled through a multi-staged cluster sampling method, and data was gathered from households, schools, and children ages 5-15 years. Data collection was completed with a total of 1,108 children (590 boys and 518 girls). The exercise was completed in close collaboration with head teachers of selected schools, SMC executive body members, and community representatives.

KAP key findings:

- One-fourth of the schools surveyed had no toilet facilities for children, and of the schools that had facilities, 44% did not have water to operate.
- All schools provide lunch breaks, and 89% of children said they ate something during lunch break. Of these children, only 11% of children ate homemade food.
- More than half of the households surveyed had an open drainage system, as well as open drains and ditches around the home.
- Almost three-quarters of children (73%) reported that they had breakfast every day. Of the children who missed breakfast, the highest proportion was in Dadu (22%) and Khairpur (18%).
- Illness was found to be a major cause of student absenteeism, as 63% reported that they did not attend school for up to six days during the last month due to sickness.

Participatory Action Research (PAR)

Corresponding indicator: Custom—Number of community members trained to demonstrate awareness on nutrition and hygiene

CMP, through the support of AKU-HDP, conducted PAR in five selected communities from Dadu, Jacobabad, Karachi, Kashmore, and Sukkur districts. The objectives of PAR are to explore factors affecting children’s nutrition and hygiene and to understand ways in which individuals, families, and communities can address the issues related to malnutrition in children. The criteria for community selection was the characteristics of urban, semi-urban, less rural, remote rural, and disaster-affected communities in close geographic proximity of CMP schools.



PAR meeting at GGHS Alan Khan Jamali - Jacobabad

Based on the criteria, CMP identified schools (Karachi as urban, Sukkur as semi urban, Jacobabad less remote, Dadu remote, and Kashmore disaster-affected). This intervention was designed in a way that would allow teams to visit these communities multiple times, initially to analyze and observe their change-oriented action by using innovative, reflective models. Later, the visits will focus on sharing the research findings with the community and finally enabling them to inculcate the concept of unity, humanity, and collaboration to address children’s malnutrition issues through improved health, nutrition, and hygiene practices.

At the beginning of Year IV, CMP conducted interactions in five communities using qualitative tools, such as social maps, pie charts, seasonal calendars, decade matrixes, and problem trees to understand the determinants of malnutrition in each selected community. During the second quarter, PAR findings were shared with the below mentioned four out of five selected communities. CMP shared these findings in separate groups for men and women, used baseline presentations as a starting point, and utilized reflective analysis to prepare action plans, which these communities can implement to improve nutrition and hygiene practices in children.

1. GBPS Gulistan Colony, Lyari Town, Karachi
2. GGPS Allan Khan Jamali, Jacobabad
3. GBPS Bazmaal Khoso, Dadu
4. GBPS Misri Faqeer Lashari, Kashmore

District	No. of Events	Male	Female	Total
Dadu	1	20	30	50
Jacobabad	1	12	31	43
Karachi	2	28	66	94
Kashmore	1	35	20	55
Sukkur	1	28	39	67

Total	6	123	186	309
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These communities engaged in discussions to reflect upon and analyze the causes of malnutrition in children and to identify actions for change in household, institutional, and community practices to improve nutrition and hygiene. As a result of the discussions, CMP facilitated two community action plans, identifying individual and institutional responsibilities and timelines.

CMP then conducted follow-up PAR visits in these selected communities and organized meetings with separate groups of men and women community members. During the follow-up, CMP shared the concept of “unity” and “humanity” in order to promote collective thinking and responsibility among community participants. A visioning exercise was used to stimulate and reflect on the role of individuals in resolving common problems related to children’s nutrition and hygiene.

During the last quarter of the year, CMP conducted another set of follow-up PAR visits. These focused on priority-setting and action planning, liaising with relevant stakeholders, advocacy training, and building bridges between communities and decision makers. The community in Dadu district prioritized water, sanitation, education, and health as their major areas of concern, while in Kashmore they considered sanitation, roads to ensure access to healthcare centers, girls’ education, and shelter as priority areas. The program also established liaisons between the communities and local officials to resolve these issues.

Formative Action Research

Corresponding indicator: Custom—Number of community members trained to demonstrate awareness on nutrition and hygiene

In addition to PAR, CMP, through AKU-HDP conducted formative action research (FAR) in the below listed five selected communities from Dadu, Jacobabad, Karachi, Kashmore, and Sukkur districts. The FAR aimed to identify locally available and preferred mass media and/or other sources of information in each community. The qualitative data collection tools helped the survey team in identifying a matrix of people, their preferred sources of information, and time of access.



FAR meeting at Kashmore

The communities in which FAR was conducted:

- GBPS Bazmaal Khoso, Dadu
- GGPS Allan Khan Jamali, Jacobabad
- GBPS Gulistan Colony, Lyari Town, Karachi
- GBPS Misri Faqeer Lashari, Kashmore
- GBPS Abad Lakha, Sukkur

District	No. of Events	Male	Female	Total
Dadu	1	8	17	25
Jacobabad	1	9	11	20
Karachi	2	25	39	64
Kashmore	1	18	11	29
Sukkur	1	3	33	36
Total	6	63	111	174

This information later helped CMP to develop culturally and contextually relevant communication messages to foster positive change in household, institutional, and community practices to improve children's nutrition and hygiene.

After gathering the information on available sources and timings, CMP conducted meetings with community groups (women and men separately) and developed community resource groups (CRGs) at each site to help develop targeted promotional messages on nutrition and hygiene in these respective communities.

As a result of continuous follow-up FAR visits with these selected communities, CMP developed and validated culturally and contextually relevant messages on nutrition, hygiene, and environmental cleanliness with the support of CRGs and school children.

These messages will be used to develop mass media campaigns, starting in February 2018, to inform and motivate the target populations in modifying their behavior and practices to effect change in household, institutional, and community practices.

Develop Local Event Calendar

Corresponding indicator: Custom—Number of children in targeted districts reached by USAID supported nutrition programs

Due to low literacy levels in rural communities, parents were not accustomed to recording the date of birth of their children, posing a challenge for nutritional teams in identifying children's exact age, which is necessary for screening and determining their nutritional status. After discussion, group decided to work with communities to prepare a local events calendar which will guide us the close to accurate date for determining children's nutritional status. The CMP team held community meetings in all CMP-targeted districts to form a local events calendar. The 18 local events calendars covering the last 10-15 years were developed in all CMP-targeted districts, which are used by CMP district teams to identify the age of screened children as accurately as possible to evaluate their nutritional status.

Poster Development Activity

Corresponding indicator: Custom—Number of field team members trained on nutrition & hygiene

CMP considers children active change agents. Therefore, during the reporting year, the program engaged children ages 5-10 from all CMP-targeted districts in interactive poster development activities. When developing posters, children reflect on nutrition, hygiene, and environmental themes that reinforce best practices, and they internalize the concepts. CMP engaged 1,002 children (521 boys and 481 girls) from 16 schools in all targeted districts.



CMP student displaying a poster during the poster development activity at GPS, Ali Zuhrani, Larkana district

District	No. of Activities	Boys	Girls	Total
Dadu	2	90	36	126
Jacobabad	2	46	37	83
Karachi	2	66	29	95
Kashmore	2	56	50	106
Khairpur	2	36	84	120
Larkana	2	28	8	36
Qamber Shahdadkot	2	64	97	161
Sukkur	3	135	140	275
Total	17	521	481	1,002

Once children completed their posters and models on given themes, CMP worked with artists to categorize them and to refine final posters, which CMP could print and disseminate. During the last quarter of Year IV, a CMP/AKU-HDP artist visited three schools (one in Karachi, one in Sukkur, and one in Kashmore) where posters were developed. He shared reviewed artwork with 145 children to see if they could understand the drawings and messages being conveyed. The majority of the students could understand the drawings and key messages, however, 10-15% of students had difficulty in understanding the technical terms, which the artist noted and will redesign/review for further clarity. Early next year, CMP will finalize the thematic posters, which will be utilized by students, teachers, parents, and other stakeholders to promote health and hygiene awareness.

Health and Hygiene Awareness Raising Sessions

Corresponding indicator: Custom—Number of community members trained to demonstrate awareness on nutrition and hygiene

CMP believes that raising awareness among children and communities regarding health, nutrition, and hygiene is equally important as providing tangible inputs, such as the setting up of health screening corners, because awareness raising will lead to behavior change.

In Year IV, CMP conducted health and hygiene awareness sessions for 10,052 participants (2,196 male and 7,856 female) in 286 schools of all CMP-focused districts. The purpose of these sessions was to educate communities to improve their nutritional status and hygiene practices through available resources.

The following specific objectives were achieved through these sessions in the targeted districts:

- Increased community knowledge of essential nutrition requirements for the growth of their children;
- Increased community knowledge in the selection of three food groups: 1) carbohydrates (energy group), 2) protein (body building), and 3) vitamins and minerals (protective).
- Enhanced understanding about personal hygiene, nutrition, and domestic and environmental cleanliness; and
- Disseminated key messages on a healthy and cost-effective diet, the importance of vitamins and minerals, and the importance of cleanliness.



Oral health demonstration given by a health specialist during hygiene awareness session

Districts	No. of Sessions	No. of Schools	Male	Female	Total
Dadu	26	26	391	400	791

Jacobabad	32	31	479	540	1019
Karachi	32	22	173	817	990
Kashmore	40	39	176	1157	1333
Khairpur	56	56	522	1219	1741
Larkana	40	40	97	1507	1604
Qamber Shahdadkot	39	36	164	1190	1354
Sukkur	40	36	194	1026	1220
Total	305	286	2,196	7,856	10,052

CMP briefed the participants about their children’s nutritional needs and improved practices in personal hygiene and dietary intake. The following key messages were communicated to the participants through these sessions:

- A healthy diet helps us grow and protects us from illnesses;
- Healthy food is not expensive—it is possible for everyone to eat healthy, and we must be sensible in what we eat;
- Vitamins and minerals help the body stay healthy and function better;
- Staying clean is important, and good hygiene can protect against germs; and
- Personal hygiene means keeping clothes and the whole body clean.

As result of these sessions, participants understood the essential nutritional requirements for the growth of their children. They also learned about the three main food groups and their appropriate balance in a healthy diet. They understood the need for better hygiene practices and the importance of a good diet for the health of their family and children.

Meeting with USAID on Nutrition Component’s Emerging Needs

[Corresponding indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance](#)

In order to respond to on-the-ground realities and emerging needs in the nutrition component, CMP met with USAID to discuss the various ways in which child malnutrition issues can be addressed in CMP-targeted communities within the scope of the project, using available resources and innovative methods developed from the KAP survey. There was also discussion regarding how CMP can capitalize on the MOU signed between CMP and the Department of Health (DOH) on June 15, 2017, which will be further discussed in the next section. The primary objective of the meeting was to update USAID, in particular their health specialist, on program deliverables and progress in the nutrition component. As a result, the meeting was an opportunity to discuss the utility of providing micronutrient vouchers to families.

In addition, AKU-HDP, being an expert in the field of nutrition, shared that a lack of access to safe drinking water is a significant issue in countering child malnutrition. Thus, CMP and USAID explored the possibility of collaborating with DOH or private sector actors to provide safe drinking water in CMP-focused schools.

MOU with DOH and GOS to Collaborate on Nutrition Component Activities

[Corresponding indicator: MSF - Number of administrators and officials who complete professional development activities with USG assistance](#)



Acting COP, CMP and Secretary of DOH signing MOU for nutrition interventions

During Year IV, CMP strengthened its coordination with all relevant stakeholders working in the health and nutrition sector in Sindh. As a result, CMP and DOH signed a MOU to address malnutrition issues among children age 5-10 years in CMP-focused schools. The MOU was signed at CMP's office June 15, 2017, where the SELD Secretary and USAID Deputy Mission Director took part in the signing ceremony. On this occasion, the Secretary of DOH said, "This collaborative effort between DOH and CMP will support nutrition-related activities for children ages 5 - 10 years in CMP-targeted schools across seven northern districts and five towns in Karachi in Sindh."

Nutrition Stakeholders Coordination Meeting

Corresponding indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance

In addition to coordinating with provincial level stakeholders, CMP also strengthened relations with district level stakeholders. During the reporting year, CMP organized district level coordination meetings with health and nutrition stakeholders in all CMP targeted districts. The purpose of these meetings was to share CMP's interventions, particularly in the area of children's health, nutrition, and hygiene, and to seek information about their activities, strategies, and inputs in these same areas. In addition to exchanging information, these networking meetings also strengthened working relationships with different stakeholders, which will support CMP in executing its interventions. Participants included officials of DOH, SELD, Jhpiego (affiliate of Johns Hopkins University), Save the Children, and ACTED working in the health, nutrition, and hygiene sectors. As a result, CMP established a district level network of representatives from international NGOs, local NGOs, and Education and Health Department officials to support CMP's nutrition component.

Meeting with Health and Education Literacy Program (HELP) Team to Collaborate on Nutrition Component Activities

Corresponding indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance

During the reporting year, CMP continued to reach out to different stakeholders to collaborate to reduce malnutrition in children 5-10 years old in CMP-focused schools. Therefore, CMP conducted a meeting with Dr. Amara and Dr. Rehan Shaikh from HELP to exchange information about interventions both were undertaking to address malnutrition issues. During the meeting, CMP briefed them about its objectives and also expressed interest in a joint venture.

Dr. Amara offered that they have one health facility in Neelam Colony, Lower Gizri, Karachi that can provide treatment to malnourished children identified through CMP's nutrition screening. She also suggested that CMP provide Hepatitis vaccinations to the students in CMP-focused schools.

School Cleaning Activities

Corresponding indicator: Custom—Number of community members trained to demonstrate awareness on nutrition and hygiene

School cleaning is another activity through which CMP engages children, communities, teachers, and school administrations to ensure they are informed about environmental cleanliness and the value of keeping their schools clean.

During the reporting period, CMP assisted communities in organizing “School Cleaning Activities.” A total of 16,898 participants, including children, parents, teachers, and SMCs, joined in cleaning their schools. CMP provided cleaning kits and rewarded the students who performed well in the activity. The purpose was to instill knowledge and to raise awareness about health, nutrition, and hygiene practices that keep schools safe and clean. A tree planting activity followed the health awareness sessions.

Districts	No. of Events	No. of Schools	Male	Female	Total
Dadu	31	31	2,299	1,438	3,737
Karachi	8	8	219	304	523
Khairpur	56	56	3,907	2,694	6,601
Qamber Shahdadt	56	56	3,383	2,654	6,037
Total	151	151	9,808	7,090	16,898

CMP Joint Review Meetings

[Corresponding indicator: MSF - Number of administrators and officials who complete professional development activities with USG assistance](#)

During the reporting year, CMP conducted meetings with the AKU-HDP program team on a quarterly basis to review the implementation of the nutrition component. The program examined progress against targets for each deliverable, discussed implementation challenges in the field, and strategized how to overcome those challenges and accomplish the remaining tasks. These review meetings also provided an opportunity for Community Mobilizers, Nutrition Associates, other field-based staff, and AKU-HDP to share their concerns and to provide feedback to the field team regarding their work.

CMP observed that the regular meetings helped to address the following challenges in an efficient and coherent manner:

- In the light of lessons learned during the first round of screening, CMP considered modifying the data collection tool and nutrition screening methodology, which was modified to meet the field teams' needs;
- In general, parents in rural areas were not used to recording the birth date of their children, posing a challenge for screening teams in identifying children’s exact ages, which is critical. After a discussion, the team decided to prepare a local events calendar, as mentioned earlier;
- Some students did not participate in the first round of screening. Field teams decided to conduct a follow-up visit to those schools within the same week to capture the data;
- Designing health and hygiene awareness materials for low-literacy/illiterate community members; and
- Female participation was generally low and minimal for men during Ramadan and summer vacation. This was addressed by providing separate sessions to women to ensure their participation and adjusting the timing of the health and hygiene sessions after Ramadan and vacation.

The following modifications will be applied for the second round of screening:

- CMP will issue nutrition status cards to the parents of every screened child and referral cards to parents of malnourished children; and
- Each district’s screening activity (data collection, entry, cleaning, analysis, and reporting) will be time bound.

Training of Trainers (TOT) for Field Teams on Nutrition, Anthropometry, Health, and Hygiene

Corresponding indicator: Custom—Number of field team members trained on nutrition and hygiene

At the beginning of Year IV, CMP organized a TOT for CMP field staff on nutrition, anthropometry, health, and hygiene. The TOT was designed in two phases (four days for each phase) and attended by 63 participants (33 male and 30 female). The objective of the training was to analyze the existing capacity of CMP staff, especially nutrition associates, to achieve upcoming tasks, build their capacity, and reinforce their knowledge. Sessions were delivered about nutrition, the three food groups (carbohydrates, protein and vitamins), health, and hygiene. The team was trained to calculate the height and weight of children and to eventually calculate body mass index (BMI) by using a Z-score sheet. The objectives of TOT were as follows:

- To develop staff capacity to deliver sessions on nutrition, hygiene, and environmental cleanliness and also to monitor their quality;
- To develop CMP staff members' communication skills to deal with resistance and to facilitate sessions in communities; and
- To enable CMP staff to take anthropometric measurements of children aged 5-10 years.

The TOT built CMP staff members' capacity to conduct anthropometry-based nutritional screenings of schoolchildren. It also enhanced CMP staff members' nutritional knowledge and communication skills. District teams learned about new hygiene methods, and appreciated the methodology and training facilitation skills. Most district teams were able to translate their knowledge into practice, as they performed well in the practice sessions. Training facilitators strongly recommended an in-depth study and repeated training presentations and modules so they could further conduct training sessions for school teachers and SHNC members.

Refresher for CMP Field Team

Corresponding indicator: Custom—Number of field team members trained on nutrition and hygiene

CMP field staff members were expected to share their TOT-obtained knowledge with SHNC members. After the first round of SHNC trainings, it was observed that program staff required a refresher training. Therefore, CMP organized a two-day training comprising three parts: a plenary discussion, demonstrations, and small group exercises. The refresher aimed to improve the facilitation skills of CMP staff and to strengthen their knowledge on nutrition, hygiene, and environmental topics. Sixty-eight participants (35 male and 33 female) included nutrition associates, community mobilizers and district managers, the Health and Nutrition Development Society (HANDS) and Indus Resource Center (IRC) senior management and CMP nutrition component leads.

During the refresher, participants shared their experiences conducting the pilot round of trainings to SHNC members, while CMP shared feedback on facilitation skills and technical expertise. The participants were encouraged to reflect on gaps in their listening, probing and facilitation skills through reflective listening exercises and discussion based on the Johari window model, emphasizing skills, such as behavior, empathy, cooperation, and inter-group and interpersonal development.

Besides facilitation skills, CMP also helped participants to review each module and provide clarity on training content. Participants had previously ignored the facilitator's notes given to them during the original TOT, which the CMP team stressed this time.

The two-day refresher training improved staff members' understanding of the training modules and their facilitation skills.

Nutrition Screening of Children

Corresponding indicator: Custom—Number of children-targeted districts reached by USAID-supported nutrition programs

To determine children's health and nutritional status, it is important to conduct anthropometric assessments that identify potential wasting, stunting, and obesity to prevent cognitive deficits, irreversible damage, and poor health. During the reporting year, CMP screened 123,426 students ages 5-10 years old (13,666 boys and 9,760 girls) in 292 CMP-targeted schools of all CMP-focused districts, with the support of head teachers and teachers.

The purpose of the screenings was to identify early stages of malnutrition in school-age children from 5-10 years old in CMP-focused communities and to recommend proper treatment through referrals.



Anthropometry screening of a child to determine his nutritional status, Larkana district

Restructuring SHNCs

Corresponding indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

During the period, CMP focused on restructuring SHNCs/*Ghizaiyat aur Sehat-o-Safai* sub-committees. These committees are composed of community representatives/parents, school staff, social activists, and health professionals (i.e. female health workers, health supervisors, health visitors, community health workers, medical officers, or any other health practitioner). *Ghizaiyat aur Sehat-o-Safai* Committees are expected to enhance awareness in the community of health, nutrition, and hygiene issues, as well as to ensure proper screening and referral of malnourished children ages 5-10 years old. The committees will follow a specific set of roles and responsibilities that are focused on screening and referrals, and the promotion of personal hygiene and domestic and environmental cleanliness. The communities will work closely with nutrition associates, as well as CMP staff members. During the reporting year, CMP assisted communities in restructuring 336 SHNCs with 2,797 members (1,654 male 1,143 female) in CMP-focused districts.

Districts	Number of Committees	Male	Female	Total
Dadu	34	168	89	257
Jacobabad	52	251	163	414
Kashmore	56	303	139	442
Khairpur	55	232	151	383
Karachi	33	97	176	273
Larkana	39	181	111	292
Qamber Shahdadkot	56	246	198	444
Sukkur	41	176	116	292
Total	366	1,654	1,143	2,797

Training of SHNCs on Health, Nutrition, and Hygiene

¹ Total 27,272 children were screened, data verification for 4301 is in process.

Corresponding indicator: MSF—Number of PTAs or community-based school governance structures engaged in primary or secondary education supported with USG assistance

One of the important roles of SHNCs is to raise health, nutrition, and hygiene awareness in students, parents, and community members, as mentioned previously. For SHNCs to fulfill this task, CMP organized three-day, cluster-based trainings for 1,093 member (641 male and 452 female) from *Ghizaiyat aur Sehat o Safai* sub-committees on nutrition anthropometry, health, and hygiene. The purpose of these trainings was to educate the sub-committees on ways to improve the nutritional status and hygiene practices of children and to transfer knowledge at the community level, using available resources.



Three-day SMC sub-committee training on nutrition, anthropometry, health, and hygiene at GBHS Sardaro Khoso Kashmore district

Districts	Training	School	Male	Female	Total
Dadu	7	19	112	35	147
Jacobabad	7	24	93	64	157
Karachi	8	21	58	89	147
Kashmore	6	22	93	55	148
Khairpur	5	18	57	51	108
Larkana	8	21	90	59	149
Qamber Shahdadkot	7	23	97	74	171
Sukkur	5	18	41	25	66
Total	53	166	641	452	1,093

The following objectives were achieved through the training sessions:

- Enhanced the capacity of SHNCs to conduct awareness-raising sessions at both the school and community levels on improved nutrition and hygiene practices for optimal growth by promoting the consumption of foods from the three main food groups and providing a healthy, balanced diet to all children; and
- Improved knowledge of SHNCs on the proper utilization of the referral system and management of health corners in schools to screen children to determine their nutritional status and to identify cases of wasting and stunting.

Global Hand Washing Day

Corresponding Indicator: Custom—Percent of community-based SMPs developed having implemented at least one item

Global Hand Washing Day is another awareness-raising event, as organizations globally spread the message that washing hands with soap, especially after using the toilet, handling meals, and playing sports, can prevent many illnesses and diseases. Conversely, improper hygiene can cause different diseases, some of which can result in nutritional deficiencies. To promote the healthy practice of washing hands with soap, CMP engaged schools and communities to participate in this campaign.



Children showing clean hands after washing with soap on Global Hand Washing Day

CMP organized Global Hand Washing Day on October 15, 2016 in six schools of CMP-targeted districts.

Districts	No. of Events	No. of Schools	Male	Female	Total
Karachi	2	2	336	184	520
Kashmore	1	1	241	69	310
Larkana	1	1	270	164	434
Qamber Shahdadkot	1	1	229	111	340
Sukkur	1	1	179	71	250
Total	6	6	1,255	599	1,854

Participants included students, SMC members, parents, community members, and CMP field teams.

At an event in Sukkur, the CMP program manager briefed the audience about the importance of hand washing, and a group of students demonstrated hand washing practices and steps. The purpose of organizing this event was to inform the community about personal hygiene to facilitate behavior change.

CMP encouraged students, teachers, and parents, especially mothers, to participate in this event and organized diverse activities, such as speeches, teacher/student testimonials, demonstrations, and role playing.

World Nutrition Day

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

CMP acknowledges that raising awareness is the first and most important step in the behavior changing process. In order to instill healthy behaviors in the community, especially in mothers, CMP, SELD, and SMCs organized World Nutrition Day celebrations on November 10, 2016 to promote healthy food and nutrition to improve children's health. The objectives were to:

- Raise awareness on improving nutrition through kitchen gardening in targeted communities;
- Increase knowledge of vegetables containing micronutrients (vitamins and minerals); and
- Increase children's knowledge of healthy diets, safe drinking water, and malnutrition prevention.

The participants included parents, students, teachers, community members, and CMP teams. The participants conducted a general knowledge debate, art competition showcasing the importance and benefits of vegetables, role playing discussions on healthy diets, and speeches about the importance of children's nutrition and kitchen gardening as a source of healthy food.

Districts	No. of Events	No. of Schools	Male	Female	Total
Dadu	1	1	14	156	170
Jacobabad	1	1	87	259	346
Karachi	2	2	307	210	517
Larkana	1	1	242	102	344
Qamber Shahdadkot	1	1	29	243	272
Total	6	6	679	970	1,649

The participants shared their views that “through this event they learned about a healthy and balanced diet, which is equally important for boys and girls and also about the importance of kitchen gardening.” At the conclusion of the events, students who participated in different segments were rewarded.

Component IV: Launch of Education Management Organizations – EMOs Signing of Concession Agreements and Hand-Over of Schools to Education Management Organizations (EMOs)

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

The Chief Minister of Sindh, Syed Murad Ali Shah, and U.S. Consul General Grace Shelton oversaw a concession agreement signing ceremony during which SELD and selected EMOs—Charter for Compassion (CFC), Institute of Business Administration (IBA) Sukkur, IRC, and Beaconhouse Private Limited—signed the agreements. The event was organized by CMP at the Chief Minister's house in Karachi on December 3, 2016 to outsource the management of five newly-constructed SBEP schools to these selected EMOs.

During the ceremony, the Minister for Education and USAID Deputy Mission Director signed the concession agreements as witnesses. Other senior officials of GOS, USAID, EMOs, and CMP were also present. The Secretary of SELD - GOS made a brief presentation on the components of SBEP and EMO reforms implementation.

During Year IV, CMP facilitated the transfer of five schools: GHS Karoondi, GHS Bozdar Wada, GHS Bedil Bekas, GHS Abad Lakha, and GHS Kolab Jial.



Secretary of SELD, GOS, signing concession agreements with EMOs for the second batch of SBEP schools constructed with USAID support

Technical and Legal Assistance to SELD for EMO Reforms Pilot

Third Round of Procurement of EMOs for SBEP-Constructed Schools

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

During the reporting period, CMP provided comprehensive technical and legal assistance to SELD, GOS for the third round of procurement (RFP #3) of EMOs for 14 schools in Khairpur and Sukkur district. Specifically, CMP provided assistance to the Public Private Partnership (PPP) Node of SELD for the procurement of EMOs to outsource the management of SBEP-targeted public sector schools.

This included support on the technical and legal aspects of the partnership process, compliance and coordination with relevant GOS agencies and interactions with potential partners from the private sector. After launching RFP #3, CMP, in collaboration with PPP Node of SELD, organized a roadshow followed by a pre-bid meeting to engage potential organizations and to address their queries regarding the technical and financial aspects of bidding.

Once organizations submitted the technical and financial bids in response to RFP #3, CMP and the PPP Node organized a three-day session in Karachi July 5-7, 2017 to review bids and provide technical support. Representatives of SELD and the Finance Department, GOS participated in the session. After completion of the technical review and preparation of a technical evaluation report, which was presented to the Technical and Financial Evaluation Committee (TFEC), the Secretary endorsed the opening of financial bids for the organizations, which qualified technical bidding level. In a TFEC meeting chaired by Secretary of SELD, financial bids were opened and announced in the presence of technically qualified bidders. CMP provided the technical support and assistance for TFEC's work, along with coordinating bidders.

Building on these developments, CMP provided technical assistance to the PPP Node, SELD, and PPP Unit of the Finance Department, GOS, to evaluate financial bids submitted for RFP #3 and to develop PPP procurement documentation, per the Sindh Public Procurement Regulatory Authority's (SPPRA) Technical Evaluation Report (TER), Financial Evaluation Report (FER) and Bids Evaluation Report (BER). These reports were presented for PPP Node approval in a meeting of TFEC held September 7, 2017, and chaired by Secretary of SELD. During the meeting, TFEC approved the BER to procure four EMOs to manage the third batch of 14 SBEP schools that were reconstructed with USAID's support. TFEC also directed expeditious actions leading to the signing of concession agreements with the successful bidders.



GOS-TFEC meeting chaired by Secretary of SELD to open bids submitted for RFP #3 for 14 SBEP schools

Subsequently, CMP assisted the PPP Node in obtaining the approval of the Sindh PPP Policy Board, chaired by the Chief Minister of GOS through a summary, along with coordination with relevant wings of GOS. With this approval, CMP also assisted SELD with the issuance of letter-of-awards (LOAs) to the successful bidders shown below.

SN	Name of SBEP reconstructed Schools	SEMIS Code	District	Successful EMOs
1	GHS Tando Nazar Ali	415030402	Khairpur	Charter for Compassion (CFC) Pakistan
2	GHS Gagri	415030380	Khairpur	Indus Resource Centre (IRC)
3	GHSS Setharja	415060822	Khairpur	CFC
4	GHS Pir Essa	415020309	Khairpur	Health and Nutrition Development Society (HANDS)
5	GHS Satabo	415020317	Khairpur	IRC
6	GHS Drib Mehr Shah	415040380	Khairpur	IRC
7	GHS Faqirabad	415050578	Khairpur	CFC
8	GHSS Hussainabad	415050584	Khairpur	CFC

SN	Name of SBEP reconstructed Schools	SEMIS Code	District	Successful EMOs
9	GHS Sami	415080275	Khairpur	Sindh Rural Support Organization (SRSO)
10	GHS Kamal Khan Indhar	418010592	Sukkur	HANDS
11	GHS Bhellar	418010546	Sukkur	HANDS
12	GHS Dodanko	418020391	Sukkur	CFC
13	Govt. (N) Modern High School	418030063	Sukkur	CFC
14	GGHS Numaish Colony	418030057	Sukkur	SRSO

CMP also provided technical assistance to the PPP Node in drafting the PPP concession agreements (CA), incorporating the necessary technical, financial, and legal details.

Technical Assistance and Support in Implementing EMO Reforms

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

The Secretary of SELD signed escrow agreements August 21, 2017 with EMOs (CFC, IRC, and Beaconhouse of the second batch of SBEP schools) and Sindh Bank to transfer funds to manage reconstructed schools. On the same day, the Secretary also signed Independent Expert Agreements with the EMOs and Independent Experts (IE), ADP Consultants, and KASBIT to monitor and advise on progress and the management of schools.

CMP also held several meetings with SELD and the PPP Node on several matters. This includes properly staffing the Node, implementing a Group-of-Schools Model that combines newly reconstructed schools with nearby non-construction schools as a single package for EMO bidding. This would increase efficiency under upcoming RFP #4 of IE evaluation mechanisms and the release of EMO funds allocated by GOS in its budget for 2017-18.

In collaboration with the PPP Node, CMP organized a consultative session with the successful EMOs of the third batch of 14 SBEP reconstructed schools. The session was held at Pearl Continental Hotel in Karachi September 21, 2017. Senior representatives of SELD, Sindh Rural Support Organization, Charter for Compassion, HANDS, and IRC participated. Detailed discussions took place on initial pre- and post-concession formalities and documentation, plans for fulfilling roles and responsibilities, and achieving performance targets, as stated in EMOs' proposals. After the primary session, a brief session with IEs—AASA Consultants and KASBIT—was also held on reporting requirements under IE mechanisms for EMO reforms and the expected performance standards as envisaged under the reforms.



District level session on EMO reforms held August 30, 2017 in Qamber, Shahdadkot districts

During the reporting period, CMP also held district level sessions on EMO reforms in Dadu September 27, 2017, and Kashmore district September 28, 2017. The objective of these events were to provide orientations to the relevant district level stakeholders on EMO reforms, update them on reform progress, explain expected roles, and to acquire their support in implementing reforms at the local level when management of upcoming SBEP schools is outsourced to EMOs. Representatives of the district administration, district Education Department, and potential EMOs participated in these events.



Morning assembly at SBEP School GHS Bedil Bekas (Sukkur) now managed by EMO – CFC

In the nine schools handed over to EMOs from the first and second batch of SBEP schools, there is an increase in enrollment of more than 2,500 students, an additional 140 teaching and non-teaching staff hired, along with an additional 112 new classrooms in the school buildings reconstructed under SBEP. At various provincial and district level forums, the EMOs and community members have acknowledged strong and cooperative relationships.

With initial guidance from CMP, EMOs have also been able to cultivate good working relationships with parents, SMCs, and the local/district administration and Education Department. The emphasis on education and the provision of a conducive learning environment in target areas helped to nurture strong cohesion between EMOs and beneficiary communities, and facilitated their work to improve education. For example, the construction of a road for GHS Kouro-Goth, Khairpur through the District Administration, leveling ground at GHS Arain, Sukkur, improved teacher attendance and availability in all nine schools, and other such efforts have also helped to amplify the voices of target communities to reach the decision-makers in GOS.

EMO reforms have also revived the confidence of target communities in public education, as well as the confidence of the private sector to work in partnership with GOS. Improved school governance, management, and utilization of public resources have also helped the public sector bureaucracy accept and support of the reforms. CMP is monitoring and supporting these developments, as well as assisting reform implementation by garnering relationships among reform stakeholders, orienting them on expected roles and providing guidance on technical matters.

Annual Development Plan (ADP) Schemes (PC-Is) and Sanctioned National Expenditures (SNE) for SBEP Target schools

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

Every year, GOS prepares development schemes for infrastructure and other improvements in public sector schools and also estimates SNE for teacher and non-teaching positions. During the year, CMP followed up with the relevant GOS departments and wings to address SBEP target schools' needs vis-a-vis ADP schemes and SNE in Khairpur and Sukkur districts. CMP held joint sessions with representatives of PMIU, the Works Department of SELD, and the planning development and research (PDR) wing of SELD on the ADP scheme to renovate and provide basic facilities in existing/old blocks of SBEP-reconstructed schools. Demolition plans for each school were discussed to identify the blocks, which are being retained for renovation purposes. CMP also assisted in providing drawings of demolition plans to the Works Department of SELD and provided support and coordination to the PDR wing of SELD on the ADP schemes for renovations and the provision of basic facilities in cluster/neighboring (non-construction) and SBEP-target schools in Khairpur and Sukkur districts.

CMP provided technical assistance to SELD for the development and subsequent revisions in SNE for teaching and non-teaching posts required in SBEP-reconstructed schools in Khairpur and Sukkur districts. CMP also participated in a meeting between SELD and the Finance Department focused on justifying required posts and the hiring process.

Technical Assistance and Support to SELD

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

During the reporting period, CMP provided technical assistance to the PPP Node-SELD for meetings of TFEC concerning the EMOs. CMP assisted in preparing the working paper and agenda, coordinating with TFEC representatives, and developing the minutes of TFEC meetings. CMP also supported the implementation of TFEC's new EMO procurement processes, such how to acquire bidding document clarifications, procurement compliance processes within GOS departments, developing technical and financial evaluation reports, and coordinating with bidders and GOS wings.

At the request of the Secretary of Education, CMP held several meetings from October through December 2016 on EMO reforms with Oxford University Press (OUP) and the Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST) in an effort to attract more reform partners. CMP provided technical guidance on PPPs in the education sector and the EMO procurement process. OUP has expressed interest in partnering with SBEP for strategic and resource support to CMP target schools. CMP is currently following up on this opportunity, and OUP has expressed its intentions to bid for the management of schools in upcoming RFPs.

In other interactions, CMP met with U.S. Consul General Grace Shelton and Education Minister Jam Mahtab Dahar in October 2017 to provide a briefing on programmatic interventions. The program also participated in a Local Education Group (LEG) meeting at RSU December 13, 2016 to review progress in implementing the Sindh Education Sector Plan (SESP). CMP also participated in a radio program focused on the education sector on 'FM-105' organized for World Teacher's Day on October 5, 2016. The program provided an opportunity to discuss education sector programs like SBEP and GOS reforms, encouraging private sector participation and EMO bidding. CMP also participated in a meeting December 16, 2016 at the U.S. Consulate with the Asian Development Bank. The focus of this discussion was education reforms and PPPs in the education sector in Sindh.

Financial Allocations by GOS in Fiscal Budget 2017-18 to Supplement SBEP and Support Implementation of EMO Reforms

Corresponding Indicator: MSF Indicator—Number of USG-assisted CSOs working to improve education quality and access

CMP provided technical assistance to SELD to propose financial allocations relevant to SBEP's goals in GOS' fiscal year 2017-18 budget. CMP coordinated closely with SELD, Finance Department, and GOS' Planning and Development Department, and held several sessions on financial allocations to supplement SBEP target schools.

In fiscal year 2018, GOS has allocated PKR 1 billion (USD 10 million) for the implementation of EMO reforms. Furthermore, the GOS has also allocated schemes in its ADP for fiscal year 2017-18 to provide furniture for SBEP-reconstructed schools in Dadu, Karachi, Khairpur, Larkana, and Sukkur districts and to renovate/rehabilitate old blocks of SBEP buildings and neighboring schools.



CMP is pleased to share that GOS has proposed allocations for teaching and non-teaching salaries at SBEP-constructed schools in Khairpur and Sukkur, as outlined in the SNE. This support has been reflected in the GOS budget for fiscal year 2017-18.

This success translates into more than PKR 130 million per year in new SNE for over 380 new teaching and non-teaching staff positions in SBEP schools. During the reporting period, CMP held discussions with the budget wing of SELD and the Finance Department, and provided technical support for relevant

documentation and coordination at various tiers of government. GOS is in the process of recruiting to fill these positions either by recruitment or through transfers from other schools, which the program will follow up on.

Engagement with the Private Sector to Build PPPs

Corresponding Indicator: Custom—Number of PPP projects established

During the reporting period, CMP continued its efforts to harness private sector support for SBEP-targeted schools. These efforts included regular coordination with existing partners of SBEP, as well as engagements with new and potential partners to discuss and explore areas of collaboration to support SBEP-targeted schools.

Rotary-Established Computer Lab in SBEP Schools

The Pakistan Literacy Mission of Rotary International established a fourth computer lab in an SBEP school—GHS Arain in Sukkur district. The rotary representative shared that as soon as the current phase closes with establishment of the lab at GHS Arain, the rotary plans to apply for funding for the next batch of five SBEP schools.



Functional computer lab at SBEP School GHS Jhajh Regulator (Khairpur) now managed by EMO – IBA

CMP held a meeting with representatives of the rotary August 16, 2017 about pledged support for the next batch of schools. Rotary's representative shared that the application and approval process takes eight weeks. The application for the next group of computer labs will be submitted November 2017.

Contribution from Imperial Chemical Industry (ICI) Pakistan

CMP signed a MOU with ICI Pakistan April 27, 2017 for the provision of a science lab for an SBEP school in Karachi. During the reporting period, ICI shared that in addition to the science lab, they are going to implement a Readers Club and *Dewar-e-Sahafat* (designated wall for creative writing and expression) in the SBEP target school.

The Readers Club activities could be held twice a year while the *Dewar-e-Sahafat* will be a regular exercise in which students will make wallpaper/charts and place it on the designated 'Dewar' (wall). It is expected that these activities will not only increase students' vocabulary in Urdu and English but also enhance their intellectual capacity and aesthetic sense. The school has nearly 800 students and ICI believes that many will participate in the *Dewar-e-Sahafat* activity.

PPP Roundtable Meeting with USAID Global Development Lab

CMP organized a roundtable meeting at CMP's office in Karachi June 6, 2017 to facilitate coordination between delegations of the USAID Global Development Lab from Washington and socially responsible corporations in Pakistan that have engaged with CMP in the partnership process, such as Engro, Sanofi (Pharma), Oil and Gas Development Corporation Limited (OGDCL), Mobilink, and Pakistan Petroleum and Rotary.

The roundtable was aimed at assisting USAID in conducting an assessment to mainstream science, technology, and innovation through partnerships in ongoing and upcoming activities, with the goal of integrating them into USAID/Pakistan's strategy.

Twenty-five professionals from USAID, GOS, the corporate/business sector, and CMP participated in the roundtable session. USAID shared details about the Global Development Lab and its connection with the development sector strategy for Pakistan. Corporate and government sector representatives showed keen interest in coordinating with USAID and shared their corporate social responsibility

experiences, such as Engro Corporation's program in the education sector, Mobilink's use of ICT equipment for women's empowerment and financial inclusion, as well as OGDCL's corporate social responsibility initiatives. The meeting concluded with a decision to hold regular meetings in the future.

Establishment of PPP Resource Group for Education in Sindh

CMP developed a concept paper on establishing a forum of stakeholders from the public and private sectors to support education in Sindh province on a sustainable basis. The Public Private Partnership Education Resource Group is envisioned to bring together stakeholders from the corporate sector, civil society organizations, and representatives of SELD, chaired by the Secretary of SELD, with the assistance of the Director General PPP Unit, Finance Department, and Director PPP Node, SELD. Business leaders of top giving companies, as well as prominent individuals in society and SBEP representatives will be invited to join the group as members. This group will advise and work with the PPP Node to hold periodic consultative meetings with GOS, other corporate leaders and stakeholders.

Partnership Process with Microsoft Pakistan

Under CMP efforts to establish strategic and resource support partnerships with the corporate sector, the Secretary of SELD has provided a principal go-ahead to sign a MOU among Microsoft, USAID, and GOS.

New and Potential PPPs

During the reporting period, CMP engaged Soorty Enterprises, Gambat Institute of Medical Sciences, the Abbassciy Family Foundation, and Japanese International Cooperation Agency in the process of mobilizing resources for SBEP schools. Concept notes have been shared and CMP is following up for feedback.

Community-Based Local Contributions

CMP has integrated the process of local resource generation for CMP target schools in in-kind support and private contributions at the local level to drive resource mobilization and to ensure sustainability and stewardship of SBEP interventions.

During the reporting period, CMP held 80 school-based and 26 cluster-based resource generation and recognition events in seven CMP districts. CMP tracked a total of 513 contributions worth PKR 1,175,910 through local philanthropists in 63 schools, from local businesses, individual philanthropists, teachers, and community members.

Also during the last quarter of Year IV, USAID, CMP, and the Sindh Capacity Development Program (SCDP) discussed an evolving USAID strategy for Pakistan and its emphasis on PPPs to enhance private sector investments and to create an enabling environment for private sector investments in social development. SBEP stakeholders explored ideas on how to realign SBEP's work on PPP development for USAID's new developing strategy. CMP is working on this idea and will discuss it further with USAID next quarter.

D. STATUS OF THE ACTIVITIES AS PER CROSS CUTTING THEMES

CCT I: Gender Mainstreaming of Program Activities

Gender Sensitization Sessions with District Officials

Corresponding Indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance

In Year IV, CMP engaged district level officials of the Education Department and conducted gender sensitization sessions with them in all CMP-targeted areas. These activities were integrated with eight district level orientation workshops on school consolidation, merging, and upgradation. The main purpose of the session was to sensitize participants to the importance of gender equity. The CMP Gender Advisor shared a presentation highlighting progress gained, areas of gender mainstreaming in the Sindh Education Sector Plan, challenges, and potential solutions in gender integration issues. She further discussed different concepts of gender, particularly, the enrollment of girl students, dropout of girl students after grade 5, inclusion needed for female teachers at mixed schools, lack of facilities at the school level, the girl's stipend scheme from the Education Department, and women membership in SMCs.



District officials during a gender session

The sessions were well attended by LSU representatives, head teachers, SMC chairpersons of campus schools, DEOs, TEOs, and supervisors. In one of the workshops, PMIU's Program Director, Additional Director of Education, and Assistant Director of Education also participated. The participants were very interested in the gender session, asked questions for clarity and assured their full cooperation to implement the teachings in their work.

Gender Audit

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

CMP continued to invest efforts to ensure gender mainstreaming at strategic, operational, and grass-roots levels. CMP has undertaken many initiatives to promote gender integration, and also allocated resources to execute necessary interventions, which empower women and improve gender parity. During the reporting period, CMP conducted a gender audit workshop November 18-19, 2016 in Sukkur with its own and sub-contractors' field teams. The purpose of the workshop was to gauge staff members' understanding of gender mainstreaming concepts, and also to enhance their knowledge so they can facilitate gender integration at the community level.

The objectives of the gender audit workshop were to:

- Generate a sense of ownership and commitment among staff members to implement and support gender development actions;
- Conduct a self-assessment of staff members' actions, planning, implementation, and monitoring to gauge the extent to which they are mainstreaming gender at all levels;
- Identify organizational strengths and weaknesses from a gender perspective, both at the strategic and operational level; and
- Set priorities and develop a set of interrelated actions to mainstream gender.

The CMP Gender Advisor facilitated the session by having all participants actively engage in discussion, brainstorm, and share their feedback based on their field experience. This workshop also allowed support staff (office assistants and drivers) to share their point of view on gender integration. A post-

workshop evaluation of participants showed increased knowledge about gender mainstreaming, and the brainstorming session on action planning provided a concrete way forward.

Gender Mainstreaming Capacity Needs Assessment

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

CMP engaged STTA to conduct a comprehensive needs assessment exercise at CMP provincial, district, and community levels during February and March 2017 by engaging the senior management team, field staff, teachers, parents, and students. The purpose of this extensive exercise was to assess the current level of understanding of people at different levels pertaining to gender mainstreaming so they can take active part in ensuring gender integration at all levels of the project.

Designing a questionnaire to collect data was the initial step, which shaped subsequent capacity building interventions described later.

Key Findings:

- Gender mainstreaming efforts are recognized and reflected at all levels;
- CMP and sub-contractors have maintained the documentation related to gender mainstreaming;
- Among the issues discussed, Blumont staff acknowledged the importance of gender mainstreaming, but they were unsure of how to integrate gender into their work plans; and
- The needs assessment revealed that staff members need specific instruments to integrate gender into their work plans.

Staff Capacity Building

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

Following the gender audit and capacity needs assessment exercise, the Gender Advisor and STTA designed training materials to enhance the capacity of the field team on gender-related concepts. The capacity needs assessment results showed that there is an understanding of gender requirements amongst the staff, but in practice it is absent. To address this issue, CMP staff needed more information on the importance of gender mainstreaming in CMP projects, different national and international policies that support gender mainstreaming concepts, and how they can use a gender lens in program activities. Analysis of the needs assessment revealed that the main priority was to "increase an understanding of gender among the CMP staff." The needs assessment also revealed that an understanding of policies (USAID gender policy, the Sindh Education Policy, and CMP gender policies) was important to the framework, which guides CMP to integrate gender in program interventions at all levels. Therefore, the module also contains information on these policies.

Once the training material was developed, the gender advisor and STTA conducted an orientation session for program, operations, and support staff in Karachi in June 2017 and in Sukkur during July 2017. The objective of the orientation was to develop a common level of understanding of gender in relation to CMP objectives, to provide an overview of gender policies that have an impact on CMP, and to actively engage teams to develop an action plan to ensure gender mainstreaming.

The main impediment for girls to continue their education after primary school was identified as "reaching at the age of puberty." This issue strongly underpins the need for separate facilities for girls in schools, such as toilets, female teachers, drinking water, boundary walls, and transport.

TOT

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

As a part of the overall capacity building plan, CMP organized a TOT for district managers, field officers, social mobilizers, and nutrition associates on gender mainstreaming August 21-24, 2017 in Sukkur.

The training facilitator used the methodology of lecturers on gender concepts, documentaries on gender issues, reading materials, free writing, and interactive discussions to address areas like gender concepts, historical perspectives of gender issues in Pakistan, and overview of policies (USAID Gender policy, Sind Education Policy, and CMP gender strategies). In addition, the participants' facilitation skills were developed, and they were asked to develop a session plan for SMCs, which they would provide as part of their action plans. CMP also organized an orientation for district managers and field officers on August 25, 2017 in Sukkur. The objective of this session was to enhance knowledge of gender mainstreaming and relevant policies that are implemented in CMP.



CMP and sub-contractors' field staff attended TOT on gender mainstreaming in Sukkur

Session on Change Agents

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

In light of recommendations from gender audit and capacity needs assessment, the CMP gender advisor organized two sessions (one in December 2016 and another in August 2017) with field staff to transform them into gender mainstreaming change agents. The purpose of this session was to address the field staff members' immediate needs concerning the integration of gender in their daily activities, improving their understanding about gender concepts, and implementing these concepts at the field level.



Participant sharing her point during the Change Agent Session in Sukkur

CMP district managers, field officers, and other field staff attended the session during which the following topics were covered:

- Gender integration;
- Gender equity and equality;
- Gender mainstreaming;
- Gender justice;
- Gender-based violence; and
- Empowerment.

This was one among many capacity building activities held during the year. The field staff can further identify change agents in students and communities to amplify increasing girl's enrollment, addressing dropout issues, and promoting women's participation in SMCs.

International Day of the Girl Child

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

The program is working to increase girls' school enrollment. To raise awareness on the rights of adolescent girls and to build greater momentum in programmatic interventions, CMP, SMCs, and school administrations organized International Day of the Girl events in two schools in Dadu and Sukkur districts October 11, 2016. The objectives of the celebration were to:

- Create awareness of the education right of girls;
- Increase parents' motivation in educating girls; and
- Increase girl students' confidence levels.

SMC members (male and female), parents, community members, students, EMOs, and officials from the district Education Department participated. The participating students demonstrated active participation and made speeches, presented tableaux, and engaged in interactive sharing.

The participants appreciated CMP's efforts and hoped that similar events would be held in the future to further promote equal rights for girls. One girl student said that because of this event, it was the first time people in this village realized the importance of girls' education. She also said that every girl child needs the equal right to education.

International Women's Day

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

CMP organized an International Women's Day celebration at its Karachi office March 8, 2017. The objective of the celebration was to acknowledge and appreciate the expertise of women colleagues on the CMP team. Staff members believe such events improve the work environment and build morale.

CMP and USAID organized two radio programs on International Women's Day to raise awareness on girl's education and CMP's contributions towards girls' empowerment. The gender advisor participated in two radio programs and shared the details of CMP's work to increase women's participation in education. She also highlighted gender mainstreaming initiatives undertaken at the community level.

Engaging Girls in Extracurricular Activities (Girls' Sports Gala)

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

In order to appreciate and acknowledge the importance of women's participation in SBEP's communities and to mark International Women's Day, CMP, in collaboration with SELD, district administration, and SMCs, organized a Girls' Sports Gala in all CMP-targeted districts to encourage girls' participation in extracurricular activities.

The following were the key objectives of organizing the Gala:

- To create awareness among students, SMC members, teachers, and the community regarding International Women's Day and the reason for its worldwide celebration;
- To understand and acknowledge the role of women in bringing positive change in the world;
- To provide sports opportunities for girl students and to set a trend for girls' sports; and

- To help parents realize that school offers activities that are positive for the development of their girl child.



Scenes of the Girls' Sports Gala in Qamber Shahdadkot and Sukkur where students are playing and celebrating their victory

Sports activities included cricket, soccer, badminton, tug of war, musical chairs, and jumping rope. These tournaments gained the attention of people from all walks of life and offered entertainment to Education Department officials, students, community members, teachers, district administration, CSOs, and the media. At some of the events, chief guests also gave cash prizes to the best players.

These events attracted significant media coverage in national newspapers, on television channels, and in social media. Before the event, girls of these villages did not have the opportunity to engage in sports activities, either due to social norms or a lack of resources. To overcome this challenge, CMP initiated a sports competition between girl students of CMP—targeted schools.

International Mother's Day

Corresponding Indicator: Custom—Percent of community-based social mobilization plans developed having implemented at least one item

CMP organized an International Mother's Day celebration May 15, 2017 to recognize mothers' contributions to the development and growth of their children. CMP revived the cultural practice of *Katchehri* (informal social dialogue to share ideas) to engage women and to discuss social issues. The project organized these *Katchehris* in all CMP districts and reached 1,087 women who discussed issues and shared their recommendations, which were submitted to SELD. This approach allowed women to openly share their concerns about their daughters' education, especially a lack of access to education, facilities like separate toilets, furniture, female teachers, boundary walls, and safe and conducive learning environments. The female participants shared the following recommendations with district management:

- Female teachers are required for mixed-gender schools so our daughters will receive a secondary and higher education;
- The Education Department must address teacher absenteeism;
- The construction of washrooms in girls' schools and separate washrooms is required in mixed-gender schools;
- The quality of education should be ensured by the Education Department;
- Upgrade some girls' primary schools to higher secondary schools; and
- Increase the number of girls' schools in all districts, as there are very few girls' schools.

This forum also allowed the CMP community mobilization team to interact with women, to encourage them and to record their input on CMP's activities. This innovative methodology received very positive feedback from mothers and increased their confidence.

Following the vent, the Deputy DEO and town Education Officer shared, “We are thankful to USAID and CMP for encouraging mothers of vulnerable communities to share their views and suggestions to better their children in our district. We are happy to see the enthusiasm and participation of mothers.”

Ms. Sneha and Ms. Karima, participants from GBPS Bahar Khan Bijarani, said, “We are thankful to CMP for their valuable support through such events. Today is Mother’s Day, and we are very happy to be mothers of our lovely children.” They requested the Deputy DEO appoint female teachers in their school, as there are many parents who want to educate their girls, but an absence of female teachers is a hurdle in meeting this basic right.

Community Dialogue for Women’s Inclusion in SMCs and Sub-committees

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

The program conducted community-based dialogues for women's inclusion in SMC sub-committees, as CMP believes that women are important stakeholders in children’s education. CMP observed that including women in decision-making bodies fostered girls' enrollment by reducing rigid barriers. During the reporting period, CMP field teams organized 74 community dialogue sessions with the participation of 3,281 community representatives (1,072 male and 2,209 female).

S.No.	Districts	# of sessions / Dialogues	Male	Female	Total
1	Dadu	13	223	18	241
2	Kashmore	9	83	408	491
3	Khairpur	20	49	473	522
4	Karachi	1	20	51	71
5	Larkana	11	190	498	688
6	Qamber S.kot	7	126	255	381
7	Sukkur	13	381	506	887
Total		74	1,072	2,209	3,281

As a result of these dialogues, a significant number of women are expressing their interest in joining sub-committees to contribute to creating a better educational environment in their communities. During these dialogues, CMP discussed the importance of women’s roles in child education, why women’s membership is important in SMCs and other decision-making bodies, how women can play an important role in increasing girls’ enrollment, how to address the dropout of girls, and resource mobilization for schools. Due to these dialogues, women are now more active in helping to increase girls’ enrollment, improving the nutritional status of children, and supporting school management through SIPs and SMPs.

During these dialogues, male and female community members were supportive of women’s membership and participation and realized the importance of women in children’s education.

Women's SMC Exchange Visit

Corresponding Indicator: Custom—Number of community exchange visits

During the reporting period, the CMP field team in Kashmore organized a community exchange visit on April 27, 2017 for women SMC members by having community members from GGPS Pandhi Kalwa host community members from GGPS Jeo Malik. The activity engaged approximately 50 members from both schools.

The objective of the visit was to provide an opportunity for women members to enhance their school's performance by learning from the successes and challenges of another school, as well as their best practices. This is the first time that CMP organized a SMC women's exchange visit in Kashmore district. The head teacher of the host school warmly welcomed the participants and shared a brief presentation about the SMC's achievements, challenges, and record keeping practices.

U.S. Consul General Meeting with Women's Group

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported

During the inauguration event of GHS Bedil Bekas, Sukkur, CMP organized a meeting between a women's community group and the U.S. Consul General Ms. Grace Shelton. The objective of the meeting was to introduce CMP's work in women's empowerment and gender mainstreaming to the Consul General. The women's group was comprised of SMC members, teachers, mothers, and sub-committee members.

The women's group shared that the amenities in new school buildings will create a safe environment conducive to learning for children. Due to a lack of such facilities, other schools' enrollment and quality of education has been negatively affected. The women's group also shared that because of CMP's awareness-raising efforts, they are able to participate in local decision-making and contribute to a better education for their children.

Expert Learning and Sharing Sessions

Corresponding Indicator: MSF—Number of PTA or similar "school governance" structures supported



Gender expert, Ms. Rubina, receiving souvenir after learning session

The CMP gender advisor organized another capacity-building initiative by engaging two gender experts who shared their lessons learned and experiences with the CMP team. The objective of these sessions was to expose staff members to other projects and programs. During the first session on gender-based violence (GBV) prevention, CMP invited Ms. Renuka Swami, UNFPA Provincial Gender Analyst to share her knowledge and experience with CMP staff. The Chief of Party (COP) and Deputy Chief of Party (DCOP) were very encouraging and supportive of this initiative to create a shared learning environment. The staff asked Ms. Renuka for her experience in gender integration in the UNFPA program and how she addressed GBV in different UNFPA projects.

CMP organized a similar session with the CMP field team in Sukkur where Ms. Rubina, Head of Pirbhat Women's Development Society, a local nonprofit organization, and Ms. Ghazala, gender expert, were invited to share their journey of gender mainstreaming in their respective organizations. The objective of the session was to exchange learning and best practices in other organizations. The CMP staff shared their work on gender mainstreaming in CMP and asked the experts about their experiences and challenges while working on gender mainstreaming.

Networking and Coordination with SELD

[Corresponding Indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance](#)

The CMP gender advisor attended a meeting of the provincial gender working group December 19, 2016. The main objective of the working group is to ensure collaboration among all stakeholders to maximize the impact of individual efforts and to avoid duplication wherever possible. The working group's initial meeting was held at the United Nations Population Fund office in Karachi, where the CMP Gender Advisor presented CMP's work related to gender mainstreaming. Other notable member organizations were Aurat Foundation, United Nations Development Program, and Action Aid.

Coordination with RSU

[Corresponding Indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance](#)

During the reporting period, CMP conducted four meetings with RSU on the following topics:

- SEMIS data of dropout students;
- Increasing women's membership in SMCs; and
- Proper implementation of the girls' stipend policy in CMP-targeted schools.

The CMP Gender Advisor shared the list of CMP-targeted schools with the SEMIS and girls' stipend units of the RSU. The SEMIS department shared the dropout data for the gender advisor's further analysis, who is also reviewing the girls' stipend data.

Focus Group Discussion on Girls' Enrollment and Drop-out Issues

Girl dropout rates after grade 5 is generally high in all CMP-targeted districts, but significantly so in Dadu, Jacobabad, Kashmore, and Qamber Shahdadkot districts. In order to analyze and address this issue, the CMP gender advisor conducted focus group discussions with the parents of girls who dropped out, adopting a participatory approach that allowed parents to share the barriers to these girls' access to education. Among the major contributing factors include a lack of adequate facilities, a lack of female teachers, early marriage, limited mobility due to security concerns, domestic as well as paid labor, and rigid social norms towards girls' education. After the interactive discussion, community members, especially mothers, agreed to actively involve themselves in increasing girls' enrollment and their retention.

CCT II: Water and Sanitation (WATSAN)

[Corresponding Indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance](#)

Since WATSAN is one of the most important cross cutting themes of the program, CMP addressed WATSAN issues through different activities, especially in the implementation of small grants. While implementing small grants, the program and SMCs ensured that schools met primary WATSAN requirements, including functional toilets, potable drinking water, and proper drainage.

During the reporting period, the CMP district manager, Karachi and the Program Support and Reporting Specialist participated in the USAID-funded WASH project's lessons learned workshop on

November 25, 2016. Since this project was implemented in Jacobabad, one of the CMP-targeted districts, by one of CMP's current implementing partners, a synergy exists between both programs. The program collected information, education, and communication (IEC) materials and shared them with the program team and sub-contractors to use for health and hygiene awareness-raising sessions.

CCT III: DRR Improved Knowledge, Awareness, Preparation, and Practice

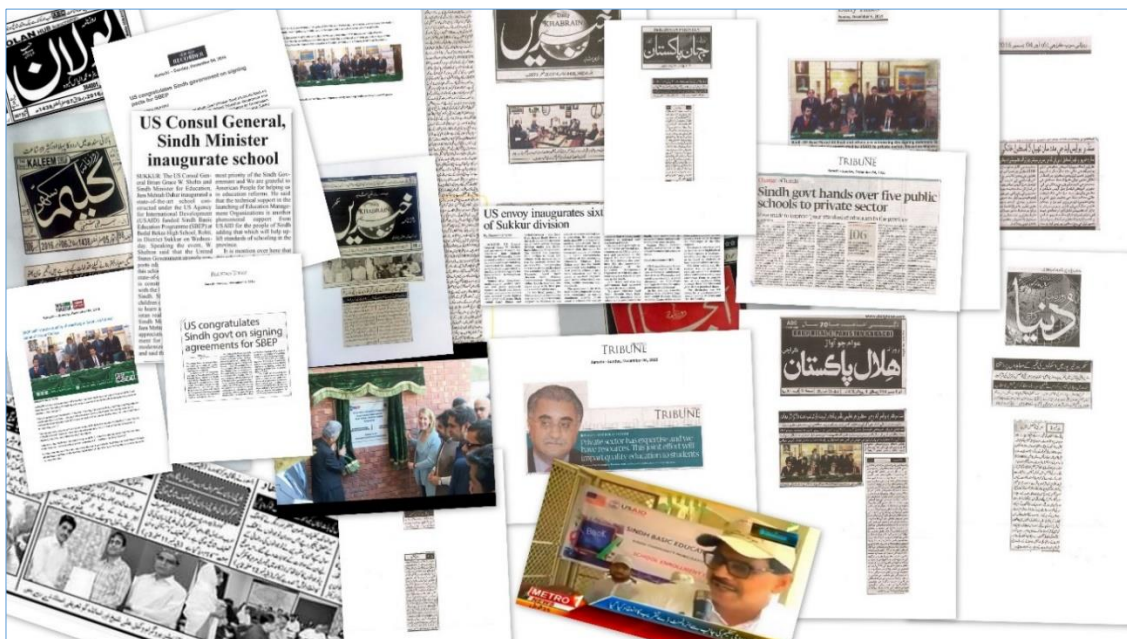
Corresponding Indicator: MSF—Number of administrators and officials who completed professional development activities with USG assistance

CMP initiated a sub-committees' restructuring process according to their revised roles and responsibilities, as mentioned in Component II. This was an ideal opportunity for both the program and communities to discuss the concepts of DRR and to increase their awareness.

Aside from DRR integration in sub-committees, CMP also emphasized and encouraged communities to consider and include DRR activities in their SIPs and small grant requests.

Documentation Outreach and Communication

During the reporting period, the program's communications team contributed to overall visibility of SBEP, while CMP's own activities were highlighted in print, electronic, online, and social media. Despite the client's guideline of not proactively engaging with the mainstream media, CMP remained successful in highlighting its activities through available means.



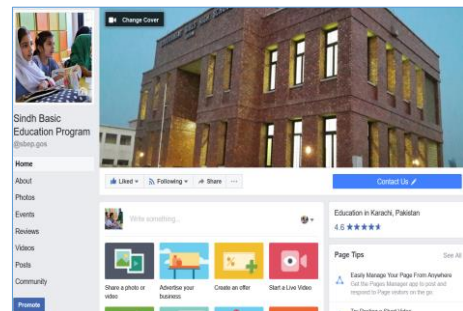
Below is a list of visibility-raising activities during Year IV:

- Photo contribution for the USAID 2017 desk calendar;
- Assisted USAID Television Commercial film team in Sukkur visit to SBEP schools and record footage;
- School Days Celebrations (Culture Day, School Cleaning Activities, World Environment Day, Mother's Day and International Women's Day) highlighted through Blumont's social media sites and website (dispatches), as well as the SBEP Facebook page;
- A Small Grants Visibility Board was designed with USAID/GOS branding and marking and installed at 303 schools that had completed grant activities;
- School MOU signing ceremonies were covered by the local media and highlighted on SBEP and Blumont websites;
- A community-to-community exchange visit video, utilizing in-house resources, was produced;

- The Karachi Literature Festival (SBEP stall that USAID and PMIU established and managed over three days);
- The Bedil Bekas hand-over and school-based activities attended by the local media, community, parents, and students;
- Organized school opening ceremonies in Abad Lakha, Bozdar Wada, and Karoondi, covered by the local media;
- FM 100—CMP participation on World Radio Day segment, highlighting how important radio is in community outreach;
- The poster development activity, highlighted through SBEP social media and Blumont’s website, Facebook, twitter accounts, and video presentation;
- International Women’s Day celebration and Girls’ Sports Gala was covered by the local media and shared on social media;
- USAID’s media campaign on follow-up stories;
- FM 93—International Women’s Day segment with CMP and SCDP;
- The enrollment radio campaign aired on FM 88, 92, 93, 98, 99, 100, 101, 105, and 106.2;
- The EMO Roadshow/Pre-bid meeting;
- The groundbreaking ceremony in Weeharabad, Karachi was covered extensively on social media, as well as on mainstream Pakistani television and in newspapers;
- The *Express Tribune* featured articles and stories on CMP, as well as video news reported on *Geo News*, *Samaa*, *Express New*, *Abb Takk TV*, *24 News*, and *Metro News*;
- FM 101—on the USAID-sponsored radio show, CMP discussed PPPs and EMOs; and
- CMP communications facilitated MOU ceremonies organized at the Karachi office with ICI and DOH, covered extensively in the media and on SBEP and Blumont’s social media sites and website.

SBEP Facebook Page (CMP Contributions):

- 81 posts;
- 125,050 people reached;
- 50 posts with pictures;
- 16 videos;
- 15 shares/links;
- Sindhi, Urdu and English used for content development; &
- Except for two posts, traffic is organic.



Blumont Website and Social Media:

- 17 dispatches shared on the Blumont website and uploaded on Blumont’s Facebook and Twitter accounts;
- All dispatches converted into social media content on Blumont’s Twitter and Facebook accounts; and
- Selected content posted on SBEP’s Facebook page, also posted on Blumont social media channels.



CMP Communication Value-Add:

- The majority of social media content on SBEP’s Facebook page came from CMP and PMIU during the reporting period. SRP also contributed;
- CMP communications team has created innovative designs for various communications products, such as folders, backdrops, and banners;
- Production of customized visibility material (pens, writing pads, mugs, and diaries) for brand recognition;
- In-house capacity is being utilized to develop videos for social media;
- Photography at events is being done internally, which was earlier outsourced to private companies;
- Effective use of social media has been CMP’s strategy; and

- Undertaking proactive engagement at the Communications Working Group at the provincial and national levels and contributing significantly to improved communication products.

E. CHALLENGES

- Per the MOU between SMCs of constructed schools and the previous construction contractor, the contractor was to pay rent for a temporary learning facility and the salary of guards. Due to the termination of the contractor's agreement, the community did not receive the temporary learning facility or guards' salaries for nearly a year. In this situation, the CMP Karachi team played its role as a mediator and reported the situation to PMIU and USAID in a timely manner. Due to timely reporting and continuous follow-up, the new contractor, on the instruction of USAID and PMIU, paid the outstanding amount to the community.
- At the end of four years of the program, school construction has not yet started in Jacobabad and Kashmore districts, which is a matter of concern for all stakeholders, as well as the slow pace of school construction activities in Karachi and Larkana. Even as PMIU directly oversees school construction activities, CMP continued to follow up with USAID and PMIU on this intervention. The program is pleased to report that construction tenders for Jacobabad and Kashmore districts have been advertised and a new contractor for Karachi schools has been hired, which will help expedite the construction work. In the meantime CMP is also conducting pre-construction activities for PMIU and Halcrow to facilitate construction related activities.
- The capacity of the PPP Node needs to be enhanced, especially staffing, to ensure sustainability in technical areas related to EMO reforms. SCDP has been assigned the task to strengthen the PPP Node of SELD and CMP will continue to assist as possible.
- There is a gap between the demand for education, which has been generated through community mobilization efforts, and the supply side of educational services. To narrow the gap, CMP is providing technical support in implementing EMO reforms, while GOS has increased the SELD budget by 20% and plans to recruit teachers to fill vacancies.

F. OPERATIONS

Hires in Year IV

- Mr. Sohail Hashmi, Director of Finance and Administration
- Ms. Hira Nazir, Executive Coordinator
- Mr. Abdus Salam Mughal, Finance and Compliance Manager
- Dr. Ghulam Sarwar, Program Specialist Health
- Mr. Hassan Ali, Finance Assistant
- Mr. Mustafa Ahmed, Legal Manager

Performance Appraisals

The CMP senior management conducted annual performance appraisals of all staff members from October through December 2016. Beyond setting the annual objectives for each staff member, this process helped management to evaluate staff members' performance and to make decisions about their contract extensions, salary increases and promotions.

Staff Health Insurance

Blumont obtained a comprehensive health insurance policy for its staff members and their dependents, replacing the medical allowance paid on a monthly basis. The health insurance provides full and adequate coverage throughout the country at the best medical facilities.

Audits and Financial Management

During the reporting period, USAID's Office of Financial Management outsourced a financial review of the project covering August 2013 to September 2015 to KPMG. The audit firm completed their fieldwork in November 2016 and presented a draft report in December 2016.

Customs Charges Waiver

CMP received GIK materials cleared through Customs April 10, 2017.

Security Training

The CMP Security Manager conducted a two-day refresher training on safety and security for the security guards, close protection officers, and drivers. The sessions were held at CMP offices in Karachi and Sukkur December 23, 2016 and December 30, 2016 respectively. The purpose of these sessions was to orient staff on basic safety measures.

Training on Management Information Systems (MIS)

CMP organized a two-day training October 5-6, 2017 on MIS for field staff, including District Managers, Senior Field Officers, Field Officers, Community Mobilizers, Nutrition Associates and monitoring and evaluation staff. The training was arranged at IBA Sukkur. The monitoring and evaluation team shared the benefits of MIS and how it can be effectively used to optimize data accuracy and validation. A consultant from ITECH Resources conducted these trainings with 47 participants (31 male and 16 female).

Assessment and Registration of Blumont under the Economic Affairs Division

The Pakistan Center for Philanthropy conducted a thorough evaluation of Blumont's financial systems and controls and program implementation processes in Pakistan. Blumont continued with the office registration process and shared relevant programmatic and organizational information with the Ministry of Interior.

G. PLAN FOR THE NEXT YEAR

To prepare the Year V work plan, the CMP team carried out a desk review of deliverables and current progress against major deliverables. This helped the team to reflect on the project processes applied, accomplishments achieved, challenges faced, and opportunities utilized over the implementation of activities in the first four years of the program and to focus on targets to be achieved throughout the rest of the project. The Year V work plan consolidates learnings, not only from CMP's past four years of performance, but also as it has been refined through continuous involvement with other SBEP partners and engagement with the public sector and community stakeholders. As CMP works in close collaboration with PMIU, it reflects a number of activities that are consistently aligned with the implementation of CMP's parent program, SBEP. It is the program's intention that the resulting work plan will certainly influence and contribute to the overall goal of SBEP.

On completion of the project's fourth year, Blumont and its partners HANDS, IRC, and AKU-HDP have gained an in-depth understanding of school needs, communities' ability to sustain the developmental investment made during four years, as well as had many opportunities to establish and strengthen coordination among community members, EMOs, SELD officials, and school administrations to move forward with effortless execution of the remaining project interventions. As part of developing this work plan, CMP conducted a brainstorming session to reflect on successes, best practices, lessons learned, and challenges faced, and incorporated this learning while setting up the targets for Year V. CMP has also linked the activities with relevant Mission Strategic Framework (MSF) and non-MSF indicators, as well as with intermediate results (IRs) and sub-IRs.

CMP will continue to implement its strategy and activities derived from the community mobilization baseline study, community-based implementation models, findings from the health and nutrition practices survey, the nutrition plan developed on the basis of survey findings, and the gender analysis study conducted during Year I. CMP continues to emphasize strengthening and empowering SMCs during Year V through trainings, facilitating the development and implementation of SMPs and SIPs, promoting and facilitating community-led events, such as enrollment enhancement campaigns for increased girls' enrollment, groundbreaking ceremonies, Annual School Days, MOU signing ceremonies, school inauguration and opening ceremonies, community recognition days, and exchange visits at school/Union Council (UC)/Taluka/district levels.

CMP will continue its efforts to conduct a mapping for implementation of consolidation, merging, and upgradation reform. Furthermore, the program will provide assistance to the district Education Office for preparation of feasible, prospective consolidation and/or up-gradation of SBEP target schools. This mapping and/or feasibility includes distance of cluster and neighboring schools, number of children, socio-cultural norms of communities, willingness of both communities, and overall feasibility of consolidation/merging. This information will be gathered through routine community visits, meetings with SMCs' executive and general bodies, orientation and/or consultative sessions with school and district education administrations. During the coming years, CMP will provide orientations to concerned stakeholders including SMCs, school, and DEOs on consolidating, merging, and upgrading schools' policies with strong coordination at the provincial level with the facilitation of RSU, Karachi.

This year's work plan also provides opportunities for communities and SELD officials to share their experiences and to learn from other communities and districts through intra- and inter-district exchange visits. These UC/Taluka/District level visits will foster inter-community relations, allowing them to learn from their developmental journey and experiences.

Another area of focus is enabling and empowering communities of neighboring schools to improve their schools by expanding the small grants program up to USD1,500 per school. In Year V, CMP plans to invest small grants for up to 222 CMP-focused schools so they can repair dilapidated facilities. These small grants are utilized to address schools' needs as identified and prioritized in SIPs and will be managed by SMC and sub-committees. During the grants application preparation stage, CMP will ensure that: a) grants address the needs of both boys and girls; and b) community members engaged in small grants implementation and management have the required knowledge and skills to effectively implement this task.

CMP recognizes that communities should eventually lead school level and/or community-based activities, with CMP serving as a facilitator when requested. To that end, the Year V work plan has scheduled communities to lead most of the school days, community recognition days, and other school/community-based interventions, while CMP will provide broader-level guidelines and support.

CMP will continue the interventions under the health and nutrition component. During Year V, CMP will conduct PAR through a formative process by recording nutrition-related KAPs of target school families and by collecting anthropometry data of more than 800 children to determine their current nutritional status. The research activity will be repeated for two additional rounds to measure the change after engagement of families who participate in health and hygiene awareness sessions. Besides this PAR, CMP will also coordinate with stakeholders working on health, hygiene, and nutrition, especially with the Government Health Department's Nutrition Cell and with the People's Primary Health Care Initiative (PPHI) to connect children and families of CMP-focused communities with those available services to reduce/address malnourishment issues in the communities through an effective referral mechanism. CMP will continue to engage Nutrition Associates, as well as SHNCs to provide health, nutrition, and hygiene awareness to communities and to identify severe and acute malnourished children ages 5-10 so they can be referred to health facilities for required medical services. To encourage parents to take children to health facilities for proper diagnosis and treatment, CMP will establish a pilot voucher system to provide assistance in terms of conditional cash grants.

CMP will adapt and use IEC materials to raise awareness about health, nutrition, and hygiene issues. CMP also plans to organize quarterly review meetings with health- and nutrition-related stakeholders to exchange information and to provide progress updates on possible areas of collaboration.

During the upcoming year, CMP will continue to support and assist SELD in financial, technical, procedural, and managerial mechanisms to expand and implement EMO reforms. The program will also assist SELD in identifying reputable organizations to outsource the management of public schools. In this regard, CMP will organize roundtable meetings, hold discussions, engage civil society organizations as potential EMOs and demonstrate existing EMOs' work as well as share detailed briefings during provincial consultative sessions to promote this intervention. In addition to helping SELD expand EMO reforms, CMP will also continue to provide facilitation services to GOS, as well as current EMOs for ground-level implementation regarding their current schools. This support includes identifying independent experts and independent auditors for EMOs, allocating funds in provincial budget cycles, releasing funds as per their performance, and coordination between EMOs and district Education Departments, SMCs, and the community.

Another area of emphasis for CMP during Year V will be improving engagement with the private sector (as well as with local institutes and individual philanthropists) to generate or leverage resources to improve schools. CMP will actively engage local philanthropists through regular community mobilization interventions and will encourage them to own their schools and to contribute their time, talent, cash, and in-kind resources to create an enabling environment for children.

Gender mainstreaming will be ensured in all interventions. Practices, such as advocacy with RSU to promote women's membership in SMCs across the province and community dialogue with community members to encourage women to participate in decision-making bodies, will continue throughout the year. Along with these activities, CMP will introduce some unconventional approaches, like organizing expert talks on the subject of education and gender integration and the use of theater to sensitize communities to gender integration. Capacity building sessions will be organized for staff, as well as DEOs, to enhance their level of understanding about gender mainstreaming.

CMP will also conduct a gender audit with program staff so they can analyze their own work through a gender lens. It is hoped and expected that this will foster improved ownership towards gender mainstreaming.

Since target communities are located in disaster prone areas, this year CMP will design IEC materials to raise community awareness about DRR prevention and preparedness.

As CMP moves into its fifth year of implementation and its focus shifts to outcomes and results, the program's activities planned under this year's work plan are geared toward community empowerment with strategic support, coordination, community capacity building, enhanced visibility, and communication to expand outreach through diversified sources. CMP will enhance its presence through social and mainstream media, in alignment with SBEP's overall communications strategy and USAID branding guidelines, to remain connected with relevant stakeholders.

Annex I: SUCCESS STORIES



SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

Community Involvement and Women Empowerment Leads to Lasting Positive Impact



“It is not very common for a married woman from Syed tribe to step out and strive for the betterment of education, but this all could become possible with the support of my husband and his understanding towards community development. I also feel fortunate to have a cooperative community which gives high priority to girls’ education.”

Ms. Shahzadi Fatima, Teacher GGPS Saidi Lower, Khairpur

Prior to Blumont’s Sindh Community Mobilization Program (CMP), the only school providing girls with access to education was a dysfunctional one. The school served Saidi Lower, a very remote village in Khairpur District, and its two neighboring hamlets, but teacher unavailability, conservative social norms and lack of basic facilities were among major limiting factors for girls to attain basic education. Though the school technically had an enrollment of more than 150 pupils, neither students nor teachers were attending it. Furthermore, School Management Committee (SMC) funds for the school remained unutilized and lapsed at the end of the fiscal year.

In fact, the school was not much different from many other schools in the area CMP works in. Throughout the region, low literacy rates and human development issues are caused by poverty, neglect and oppression of children by parents and the community. Girls are oftentimes engaged in domestic labor due to gender-based discrimination.

Initially, CMP organized broad-based meetings with male community members as well as capacity building sessions to engage the community in a process of change. At first, it was challenging to bring everyone on board to improve the education system, especially pertaining to girls. But some community members were enthusiastic.

The champion of change was Ms. Shehzadi Fatima, a teacher from Syed tribe, and her husband. Hoping to positively impact the situation, they actively involved the communities of Saidi Lower and its neighboring hamlets of Ujjan and Punjabi Mohalla, and proposed to restructure the school management committee. They also utilized available funds to improve the school’s basic facilities, such as repairing classroom furniture and providing black boards and other essential stationery.

Being a community activist and a female teacher, Ms. Shehzadi gained parents’ trust. Parents started allowing their daughters to attend school after Ms. Shehzadi conducted door to door meetings urging their attendance.



SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

The excessive flow of students soon created a shortage of teachers, but Shehzadi would not let that deter her from her efforts. She decided to pay the wages of an additional teacher from her own pocket so the school could continue to provide quality education. Simultaneously, CMP mobilized the community, restructured SMC and provided trainings on financial management and small grants. Following the training, CMP provided a PKR 150,000 (\$1,423) grant for water, sanitation and toilet facilities for the school. Community members also contributed by providing water coolers, labor for repairing the school's boundary wall and installing hand pumps.

"CMP empowered us to address our issues through collective actions and collaborative efforts," SMC Chairperson Mr. Hassan Ali Shah said. "And now from provisions of drinking water to hiring additional teachers we are doing it through our own resources".

These positive community actions set this school apart from others in the area. Through the untiring efforts of Ms. Shehzadi and her husband, the girls of Ujjan, Punjabi Mohalla and Saidi Lower are receiving quality, transformative education. This school is an example of community-driven sustainable development and an inspiration for other neighboring schools.



SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

Women's Involvement in Karachi Community Brings Visible Impact



Women from the Baloch community actively participating in a CMP-organized training on health, nutrition and hygiene in Karachi.



Facing conservative social barriers and an inability to attend school, girls and women in Shafi Goth at UC 5 Landhi, Bin Qasim District Karachi, were being denied basic education and participation in their communities. To bring these women into active roles in society, Blumont's Sindh Community Mobilization Program (CMP) intervened in August 2014 under Sindh Basic Education program (SBEP).

CMP organized broad-based meetings with community members, stressing the importance of providing all children, especially girls, their basic right of education. The initial roadblock was changing how people thought of women's involvement in the School Management Committee (SMC) and sub-committees. To counter these negative perceptions, CMP mobilized the women of Shafi Goth to join SMC and sub-committees and to contribute their input for the betterment of education.

After continuous counselling and trust-building, household heads of Shafi Goth allowed their female participants to join decision making bodies and enrolled children, especially girls, in school.

CMP also organized a three-day training on health, nutrition and hygiene for female members of the School Health and Nutrition Committee (SHNC). During the training, women members not only participated actively but shared their thoughts and concerns regarding girls' education.

"Our children often fall sick because we're not paying proper attention to their health, hygiene and especially nutrition. But now we understand the three essential food groups and have clear understanding about personal and domestic hygiene which will help us take better care of our children," an SHNC training participant shared.

The women of Shafi Goth are now taking the lead in improving education by sharing their ideas and being part of local decision making. Their meaningful participation, empowerment and involvement in decision making will play a vital role in bringing sustainable positive change.



SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

A Mobilized Community Transforms Nusrat Colony's School



Mr. Javed and other teachers during uniform distribution at the Nusrat Colony School

“When I see children of lower income parents without uniforms and sufficient stationery, I can sense their feeling. We donate uniforms, books, stationery and other essential material so they don't feel deprived. This gesture makes them feel good and boosts their confidence. I believe this is our moral responsibility to demonstrate kindness as teachers. When I received the award for best local philanthropist, that honor was so precious for me.”

Mr. Javed, Teacher GBPS Nusrat Colony

Similar to other communities in the area Blumont's Sindh Community Mobilization Program (CMP) works in, Nusrat Colony, in Union Council #06, Pir Ilahi Bux, District Sukkur, faces low literacy rates and human development issues. Children, especially girls, face neglect and oppression by their parents, spurred on by low numbers of teachers. But what distinguishes Nusrat Colony is the community's passion for education.

When CMP initiated its interventions in Nusrat Colony's Government Primary School in January 2014, students' attendance was extremely low and quality of education was poor. The school lacked basic facilities and female teachers, as well as parents' attention.

To spark change in the community, CMP organized general meetings and capacity-building sessions to engage the community in creating change. Although it was initially difficult to bring everyone on board, enthusiastic teachers helped sway the community. Teachers involved the community, especially women, in decision making bodies, utilized available SMC resources and leveraged local resources to provide uniforms, stationery, books and learning material to deserving children.

The school administration convinced community members to restructure SMC. As a result, three women became SMC executive committee members. Besides participating in an enrollment enhancement campaign, health and hygiene sessions and annual school days, teachers and school leaders also contributed in the form of cash, in-kind gifts and time. Together, they set a benchmark of local philanthropy.

One outstanding teacher who helped transform Nusrat Colony's school was Mr. Javed. During every academic year, Mr. Javed purchased fabric and his daughter stitched uniforms for all the students. Similarly, three teachers volunteered their labor when the school's floor needed repairing.



SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

Mr. Javed also helped tackle the key hindrance for retaining female students—the lack of government-appointed female teachers. Mr. Javed, two teachers and Head Teacher Mr. Siknadar decided to hire two private teachers by paying them salary from their own pocket. The Head Teacher shared that, “CMP taught us to address our own issues through self-help, so now we are solving all our issues through active community involvement and local resource generation.”

Following this positive community collaboration, Nusrat Colony’s school was recognized and awarded by USAID at the provincial level. This school, by practicing health and hygiene awareness, ensuring women’s participation and investing local resources for school improvement, has led the way for more positive change in other neighboring schools and has earned good repute among the community, education departments and CMP.

Annex II: INDICATOR BASED SUMMARY REPORT

SCMP Indicator Table for the Annual (October 2016 - September 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current Annual (Oct 1, 2016 – Sep 30, 2017)	Current quarter (July 1, 2016 – Sep 30, 2017)	Total Progress to date- Sep 30, 2017	Reporting Frequency
Goal: Sustain Community Mobilization and School-Based Management in Sindh Province							
Component 1: Increase Communities' Involvement in the GOS Reform of Merging, Consolidating, and Upgrading Schools							
1.1.1	Percent of community-based social mobilization plans developed are implemented	80% of 400	371 developed and 79% (316 out of 400) implemented	55 developed and 5.5% (22 out of 400) implemented	0	426 developed and 84.5% (338 out of 400) implemented	Annually
1.2.1	Number of community members trained on how to develop and implement social mobilization plans	2,000	1,997	0	0	1,997	Quarterly (Internal)
Component 2: Improve Community and District Government Coordination for Increased Girls' Enrollment							
2.1.1	Number of learners enrolled in primary, elementary, and secondary USG assisted schools	120,000	116,629	2,047	NA	118,676	Annually

SCMP Indicator Table for the Annual (October 2016 - September 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current Annual (Oct 1, 2016 – Sep 30, 2017)	Current quarter (July 1, 2016 – Sep 30, 2017)	Total Progress to date- Sep 30, 2017	Reporting Frequency
2.1.2	Number of out-of-school, newly enrolled, or re-enrolled children in education system with USG assistance	25,000	38,812	25,202	N/A	64,014	Annually
2.1.3	Number of PTA or similar “school-governance” structures supported	400	411	35	6	446	Quarterly
2.2.1	Number of school improvement plans developed through USG assistance	400	378	54 SIP Developed	12	432	Quarterly
2.2.2	Percent of SMCs having implemented at least one item of their School Improvement Plan	80% of 400	26.5% (106 out of 400) implemented	31% (124 out of 400) implemented	NA	57.5% (230 out of 400) implemented	Annually

SCMP Indicator Table for the Annual (October 2016 - September 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current Annual (Oct 1, 2016 – Sep 30, 2017)	Current quarter (July 1, 2016 – Sep 30, 2017)	Total Progress to date- Sep 30, 2017	Reporting Frequency
2.2.3	Cumulative Number of SMC/community members trained on enhanced accountability and school governance.	6,000	6,461	1,275	320	7,736	Quarterly (Internal)
2.2.4	Number of community exchange visits	100	22	35	15	57	Quarterly (Internal)
2.3.1	Number of District Education Officers trained with USG support.	100	225	0	0	225	Quarterly
2.4.1	Number of small grants disseminated to SMCs of non-construction schools	500	31	186	23	217	Quarterly (Internal)
Component 3: Improve Child Nutrition in Selected Communities and Government Schools through Research that Informs Innovation and Good Practice							

SCMP Indicator Table for the Annual (October 2016 - September 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current Annual (Oct 1, 2016 – Sep 30, 2017)	Current quarter (July 1, 2016 – Sep 30, 2017)	Total Progress to date- Sep 30, 2017	Reporting Frequency
3.1.1	Percent of focus schools implementing activities for improved hygiene practices.	80% of 400	367 Schools 91.7% of 400	61 Schools 15.3% of 400	0	428 Schools 107% of 400	Annually
3.2.1	Percent of trained community members that demonstrate increased knowledge of hygiene and nutrition.	70% of trained community member	0	82% (897 out of 1093)	83% (791 out of 956)	82% (897 out of 1093) Participants increased knowledge	Annually
3.2.2	Number of community members trained to disseminate awareness on nutrition and hygiene	8,000 community members	0	1,093	956	1,093	Quarterly (Internal)
3.2.3	Number of field team members trained on Nutrition and Hygiene	80	63	0	0	63	Quarterly (Internal)
3.2.4	Number of children in targeted districts reached by USAID supported nutrition programs.	40,000	0	23,426	23,426	23,426	Quarterly
Pilot Component: Launch Education Management Organization (EMO) System							

SCMP Indicator Table for the Annual (October 2016 - September 2017)

Number	Performance Indicator	LOP Target	Cumulative Data till Sep 30, 2016	Current Annual (Oct 1, 2016 – Sep 30, 2017)	Current quarter (July 1, 2016 – Sep 30, 2017)	Total Progress to date- Sep 30, 2017	Reporting Frequency
4.1.1	Number of Public Private Partnership (PPP) projects established and Implemented	5	6	2	2	8	Annually
4.1.2	Number of USG-assisted CSOs working to improve education quality and access	10	2	2	2	4	Annually

Annex III: MAJOR MEETINGS AND ATTENDANCE SHEETS OF JULY – SEPTEMBER 2017

Date	July 6, 2017
Purpose:	Meeting With TEO Bin Qasim regarding SHNC Training
Venue	TEO Office
List of Participants	
Name	Title/Organization
Shehzad Malik	District Manager
Jameel Akter	TEO
Prince Tom Naz	FO-SCMP
Rooma Yameen	Nutrition Associate-SCMP

Date	September 21, 2017
Purpose:	Meeting With TEO Keamari regarding SHNC Training
Venue	TEO Office
List of Participants	
Name	Title/Organization
Shehzad Malik	District Manager
Saleemullah	TEO Keamari
Prince Tom Naz	FO-SCMP

Date	August 3, 2017
Purpose:	Field Visit of USAID Delegation & Meeting with Parents & SMC Members
Venue	Newly Reconstructed School GGHS Arain
List of Participants	
Name	Title/Organization
Ms. Denise Herbol	USAID provincial Director Sindh
Mr. Abdul Hameed Bullo	Advisor CM
USAID Representatives	USAID
Mr. Abdul Jabbar Waseer	District Manager CMP Sukkur
Representatives of EMO	Chartered for Compassion (CFC) Arain
School Staff	GGHS Arain
SMC members	GGHS Arain
Parents	GGHS Arain

Date	August 17, 2017	
Purpose:	To discuss community-based construction issues and to plan meetings with community for resolution.	
Venue	GGPS Wadi Wahni	
List of Participants		
Name	Title/Organization	
Mr. Agha Saeed	Residential Engineer Halcrow	
Mr. Mazhar Ali Shaikh	DM CMP Larkana	
Ms. Shabana Sadorani	Nutrition Associate CMP Larkana	

Date	September 11, 2017	
Purpose:	Coordination Meeting with Deputy Commissioner Larkana	
Venue	DC Office Larkana	
List of Participants		
Name	Title/Organization	
Mr. Kashif Tipu	DC Larkana	
Mr. Mazhar Ali Shaikh	DM CMP Larkana	

Date	August 18, 2017	
Purpose:	Meeting with Taluka Administration Taluka Saleh Pat for GBPS Bakhshan Chakrani re-constructed school for extra land donation	
Venue	GBPS Bakhshan Khan Chakrani	
List of Participants		
Name	Title/Organization	
Ghanwar Khoso	Mukhtiarkar Taluka Saleh Pat	
Mehboob Ali Naich	Representative of PMIU	
Mr. Abdul Hameed Bullo	Advisor CMP	
Mr. Abdul Jabbar Waseer	District Manager CMP Sukkur	
Mr. Shah Bux	Head Teacher GBPS Bakhshan Khan Chakrani	
SMC members	GBPS Bakshan Khan Chakrani	

Dates	September 21, 2017	
Title:	Consultative Session with Successful EMOs of RFP #3	
Venue	Pearl Continental Hotel, Karachi	
List of Participants		
Name	Designation	Organization
Aasia A. Farooqi	Training and Compliance Manager	CFC
Wahab Soomro	Sr. Director	PPP Node, SELD, GOS
Tauseef Lateef	Director	PPP Node, SELD, GOS
Ammar Rehman	Project Manager	CFC
Zareen Qureshi	ED	CFC
Qalander Behrani	SGM	Hands
Dr. M. Aslam Khan	Chief Education	HANDS
Namituallah	Sr. Manager	SRSO
Javed Tajik	Manager	IRC
Sadiqa Salahuddin	CEO	IRC
Col. Rtd. Usmani	Manager	SRSO
Human Imran	Consultant	HANDS
Noman Adil	Registrar	KASBIT
Sarfaraz Ahmed	Assistant Professor	KASBIT
Birjis Jalil	Consultant	AASA Consultants
Riaz Khan	Consultant	AASA Consultants
Hina Hussain	Associate	AASA Consultants
Akram Rao	Consultant	KASBIT
Samad Talib	Program Manager	PMIU-SBEP
Hamzo Tagar	Director Admin & HR	PPP Node, SELD, GOS
Sajjad Gilani	Senior Program Manager – Education & PPPs	SCMP – IRD
Naveed Ahmed Shaikh	DCOP	CMP IRD
Mustafa Ahmed	PM Legal	CMP IRD
Zahid Jatoi	Education Reform Expert	CMP IRD
Mansoor Sarwar	Program Specialist PPP	CMP IRD
Israr Shah	DPM	HANDS
Abeer	P.O Legal	IRD

Dates		
Title:	Meeting of TFEC Representatives	
Venue	Sindh Secretariat	
List of Participants		
Name	Designation	Organization
Abdul Aziz Uqaili	Secretary Education	School Education Dept.
Wahab Soomro	Senior Director PPP Node Director	School Education Dept.
Ghulam Ali Brahmani	Additional Secretary (GA)	School Education Dept.
Ali Sibtain	Director General	PPP Unit, Finance Dept.
Zain Fawzi	Director Finance	PPP Unit, Finance Dept.

Tauseef Lateef	Director PPP Node	PPP Node, School Education Dept.
Sajjad Gilani	Sr. Program Manager – Education and PPPs	CMP
Zahid Jatoti	Education Reform Expert	CMP
Mustafa Ahmed	Program Manager Legal	CMP
Abeer Ahmed Jumani	Program officer Legal	CMP

Dates	August 21, 2017	
Title:	Meeting of the TFEC Representatives	
Venue	Sindh Secretariat	
List of Participants		
Name	Designation	Organization
Abdul Aziz Uqaili	Secretary Education	School Education Dept.
Wahab Soomro	Senior Director PPP Node Director	School Education Dept.
Ghulam Ali Brahmani	Additional Secretary (GA)	School Education Dept.
A.K. Rind	Deputy Secretary	Finance Department, GOS
Ali Sibtain	Director General	PPP Unit, Finance Dept.
Zain Fawzi	Director Finance	PPP Unit, Finance Dept.
Tauseef Lateef	Director PPP Node	PPP Node, School Education Dept.
Sajjad Gilani	Sr. Program Manager – Education and PPPs	CMP
Zahid Jatoti	Education Reform Expert	CMP
Mustafa Ahmed	Program Manager Legal	CMP
Abeer Ahmed Jumani	Program officer Legal	CMP

Dates	September 7, 2017	
Title:	Meeting of TFEC Representatives	
Venue	Sindh Secretariat	
List of Participants		
Name	Designation	Organization
Abdul Aziz Uqaili	Secretary Education	School Education Dept.
Wahab Soomro	Senior Director PPP Node Director	School Education Dept.
Ghulam Ali Brahmani	Additional Secretary (GA)	School Education Dept.
Abdul Karim	Deputy Secretary	Finance Department, GOS
Ali Sibtain	Director General	PPP Unit, Finance Dept.
Zain Fawzi	Director Finance	PPP Unit, Finance Dept.
Tauseef Lateef	Director PPP Node	PPP Node, School Education Dept.
Sajjad Gilani	Sr. Program Manager – Education and PPPs	CMP
Mustafa Ahmed	Program Manager Legal	CMP
Abeer Ahmed Jumani	Program officer Legal	CMP

Annex IV: FINANCIAL REPORT

Annual reporting Worksheet

International Relief and Development

Reporting Period: October 01, 2016 – September 30, 2017

Award Number: AID-391-C-13-00006

IRD Project Number: I3006

Project Start Date: August 7, 2013

Project End Date: August 6, 2018

Actual Expenditure This Reporting Period

PREVIOUS (Inception to Sept 30, 2016)	THIS YEAR (Oct 16-Sep 17)	CUMULATIVE
\$9,203,096.09	\$4,138,746.14	\$13,341,842.23

*** Blumont note:** This annual report covers the period from 1 October 2016 thru 30 September 2017 and is in line with USAID's standard fiscal year reporting cycle.

Please note that the accrued costs provided in the Estimated Expenditure Report for the next reporting period are accounting estimates for the three months covered by the report. Actual expenditures for the period that will be recorded in IRD's accounting records and amounts invoiced for this period may vary materially from the amounts contained in this Projected Expenditure Report. While IRD has tried to be as complete as possible when making these estimates, all recipients of this information, including auditors, must understand the risk associated with relying on accounting estimates prepared so far in advance of the books and records for accounting period being closed.

Annex V: SMALL GRANTS PROGRAM

GBPS Gujhar, Larakana



GBPS Mehrabpur, Jacobabad



GBPS Vandh Pandhi: New Furniture



New Furniture



GBPS Aalmani : New Furniture Purchased



New Furniture Purchased at GBPS Sangrio Junejo, Khairpur



New Furniture at GGPS Saidee Lower



Repair of Toilet: GGPS Saidee Lower, Khairpur



Before and After Pictures Using CMP Small Grant at GGPS Saidi Lower

GGPS Waggan: Classroom Repairs



GGPS Khairpur Juso: Repair of School Toilets



GBPS Mohammad Usman Joyo: Toilets Repair



GGPS Mohammad Usman Joyo Main Gate Repair

