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School Children during School Opening Ceremony at Karachi



FINAL REPORT

SINDH COMMUNITY MOBILIZATION PROGRAM
AWARD NO. AID-391-C-13-00006

Period of Performance: August 2013- July 2022
Date of Report submitted to USAID: 30/07/2022

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ACTIVITY OVERVIEW

Please provide a summary of the activity using the table below. It should include details about the life of activity.

Activity Name:	Sindh Community Mobilization Program (SCMP)
Activity Start Date and End Date:	August 7, 2013-August 6, 2022
Name of Prime Implementing Partner:	Blumont Engineering Solutions, Inc.
Contract/Agreement Number:	AID-391-C-13-00006
Total Estimate Cost:	\$ 24,867,355
Major Counterpart¹ Organizations engaged or supported:	School Education and Literacy Department (SELD)
Geographic Coverage (provinces and districts):	Sindh, Pakistan: 10 districts (Dadu, Jacobabad, Khairpur, Kashmore, Kamber-Shahdadkot, Karachi Malir, Karachi South, Karachi West, Larkana, and Sukkur)

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¹ Major counterparts are the direct stakeholders that have been supported or engaged by the partner and play an important role in the success of the activity. This may include public and private organizations but does NOT include sub-awardees.

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ACRONYMS

CSO	Civil Society Organization
CSR	Corporate Social Responsibility
EMO	Education Management Organization
GoS	Government of Sindh
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
NOC	No Objection Certificate
PMIU	Program Management and Implementation Unit,
PPP	Public-Private Partnership
RFP	Request for Proposal
SBEP	Sindh Basic Education Program
SCMP	Sindh Community Mobilization Program
SELD	School Education and Literacy Department
SIP	School Improvement Plan
SMC	School Management Committee
USG	U.S. Government
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Over the course of nine years, the Sindh Community Mobilization Program (SCMP) undertook multiple interventions to increase student enrollment, particularly for girls; improve community engagement; enrich learning environments; improve government capacity to manage education programs; and establish management mechanisms to strengthen performance and accountability of schools. Efforts centered on engaging communities to increase ownership and support for schools, recognizing that parents, local leaders, and stakeholders were important influencers in student enrollment and retention.

SCMP supported overall Sindh Basic Education Program (SBEP) reform goals on increasing and sustaining student enrollment in primary, middle, and higher secondary schools through multifaceted education-sector reforms and by fostering dialogue with communities regarding school construction, consolidation, and rehabilitation. Working with the Sindh School Education and Literacy Department's Program Management and Implementation Unit (PMIU), SCMP facilitated 110 memoranda of understanding between communities and construction contractors to ensure that local stakeholders played a role in decision-making and that children's education was not adversely affected amidst construction and reform support activities. This early collaboration established a foundation for ongoing engagement when schools opened.

SCMP engaged local school management committees (SMCs) as a primary platform for community involvement and a driving force for attainment of SBEP goals. With restructuring and training, SMCs took on leadership of enrollment drives and campaigns to engage students and parents, as well as identified opportunities to leverage local resources to increase donations and in-kind contributions for school improvements. SMCs were empowered with plans, tools, and cross-community connections fostered through exchange visits to help local leadership sustain progress.

Along with increasing enrollment, SCMP also worked with SMCs to plan and implement school improvement plans (SIPs). SMCs were trained to utilize small grants to fund priority actions in SIPs. Over the course of the program, 420 small grants were disbursed, benefitting 302 schools. These small investments had a huge impact, allowing schools to provide basic facilities such as functioning toilets, electrical fixtures, and drinking water. In total, SCMP also conducted health screenings and established health corners at schools to support overall student well-being.

When challenges arose throughout implementation, the team adapted and took mitigation steps. From the security environment to delayed school construction, to a global pandemic, SCMP relied on learnings, connections with local communities, and collaborations with partners to find solutions. The pilot effort around Education Management Organizations (EMOs) in schools initially faced setbacks with limited staffing at the Government of Sindh's newly established Public Private Partnerships (PPP) node. While this was overcome with the recruitment and training of staff, a new challenge emerged—EMO schools were in strong demand with more parents and communities wanting engagement. This positive challenge led to the expansion of the EMO model to nearby public schools.

The successful piloting of EMO reforms was a significant accomplishment for SCMP. By assisting the Government of Sindh in establishing the PPP node to manage EMO reforms, and through development of local

capacity and management mechanisms that empowered the PPP node to plan and implement reform initiatives moving forward, SCMP has helped in establishing a sustainable model for change. Continued progress is also supported by training and technical assistance materials produced over the course of implementation, including the Community Engagement Strategy published to encapsulate SCMP's experience to help scale up efforts in other schools or districts.

Lessons learned over the course of nine years of implementation can also serve to inform future work undertaken by USAID and its partners. The unique umbrella planning mechanism used to shape the SBEP agreement can help to compound the effectiveness of investments, though an emphasis on coordination and sequencing must be prioritized to maximize these opportunities. Even in a complex environment, SCMP experience shows that successful implementation of multi-level reforms is possible when communities are empowered, and existing systems are both supported and able to adapt to meet shifting needs.

Over the course of SCMP implementation, more than 16,000 SMC members were trained in 750 target schools and school activities benefited over 300,000 students. Efforts helped to increase student enrollment in SBEP schools by 56 percent, including encouraging students who had dropped out to return. While SCMP is closing, the mechanisms for engagement, government capacity, and established systems and tools are now in place to empower communities and officials to continue building on progress.

PROGRAM INTRODUCTION

In 2010 and 2011, the province of Sindh experienced heavy rains and flooding, which led to the corrosion of infrastructure, including roads, health care facilities, and public schools. The use of school buildings as relief camps and rehabilitation of internally displaced people further worsened school infrastructure and adversely affected education opportunities.

To counter these challenges and introduce education sector reforms, on September 21, 2011, 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 focuses on increasing and sustaining student enrollment in primary, middle, and higher secondary schools through introducing multifaceted education-sector reforms in 10 districts of Sindh province: Dadu, Jacobabad, Kambar-Shahdadt, Karachi Malir, Karachi South, Karachi West, Kashmore, Khairpur, Larkana, and Sukkur.

SBEP includes seven major components:

1. Construction of approximately 106 state-of-the-art schools
2. Sindh Community Mobilization Program
3. Sindh Reading Program
4. Sindh Capacity Development Program
5. Program Management and Implementation Unit
6. Architectural and Engineering Services
7. Monitoring and Evaluation

The Sindh Community Mobilization Program (SCMP) was initiated in August 2013 as a five-year technical support program. It was a key component of SBEP with four objectives: 1) increase community involvement in the GoS reform of merging, consolidating, and upgrading schools; 2) improve community and district administration coordination for increased girls' enrollment; 3) improve child nutrition in selected communities and government schools through research that informs innovation and good practice; and 4) launch the education management organization (EMO) system (pilot component). SCMP also integrated cross-cutting themes of gender equality and women's empowerment, global climate change, local capacity development, and policy and governance.

The initial five-year scope of the program focused on 409 schools, which included 106 schools to be reconstructed under SBEP and 303 non-construction schools, also termed "neighboring schools," selected based on their proximity to construction schools.

For the first five years, the program worked toward increasing student enrollment, particularly girls' enrollment, and retention in selected schools through strengthened links between communities and District Education Departments. SCMP planned and implemented a range of activities to engage school community members, including trainings, planning, monitoring, and organizing school events for students and parents.

These activities contributed to a 56 percent increase in student enrollment, with girls' enrollment increasing from 13,000 to 19,810.

Work to advance policy implementation included supporting the SELD Reform Support Unit and 426 SELD district officials. Efforts engaged officials in implementing school consolidation policies and developing strategies for community engagement.

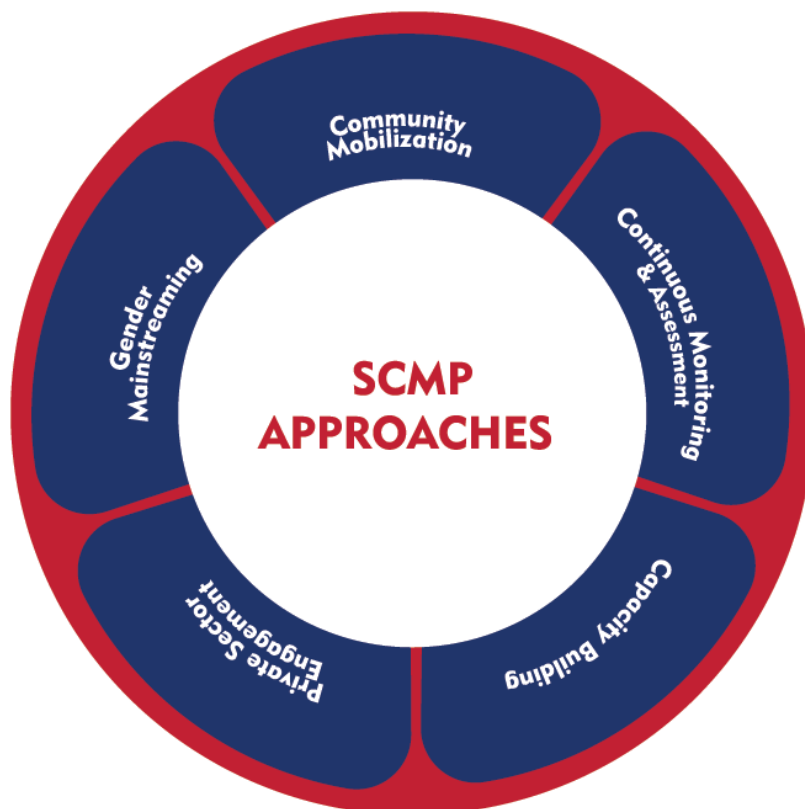
Given initial progress, the GoS and USAID extended SCMP to include 350 additional model schools across 29 districts, thereby increasing the total number of target schools to 750. However, due to delays in issuance of a No Objection Certificate (NOC), the additional schools were in the end selected from within the 10 districts SCMP was already operating in.

SBEP aimed to outsource management of 106 construction schools to the private sector under the EMO reform policy and public procurement rules. As school construction was completed, SCMP provided technical assistance to the government's public-private partnership (PPP) node in planning, executing, and managing handover to private sector entities. This assistance continued over the duration of the program and, thus far, 81 SBEP construction and 90 groups of schools have been outsourced to 10 EMOs with a set of key performance indicators (KPIs) to be assessed by third party organizations.

SCMP successfully provided technical assistance to GoS in establishing the PPP node, putting in place a policy-based system for outsourcing schools and management contracts. The reform efforts will continue, as 25 SBEP schools are still under construction and expected to be ready by June 2023. SCMP developed planning documents for outsourcing of the remaining schools and the PPP node is expected to be able to manage the procurement of the next batch of schools, the overall EMO reform, and other emerging PPP initiatives inspired by SBEP-SCMP technical support.

IMPLEMENTATION DESIGN

APPROACHES



STAKEHOLDERS



ACHIEVEMENTS

IR: INCREASE EQUITABLE ACCESS TO FORMAL EDUCATION FOR OUT OF SCHOOL CHILDREN

Despite the constitutional obligation of Article 25A to provide free and compulsory education to all children ages 5–16 years, in 2014, almost 6 million (44 percent of children in this age bracket in Sindh) were out-of-school. Sindh faced a challenge to ensure that all children, particularly the most marginalized and underserved, attended, stayed, and learned in schools.

During nine years of programming, SCMP promoted inclusive and equitable access to formal education through facilitating reconstruction and opening of SBEP schools and organizing enrollment campaigns, all of which contributed to a 56 percent increase in student enrollment.



Community dialogue on importance of girls' education at Government Boys Primary School Ghulam Ali Zuhrani district Larkana

As broader SBEP efforts started, SCMP facilitated engagement between stakeholders to foster a shared understanding of the reforms. It was critical to ensure that parties were informed and had an opportunity to voice ideas and concerns, including how student education would be affected by construction. The team arranged kickoff meetings between school staff, SMCs, community stakeholders, and Halcrow (a company engaged as a SBEP partner for designing the school building and managing construction work) at 106 schools across 10 targeted districts. Participants were oriented on the roles and responsibilities of each stakeholder, along with the school construction and design process.



MOU signing ceremony at Govt. High School, Dodanko, District Sukkur.

This tailored outreach led to the signing of 110 memoranda of understanding (MoUs) between SMCs, communities, and construction contractors to ensure community support. When reconstruction was completed, SCMP held 66 school opening ceremonies, where 76 SBEP-reconstructed schools and 44 grouped schools were handed over to EMOs. SCMP

organized school inauguration ceremonies to celebrate the completion of school construction. These high-profile events were attended by senior GoS officials, USAID representatives, members of Parliament, district administration members, civil society organizations, school staff, SMCs, students, and community members. In addition to providing a clear marker of progress and an opportunity for stakeholders to take pride and ownership in schools, the ceremonies encouraged student enrollment.

A few comments from ceremony participants include the following:

“Now having such a nice school in our village, I do not see any reason parents should not let their girls attain their right to education.”

*A female student at Government Girls High School,
District Larkana*

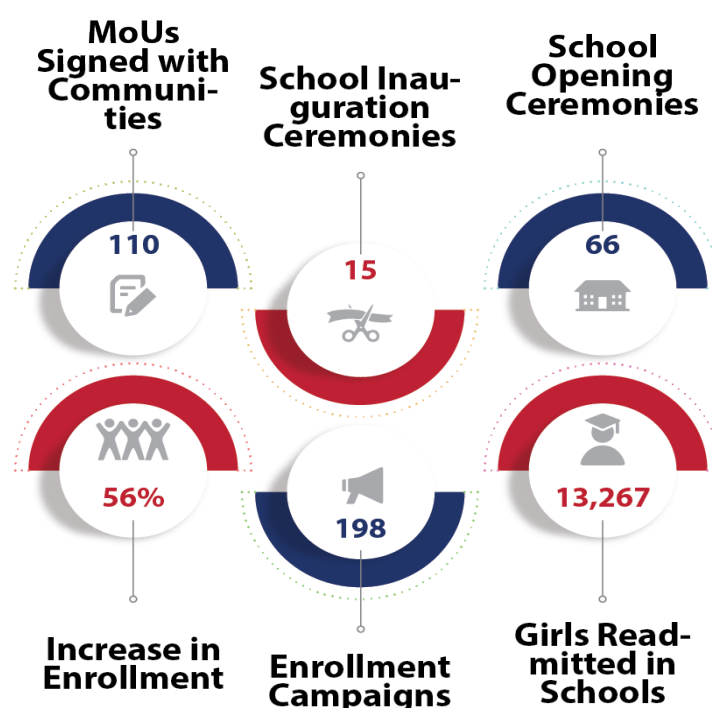
“Our girls are our leaders; we should continue to engage parents for required support to educate our girls.”

*Head Teacher of Government Girls High School,
District Sukkur*

IR: EQUITABLE ENROLLMENT AND RETENTION

CAMPAIGNS TO INCREASE ENROLLMENT

Given the local context, where mothers are the main caregivers for children at the household level, SCMP worked to increase women’s participation in SMCs as a means of ensuring community ownership, increasing enrollment, and reducing the dropout rate for girls in school. For this purpose, SCMP held 98 community dialogues, which were attended by 3,549 participants, including community members, parents, teachers, SMC members, and representatives from USAID. SCMP also held 179 campaigns with 179 schools to increase enrollment.



To better understand the factors affecting girls’ enrollment, SCMP

conducted 15 focus group discussions across ten districts. Reasons identified included the lack of basic facilities in schools, lack of female teachers, and safety and security concerns. Informed by these discussions, SCMP worked with parents and community members to address the challenges unique to their schools. SCMP helped in developing and implementing School Improvement Plans (SIPs) and providing small grants to implement the plans. Efforts were complemented with community dialogues on how to manage safety and security issues.

As an outcome of these persistent efforts to provide equitable access to quality education, 19,810 girls were newly enrolled and 13,267 female students were readmitted in SCMP target schools. In addition, 40,275 boys also started school as new admissions and readmissions. Hence, despite the standstill that the education sector faced due to COVID-19, total enrollment in SCMP target schools increased by 73,352, an increase of 56 percent as compared with the baseline.

Year	Girls’ Enrollment	Boys’ Enrollment	Total Enrollment
2014–15 (Baseline)	37,116	59,098	96,214
2019–20 (Year Eight)	56,116	94,183	150,299

“Educating girls will help in creating awareness for social change.”

SMC Chairperson, Government High School, Tando Mir Ali, District Khairpur.



Enrollment campaigns led by teachers and students at Govt. National Modern High School district Sukkur and Government Secondary School Yousuf Goth, Karachi-Malir.

“In our times, we had to go for miles to attain school; now our children are lucky to have such nice access at their doorstep.”

SMC members, Government Boys School, Umerabad, Sukkur



GoS and USAID officials with students, school staff, SMC members, and SCMP team during the school inauguration at Govt. High Schools Kouro Goth, District Khairpur

IR: IMPROVED CIVIL SOCIETY ENGAGEMENT AND ADVOCACY

School systems in Sindh have historically been characterized by low community engagement and participation, which contributes to low enrollment and high dropout rates. The lack of involvement and ownership in SBEP target schools adversely affected the provision of quality education, as the schools had no active mechanisms for monitoring and accountability. Even SMCs, designed to foster engagement, also lagged behind, as they were neither structured in accordance with the guidelines issued by the Government of Sindh nor were most SMC members aware of their roles or responsibilities. SCMP worked closely with parents, community members, and SMCs to address these challenges.

ORIENTATION AND RESTRUCTURING

SCMP designed events to enhance SMC members' knowledge and skills, particularly in planning and developing SIPs, record keeping, and engaging in school activities. Efforts included 238 introductory meetings for school administrators, teachers, SMC members, and other community stakeholders. The meetings served as the first point of contact with the communities and assisted SCMP in planning SMC restructuring and increasing girls' enrollment. A total of 1,442 meetings were held to support restructuring and formation of subcommittees designed to increase women's participation in SMCs to at least 30 percent of total membership. School-based events helped engage parents in planning and implementing governance and management activities, and women's membership in SMCs increased to 40 percent.



Community dialogue on women's rights at Govt. Boys Primary Schools, Ghulam Ali Zuhrani District Larkana.

As part of the restructuring process, SCMP facilitated formation of three SMC subcommittees, which began engaging regularly with parents to improve schools:

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

SCMP, in consultation with SMCs, formed terms of reference for each subcommittee, outlining member roles and responsibilities. The subcommittees worked to raise awareness of the importance of education, encouraging parents to enroll their children in schools, developing Social Mobilization Plans (SMPs) and SIPs, effectively using SMC funds and small grants, and seeking in-kind contributions from community members. To ensure the sustainability of community engagement, SCMP, in collaboration with the Reform Support Unit, finalized and published a School Community Engagement Strategy (SCES) for SELD and held events across districts to introduce the approach. The strategy presents a comprehensive framework for meaningful engagement at the school level to support holistic child development. The approach is based on SCMP's

experience in community mobilization, lessons from the field, and wide consultation with relevant stakeholders. The strategy includes guidelines for restructuring SMCs, building their capacity, and improving governance and financial frameworks.



USAID and GoS Officials disseminating the School Community Engagement Strategy at provincial level in Karachi.

SMC TRAININGS AND EXCHANGE VISITS

After completing the restructuring, SCMP trained 16,263 SMC members, including 11,261 men and 5,002 women, on topics including the SMC's role in community and social mobilization; revised SELD guidelines; SMC composition and structure; and gender representation. Trainings were designed to build skills in school improvement planning and decision making; strategies for increasing enrollment, especially of girls, retaining students, and preventing drop-out; and financial management and record keeping. As part of the trainings, participants developed school improvement plans. Participants were also oriented on basic concepts of disaster risk reduction (DRR), personal and environmental health and hygiene, and gender mainstreaming. Pre- and post-participation surveys conducted to gauge levels of understanding revealed that, for most participants, this was their first training on SMC activities and functions. Many participants said that they appreciated SCMP's efforts in social mobilization and especially in activating SMCs. The table below provides details on the trainings conducted and the number of participants trained.

Sr. #	Training Type	# of Schools	Participation Frequency		
			Men	Women	Total
1	How to develop and implement SMPs and SIPs	406	1,603	394	1,997
2	Financial and grants management	429	2,788	1,002	3,790
3	Orientation on grants management	10	66	15	81
4	Strategies to improve girls' enrollment	403	1,540	409	1,949
5	DRR, gender, and water/sanitation	402	1,582	379	1,961
6	Nutrition and hygiene	406	1,789	1,248	3,037
7	SMCs of model schools (SIP, SMC roles, community mobilization, girls' enrollment & DRR)	285	1,893	1,555	3,448
Total			11,261	5,002	16,263

SCMP also conducted community exchange visits to promote cross-community learning. Nearly 90 exchange visits were conducted, allowing SMC members to see how other schools, districts, and teams worked and to share ideas around school events, creative initiatives, and opportunities to build inter-community collaboration.



DEVELOPMENT AND IMPLEMENTATION OF SOCIAL MOBILIZATION PLANS

Social Mobilization Plans are developed by the community, with SMC playing a lead role and SCMP as facilitator. These plans included such activities as conducting SMC general body meetings and organizing activities to improve student enrollment and retention. SMPs were reviewed continually and updated every year. Over the program period, 439 SMPs were developed as part of community engagement for overall school improvement. SCMP tracked and ensured implementation of 97 percent of these plans.

Under the plans, SCMP facilitated SMCs and school staff in celebrating community recognition days, such as International Literacy Day, World Children’s Day, and Global Handwashing Day. These celebrations served as a foundation for community engagement and supported SMCs in planning community drives to increase enrollment, particularly for girls, and garnering resources for implementing SIPs.

Over the course of nine years, locals gave cash donations worth PKR 1,155,985 and in-kind donations worth PKR 74,435,075 for improving the state of schools. Contributions included land, solar panels, student uniforms and shoes, water coolers, fans, furniture, and learning materials. SMC members identified local resources or philanthropists, mobilized their support, and organized events for their recognition and appreciation.

IR: ENRICHED LEARNING ENVIRONMENT FOR STUDENTS

The state's role in providing quality education to children goes beyond ensuring equitable access to schools. It is essential to create a conducive learning environment where children can feel secure, learn, and thrive. Many public sector schools in Sindh did not meet these standards, with many lacking basic infrastructure and facilities such as toilets, boundary walls, and drinking water. Many communities also lacked access to basic health care and had limited knowledge of nutrition, health, and hygiene. These challenges contributed to lower school enrollment, attendance, and retention. To address these issues, SCMP adopted a multifaceted approach focused on improving physical infrastructure at schools, along with the personal health and hygiene of students, to create an enriched and fulfilling learning environment.



Health corners established in each SBEP school to check the nutritional status of students. – Govt. High School Satabo Khairpur District

IMPROVED SCHOOL INFRASTRUCTURE AND FACILITIES THROUGH SIPS

SELD's guidelines for SMCs mandate that each develop a SIP and release funds based on these plans. However, on early visits to target schools, SCMP found that most SMCs had neither developed SIPs nor were they trained to do so. SCMP started with SMC restructuring and established Social Mobilization and School Improvement Subcommittees. In 406 schools, SCMP held sessions and trained 1,997 subcommittee members on how to develop and implement SIPs. As an outcome of SIP development and implementation, SMCs could identify gaps and tap into SMC funds to address them. Over the life of the program, 724 SIPs were developed, though only 67 percent could be implemented due to COVID-19 restrictions and delays in seeking NOCs.

CSR PARTNERSHIPS

To further enrich the school environment and improve performance, SCMP engaged private sector companies to leverage corporate social responsibility (CSR) investments for the benefit of schools and children. SCMP signed nine MoUs with organizations such as Pfizer, Telenor Pakistan, Intel Pakistan, Engro Foundation, and ICI Pakistan. The support provided by these private partners included cash donations, equipment for health rooms and science labs, access to educational tools, and software.



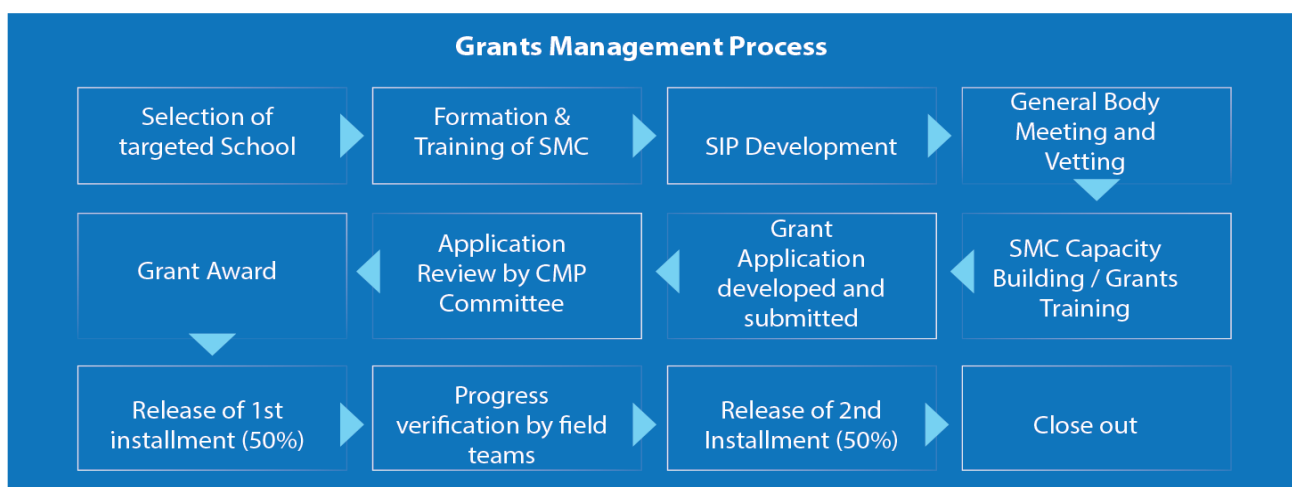
Students in science labs of Govt. High School. Kouro Goth, Khairpur District

IMPROVED SCHOOL INFRASTRUCTURE AND FACILITIES THROUGH SMALL GRANTS

Another significant step undertaken by SCMP to improve the learning environment was the disbursement of small grants to support implementation of SIPs. These grants were used to repair and maintain existing facilities and to address facility gaps. Parents, headmasters, SMCs, and SCMP helped to develop SIPs, with SMCs and their subcommittees taking charge of implementation.

SCMP developed a grant manual to establish and streamline the management mechanism and small grants were provided by the SMC. SCMP held sessions in 429 schools and trained 3,790 members of Local Resource and Grants Management subcommittees on how to apply for and manage grants. SCMP disseminated 420 small grants worth PKR 59,324,015 to 302 target schools. When SCMP disbursed small grants to improve the state of schools, people willingly sent their children to schools. When schools became responsive to the needs of the communities, it increased the demand for education and led to education that's accessible to all children.

Sr. #	District	# of Small Grants	# of Schools	Total Amount
1	Dadu	59	52	8,189,550
2	Jacobabad	55	39	7,936,600
3	Kambar Shahdad Kot	52	37	7,309,900
4	Karachi (District Malir, West and South)	31	22	4,398,725
5	Kashmore	66	46	9,280,035
6	Khairpur	65	41	9,117,515
7	Larkana	39	27	5,440,280
8	Sukkur	53	38	7,651,410
Grand Total		420	302	59,324,015



ADDRESSING HEALTH AND NUTRITIONAL NEEDS OF STUDENTS

Health and education go hand in hand, as poor health leads to higher absenteeism and decreases learning outcomes. SCMP partnered with Tulane University and Aga Khan University-Human Development Program to develop tools for collecting health and anthropometric data regarding the nutritional status of school-age children through a baseline survey. Based on these findings, SCMP prepared Health and Nutrition Education Training modules that covered a range of topics, including nutrition and food groups; anthropometry and health screening; hygiene and safe environment; and facilitation skills. To implement interventions in schools, SCMP established School Health and Nutrition Committees and trained 3,037 subcommittee members in 406 schools on the health and nutrition modules. SCMP facilitated health

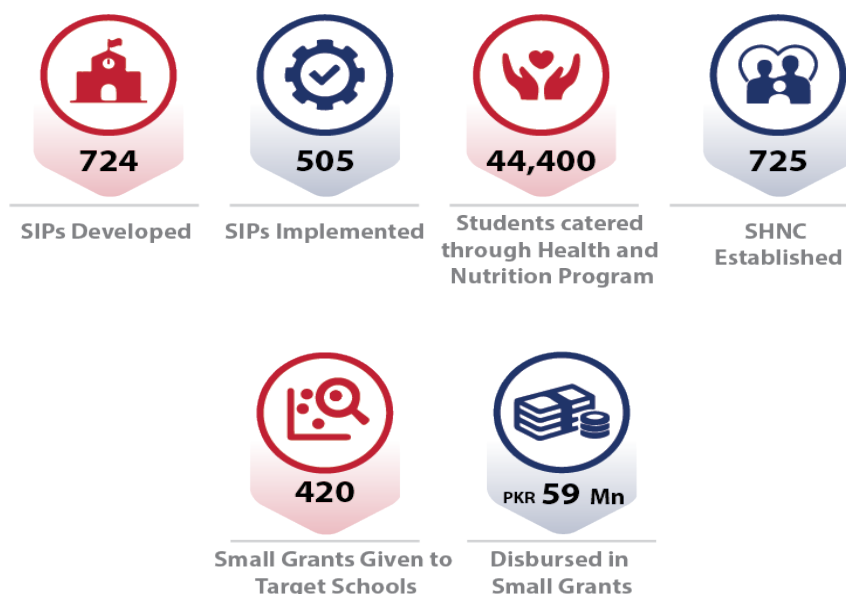


Oral health demonstration during training in Jacobabad District.

screenings at all target schools with primary grades—screening 44,400 students ages 5 to 10 years and referring 3,007 of them to health facilities for further care. To ensure that these interventions are sustainable, SCMP established health corners in 244 schools to allow for routine health screenings.

IMPROVED HEALTH AND HYGIENE PRACTICES AT SCHOOLS

To promote healthier habits and lifestyles, SCMP supported 435 schools in incorporating health- and hygiene-related activities in annual school plans and implementation frameworks. These activities included sessions on personal hygiene and handwashing, as well as sports days and school cleaning days. These efforts contributed to a cleaner, healthier environment more conducive to learning.



IR: IMPROVED GOVERNMENT CAPACITY TO MANAGE EDUCATION PROGRAMS

ASSISTANCE IN IMPLEMENTING GOS MERGER AND CONSOLIDATION POLICY

The GoS approved a policy of school consolidation in 2012 to improve the quality of education and school governance while ensuring access to education. SCMP supported policy implementation in line with SELD's criteria for school consolidation and merging (i.e., embed two or more schools within one boundary wall and merge/consolidate adjoining and nearby schools). SCMP facilitated engagement and served as a catalyst for implementing the consolidation policy. SCMP conducted assessments and mappings to identify schools for merger and consolidation, while working with community members to improve understanding of the reforms and address concerns. As an outcome, schools were consolidated in consultation with school staff and SMCs to improve governance and service delivery.



Students on their first day of school, district Khairpur

TRAINING OF LOCAL EDUCATION OFFICIALS

SCMP coordinated with taluka and district education officials to orient them on reforms and engage them in implementation. Officials were trained on the technical aspects of the consolidation, such as criteria for school selection, implementation of the checklist at the school level, and stakeholder coordination, which enabled them to confidently lead communities toward successful implementation of policies and reforms. SCMP also trained these officials on ways to effectively engage communities to increase school enrollment and reduce dropouts.



IR: ESTABLISH MANAGEMENT MECHANISMS TO STRENGTHEN PERFORMANCE AND ACCOUNTABILITY

The SBEP introduced the EMO reforms as a pilot PPP project at a time when SELD had no legal framework for PPPs in the education service delivery sector. Having the visible and significant contribution of private sector schools, the SELD planned to leverage their expertise and outsource management of select public sector schools through PPP and public procurement regimes.

As part of the Project Advisory Group for SBEP, SCMP worked with relevant government officials and civil society members to establish legal and management mechanisms to engage PPPs. Using this platform, SCMP assisted the GoS in incorporating education service delivery under the legal ambit of PPP Act 2010 and worked toward forming the PPP node in SELD for smooth management and execution of projects. The framework laid the foundation for PPPs in the education sector and capacity building of relevant units and officials of SELD to ensure sustainability of the EMO reforms or other PPP programs in the education sector.



Students using the library at Govt. High School Kolab Jail, Sukkur managed by an EMO.

Over the course of SCMP's work, the PPP node grew from a single appointment to a dedicated team of 10 officers completed in September 2021 (some reassigned from SELD as well as new hires). SCMP led onboarding of new staff to share information and develop skills required for implementing EMO reform and managing PPP contracts.

As the implementer of a pilot project, SCMP established the management mechanisms best suited to monitor performance and ensure accountability of the EMO reforms. After the PPP node of SELD was established, SCMP worked closely with it to streamline processes for EMO procurement and contract management.

PROCUREMENT AND MANAGEMENT OF EMOS

SCMP facilitated the PPP node by carrying out the procurement process, per Sindh Public Procurement Rules 2010, for outsourcing the reconstructed schools along with selected group schools to private sector EMOs. SCMP prepared procurement packages by engaging the PPP node and Technical and Financial Committee members, held pre-bid meetings to address inquiries, participated in bid evaluation processes, and facilitated concession agreement signings. SCMP supported the PPP node in successfully completing six rounds of procurement by June 30, 2022, outsourcing SBEP reconstructed schools and group schools to EMOs. SCMP also facilitated the PPP node in selecting independent experts and independent auditors for each procurement to ensure accountability and performance management.

TECHNICAL ASSISTANCE FOR CONTRACT MANAGEMENT

Following the signing of concession agreements after six procurement rounds, SCMP facilitated the EMOs and PPP node in fulfilling multiple contractual obligations, including appointing independent oversight of audits and performance and establishment of escrow accounts. To ensure consistency among the EMO reports on KPI performance, SCMP established improved accountability mechanisms by introducing a standardized quarterly reporting template and introduced a School Monitoring Checklist for the field staff of the PPP node to record the findings of their school visits.

A KPI performance tracker and financial management database were developed to enable PPP node staff to report to the Secretary's Office, PPP Unit Finance Department, and PPP Policy Board. As these tools have been developed in consultation with the PPP node, independent experts, and EMOs, SCMP expects the PPP node and EMOs to continue using these tools into the future.

SCMP worked with EMOs and held regular review meetings to identify and address challenges in meeting KPIs and other contractual obligations. SCMP successfully resolved various challenges pertaining to textbook shortages, teacher shortages, teacher and school staff transfers, delays in annuity amount payments, and determination of KPIs during COVID-19. These meetings enabled the EMOs and the PPP node to successfully navigate the challenges for contract compliance. SCMP facilitated the PPP node in signing 35 addendums to the concession agreement to enable EMOs, independent experts, and independent auditors to continue operations during the uncertain period of the global pandemic.



Sindh Chief Minister, U.S. Council General, and Chief Secretary witness the signing of the Concession Agreement at CM House on September 27, 2021.

INTEGRATION OF CROSS-CUTTING THEMES

GENDER EQUALITY AND WOMEN'S EMPOWERMENT

The community assessment and secondary research completed by CMP's gender advisor identified that women's empowerment is crucial to increasing the enrollment of girls in school and that gender equality is possible only when the entire system is sensitive to the roles and needs of women. Given this, SCMP adopted a multifaceted approach to integrate gender into programming, including a focus on training, increased women's engagement in community and school leadership, and greater visibility of women's representation.

SCMP developed a gender mainstreaming manual and training materials to conduct gender sensitization trainings for government officials, SMCs, and communities. Gender-sensitive SIPs were also developed to ensure that investments in improvements benefitted both male and female students. Gender sensitivity was considered while developing manuals for managing small grants and developing KPIs for EMO reform implementation as well.

Women's participation was a priority when restructuring the SMC process. The establishment of subcommittees and other efforts helped to increase women's SMC membership from 11 percent at baseline to 40 percent at program close.

SCMP also coordinated with district education departments to increase the number of female teachers and make schools more responsive to the needs of female students.

To support overall visibility, SCMP celebrated international days, such as International Women's Day, to acknowledge and celebrate the contributions of women in society. The celebration of sports at SCMP target schools stands out as a significant achievement, as for many girls, it was the first time they had the opportunity to participate in sports or activities that bring unique benefits to complement formal education.

CLIMATE CHANGE RESILIENCE

SBEP was initiated in the aftermath of catastrophic floods that destroyed socio-economic life in the province and heavily damaged educational institutions. With climate change, these districts continue to be at the higher risk of flooding. SCMP training provided disaster risk reduction support to more than 1,900 SMC members in 402 schools. Participants learned about a variety of hazards, community vulnerabilities, and emergency first aid training. They were also trained on preventive measures to minimize flood-related hazards to community members and facilities.

LOCAL CAPACITY DEVELOPMENT

Establishing sustainable institutions and strengthening local capacity played a critical role in ensuring continuation of progress built under SCMP. Local leaders and education officials received training on engagement strategies and approaches to increase community and private involvement. A comprehensive School Community Engagement Strategy was developed to empower the SELD Reform Support Unit to continue approaches developed through SCMP. This, together with establishment of the PPP node, positions SELD to continue developing the capacity of its staff to execute and manage reforms.

POLICY AND GOVERNANCE SUPPORT

SCMP played a significant role in helping the Government of Sindh introduce PPPs in the education sector. Informed by SCMP support, the PPP Act 2010 was amended to include service delivery under the ambit of PPPs, thereby institutionalizing a legal framework for executing EMO reforms. With the framework in place, SCMP and the GoS together established a strong PPP node to implement the reforms. SCMP also worked actively with district officials and identified target schools for implementing the School Consolidation Policy and SMCs Rules of 2016.



PPP node team with SCMP and PMIU teams after a training session



Science class at Govt. High School Drib Maher Shah, District Khairpur



EMO Key Performance Indicators

- 1 School management plan – **17 Marks**
- 2 Improved staff availability and attendance – **8 Marks**
- 3 Improved student enrollment, attendance, and retention – **10 Marks**
- 4 Lesson planning and student assessment system – **25 Marks**
- 5 Continuous professional development of staff – **15 Marks**
- 6 School repair and maintenance and improved school community engagement – **15 Marks**
- 7 Improved health and hygiene practices, and sporting activities – **10 Marks**

IMPLEMENTATION CHALLENGES

Obtaining security clearances for various activities throughout the program duration served as a major implementation challenge. The cumbersome process of obtaining a NOC by the Home Department caused multiple delays and affected program timelines. When SELD requested that SCMP expand the community engagement model to 19 additional districts of the province, SCMP experienced a major setback, as we were unable to secure the NOC to scale up. Despite the challenges, SCMP completed its expansion target in 350 schools in the existing 10 districts of SBEP.

Another challenge was the delay in selecting and reconstructing SBEP schools. As the SBEP funding stream was divided into government to government (G2G) (USAID direct transfer to GoS) and USAID's directly funded projects such as Sindh Reading Program, Sindh Capacity Development Project, and Sindh Community Mobilization Program, the reconstruction of the SBEP-selected schools happened under the G2G mechanism, the oversight for which was assigned to the newly established Program Management and Implementation Unit. Initially, the program envisioned that the reconstruction of 106 schools will be completed in a five-year period; however, due to various unanticipated factors, construction work was delayed and to this date, several schools are at various stages of construction. This served as a major setback for SCMP to meet program timelines for outsourcing these schools. To date, 86 school have been successfully reconstructed and SCMP has outsourced 81 of these schools to EMOs under six rounds of procurement. The PPP node has launched RFP 7 for outsourcing five SBEP schools. The construction work of 20 remaining schools is still in progress and is expected to be completed by June 2023.

The limited staffing of the PPP node was a challenge throughout the program duration. The initial team consisted only of a senior director (additional charge), director of education, and director of administration (additional charge), which was difficult, given the significant level of effort required for this work. The SCMP team had to manage additional workloads for the contract management to help, and the planned capacity development for the PPP node team was delayed. After the induction of new employees at the PPP node in late 2021, SCMP engaged the new team in every procurement and contract management activity and conducted training sessions for all staff. While training and materials were provided to the PPP node team, the emerging scale of EMO and PPP reforms in SELD will require consistency in leadership along with additional human and financial resources.

The COVID-19 pandemic had widespread effects on all aspects of life around the world. School closures during 2020–2021 halted SCMP's community mobilization activities and enrollment drives. The contract management for EMO reforms was also widely affected as the force majeure period was triggered, meaning EMOs were exempt from meeting KPIs, and addendums to the concession agreements were issued to navigate the uncertain period. Likewise, the procurement process for outsourcing the remaining SBEP reconstructed schools was also delayed. SCMP adapted its technical assistance to the PPP node by providing support in drafting force majeure documentation and also served as a bridge between PPP node and EMOs, independent auditors, and independent experts to learn about the complexities of a force majeure event. On the procurement side, SCMP helped the PPP node design a bigger procurement package of RFP 6, thus covering the time lost due to COVID.

LESSONS LEARNED

WHILE UMBRELLA PLANNING OFFERS OPPORTUNITY FOR INCREASED IMPACT, IT MUST EMPHASIZE COORDINATION AND SEQUENCING

SBEP is a unique initiative of the Government of Sindh and USAID in that it puts several projects under one umbrella planning document. There was initial pushback to this approach, as typically, a planning document would include just one activity with a specific scope of work (*i.e.*, construction of schools would be in one document; teacher training in another). The final SBEP agreement included the construction of schools (to be implemented by the Government of Sindh and the US Government) and multiple related programs that USAID would implement (*i.e.*, SCMP, the Sindh Reading Program, and the Sindh Capacity Development Project).

Led by the Secretary of Education, a Program Steering Committee served as the coordinating forum, working across multiple projects, work plans, and partners to ensure alignment. With similar, yet unique goals, the projects under SBEP created a symbiotic implementation environment. For example, the Sindh Reading Program's focus on the quality of education helped SCMP's build parents' interest and encourage enrollment. SCMP supported the Program Management and Implementation Unit's construction work by engaging communities and raising awareness to mitigate concerns.

The coordination between community engagement and construction offers lessons that can improve future efforts. While SCMP started operations in all districts simultaneously and mobilized communities for school reconstruction, the Program Steering Committee granted construction approvals district by district and only for a limited number of schools at a time. As a result, construction did not start at the anticipated time in communities that were already briefed on changes and excited about reforms. This affected trust that had been established between SCMP and communities and threatened the continued engagement that would be central to the program's overall success. Additional construction delays attributed to technical factors further compounded challenges and required increased effort by SCMP to reassure communities.

While SCMP was able to rebuild community trust and continue successful implementation (including signing of MOUs with more than 100 schools regarding construction plans), a focus on ensuring work plan sequencing and coordination across partners and activities will benefit future projects conducted under an umbrella plan. This coordination should be informed by technical experts across projects and disciplines to ensure that considerations from relevant specialists are factored in (*i.e.*, engineers, outreach leaders). These experts are more likely to be familiar with the technical nuances that could complicate implementation—as well as with potential solutions or points where coordinated efforts could be leveraged.

Overall, the success of SCMP and other activities undertaken in SBEP indicate that the holistic nature of the umbrella planning approach offers significant opportunities to maximize both efficiency and effectiveness of investments by national/provincial government partners and donors.

COMPLEX REFORMS CAN SUCCEED WHEN STAKEHOLDERS ARE ENGAGED AND EMPOWERED

SCMP's approach to engage and empower stakeholders as part of the process—not just communicate to them—was critical and established a strong foundation for continued progress. Communication was open and honest, and listening to the needs and concerns of all stakeholders—from the Secretary of Education to parents in rural villages—helped to inform efforts.

When working with communities, SCMP recognized that notifications issued by government regarding reform activities, such as school consolidation, needed to be framed in terms of the community's interests and in accessible language. By sharing this information together with the opportunity for communities to engage with the construction firm and contribute to decision-making, SCMP fostered ownership. Now, reform was not just something happening to people, it was something they were a part of.

When SCMP started engagement activities, there was an assumption that low school enrollment was the result of a community's lack of awareness regarding the importance of education. Visits to communities found this to be untrue. Parents wanted to send their children to school, but the schools were not responsive to community needs. Issues such as the hiring of female teachers, availability of toilets, or school boundary walls were not being acted upon.

SCMP leveraged School Management Committees, an existing, yet underutilized institution, to bolster community engagement. Parents, teachers, and members of the community were mobilized and trained on what the SMC do—and what they could help could achieve for their local schools. SCMP also worked with district education officials and SMCs to form subcommittees to increase women's engagement and support SCMP's approach to community participation. With this support, SMCs helped to address local concerns and build engagement that encouraged more responsive schools. As with awareness on school consolidation and construction, when communities had the resources to take the lead, they took ownership on making change happen.

IMPLEMENTATION OF COMPLEX REFORMS CAN BE ACHIEVED WITHIN EXISTING SYSTEMS IF FLEXIBILITY IS ALLOWED AND TECHNICAL ASSISTANCE IS PROVIDED

The use of Public Private Partnerships in education was a novel concept incorporated into this project. At the outset, a new, autonomous authority was envisaged to undertake this reform, based in the assumption that the Education Department lacked proper organizational structures to carry out PPPs. The idea was that a new entity could be established with structures, rules, and human resources that were not tied to existing systems, and an independent entity could help build trust with the private sector, which has been traditionally skeptical of government intervention.

The Secretary of Education and the Education Department did not support this approach, with a primary concern being that reforms require high-level ownership, especially when looking ahead to scalability and sustainability. SCMP assessment aligned with this, and a decision was made with USAID to establish the PPP Node within the Education Department. The implementation of reform in the public sector is not a static

matter. The implementation plan must be agile to the new realities. The flexibility shown by USAID helped SCMP redirect technical assistance to achieve positive results.

USAID's technical assistance model was adopted to meet the Education Department's evolving needs and was vital to its success. SCMP had used technical assistance to obtain a legal opinion regarding the application of the PPP Act of 2010 to education, which helped bring the Secretary of Education on board with the overall idea. Technical assistance continued to play an important role in SCMP's efforts, helping the new PPP Node work through the EMO-pilot and other innovations.

As SCMP closes, the PPP Node has become an institution in the Education Department. It is attracting other donors as well now, and EMO reforms are expanding to other districts and sub-sectors to reach more communities and students. The success of the technical assistance has also changed the Government of Sindh's approach with donors more broadly. Having seen its usefulness in SMCP, the government now insists on having technical assistance from all major donors. Tailoring this assistance to local needs after listening to stakeholders' concerns enhances the relevance and acceptance of assistance, making the effort's results more sustainable.

FULL INTEGRATION OF THE MONITORING AND EVALUATION TEAM INTO PROJECT ACTIVITIES CAN MAXIMIZE IMPACT AND EFFECTIVENESS

The success of SCMP's monitoring and evaluation system can be largely attributed to the coordination between the M&E team and the program team. The approach facilitated constant feedback on the extent to which activities were achieving intended objectives, while also allowing for early identification and resolution of problems. The M&E team promoted active learning throughout implementation, collaborating with component leads, and presenting at Program Steering Committee meetings.

One challenge the M&E team faced was balancing the data collection and community mobilization responsibilities of their community mobilizers. The data collection component was time consuming, especially during holidays, strikes, and the COVID-19 pandemic when schools were closed, and diminished the time available for community mobilization. The open channel of communication between the community mobilizers and the rest of the M&E team allowed for this issue to be identified and addressed such that the community mobilization component was reprioritized.

STATUS OF AWARD DELIVERABLES

Deliverables	Status	Remarks
Engage up to 308 communities not benefitting from new school construction in school improvement planning and implementation through small grants in school construction districts	Completed	SCMP exceeded the target and engaged 362 communities in neighboring schools
Train and observe up to 425 district officials to work with communities in management and operations of schools	Completed	A total of 426 district officials were trained.
13,000 girls (new enrollment) in target schools in all grades by Year 7 of the project	Completed	SCMP exceeded the target and successfully enrolled 19,810 girls (new enrollment)
Train up to 13,350 community members in social mobilization, school improvement plans, health and hygiene, and financial management in all target schools across the province (29 districts)	Completed	SCMP exceeded the target and up to 14,000 community members were trained in social mobilization, school improvement plans, health and hygiene, and financial management, in all target schools. As GoS did not provide the required No Objection Letter for additional 19 districts, the target was achieved/exceeded in existing 10 SBEP districts.
Engage communities around 112 SBEP reconstruction schools in target districts	Partially completed	SCMP successfully engaged communities in all USAID reconstructed 106 schools and 303 neighboring schools. GoS had initially planned to undertake construction in 6 additional schools. However, GoS could not select and initiate construction in additional 6 schools during the SCMP period of performance.
80 percent of target schools (grade 1–5, ages 5–10 years) observed to be implementing a range of improved health practices, including health and hygiene promotion and active screening programs aimed at improving children’s overall nutritional levels	Completed	SCMP exceeded the target. 100 percent of target schools with primary grades (302 schools) implemented a range of improved health practices through anthropometry screening of 44,400 students (grade 1–5, age 5–10 years). 3,007 children were referred to health facilities for treatment, 3,037 nutrition committee members were trained, 6,862 participants attended nutrition sessions, and 6,538 participants attended hygiene sessions.
Outsource 90 percent of 112 completed SBEP reconstructed schools to EMOs	Partially completed	81 SBEP reconstruction schools and 90 group schools have been outsourced. PMIU-SBEP initiated construction in 106 SBEP schools. Construction in 25 schools was delayed by the construction company and led to litigation between the company and the PMIU-SBEP. As a result, PPP Node’s outsourcing process was delayed. Currently, the outsourcing of 5 SBEP reconstructed schools is in progress. Additionally, SCMP has prepared and handed-over the complete procurement package to the PPP Node for the remaining 20 SBEP schools.

SUCCESS STORIES

LOCAL SCHOOL GOVERNANCE SPURS SUSTAINABLE POSITIVE IMPACT

November 2019

With more than six million children out of school in Sindh—more than 50 percent of them are girls—the Sindh Community Mobilization Program has worked in 750 schools of ten districts to bring students back to class.

The Sindh Community Mobilization Program (SCMP) leverages community support for local schools, small grants, and capacity building for school management committees (SMCs) to enact positive, lasting change. Providing workshops on school reform, policy, and grants management to SMCs and electricity and furniture for classrooms has encouraged more parents to send their children to school. Since 2013, the team has issued nearly 400 small grants to SMCs and helped establish nearly 440 school improvement plans, and communities across Sindh are reaping the benefits.



Training of SMC members at district. Jacobabad.

When work began at the Government Boys High School Railway Colony in Jacobabad District in 2014, the community had little interest in being involved in the education system. Broken toilets, missing furniture, electricity issues, and teacher absenteeism contributed to high dropout rates.

To increase community involvement, SCMP organized community meetings on school improvements, health, and the importance of education for girls and began training the local SMC on financial management for small grants. Supported by these efforts, the community adopted a sense of ownership and passed a resolution to send their children, especially girls, to school.

“Before SCMP’s intervention, people of this village were not even willing to listen to the idea of sending their girls to school,” Head Teacher Muhammad Yousif said. *“But now they are aware of the importance of education and allowing their daughters to attend school.”*

The school’s SMC, like other primary schools in Sindh, includes five members—the Head Teacher, two parents, and two notable community members. Together, the SMC used small grants totaling PKR 300,000 to increase student enrollment. By repairing washrooms, painting, and renovating classrooms, installing solar panels, and providing furniture, the learning environment drastically improved and prompted parents to enroll children, including more girls.

Similar results were seen at the Government Boy’s Primary School Gadani in Larkana District. SCMP established a foundation for reform by restructuring the SMC and engaging parents and students in community-led winter camps, school events, enrollment campaigns, and health, nutrition, and hygiene awareness sessions.

“We never realized the importance of joint community development efforts and collective wisdom,” the SMC chairperson said. The school has seen the standard of education rise since these efforts: regular classes with student-centered teaching pedagogy and enriched curriculum have increased attendance, facility upgrades via small grants have improved the learning environment, and the re-organized and re-trained SMC has brought women into leadership positions.

PROMOTING CLEAN HANDS IN HOMES AND SCHOOLS

October 2019

Global Handwashing Day is an opportunity to raise awareness of the importance of washing with soap and water to prevent disease. The SCMP team used the day to design, test, and replicate creative ways to encourage people to wash their hands at critical times, like before eating and cooking, and improving overall health and well-being for our beneficiaries.

SCMP brought more than 1,100 students, teachers, parents, school management committees, and education and health department officials together for Global Handwashing Day events on October 15. With events in Jacobabad, Kamber Shahdadkot, Karachi, Kashmore, and Larkana, staff organized short presentations and videos on the benefits of handwashing and hygiene practices at school, alongside practical demonstrations, art competitions, and skits.

The events were an opportunity to launch a campaign to improve hygiene facilities in homes and schools. With important actors like mothers and school and government officials attending the celebrations, teams urged simple behavioral changes that can ultimately reduce respiratory and diarrheal illness in children.



An SCMP community mobilizer and student are demonstrating on Global Handwashing Day in Govt. Girls Primary School Pandhi Kalwar in District Kashmore.

“We are thankful to SCMP for arranging the event at our school,” Head Teacher Waseem Ahmed, who works at the Government Boys Primary Schools in Gabar Massan, Larkana, said. “It will be beneficial for students to have knowledge of the importance of handwashing and personal hygiene.”

One of SCMP’s main objectives in Sindh is to improve health, hygiene, and water and sanitation practices for students, parents, and communities. With a strong focus on addressing the root causes of malnutrition, these efforts work to keep kids healthy so they can attend school and continue their education.

Raising awareness of good handwashing practices is one of many ways SCMP works toward this goal—the team also links government health facilities to schools, conducts awareness sessions and outreach on nutrition, facilitates regular health checkups, and other activities.

NEW SCHOOL PROMISES BRIGHT FUTURES FOR 600 STUDENTS IN KARACHI

February 2020

Blumont, alongside representatives from the Government of Sindh (GoS) and USAID, marked the opening of a newly constructed school that will serve nearly 600 students in Karachi. The event, which was held on February 3 and organized by SCMP, USAID’s Program Management Implementation Unit, and GoS’s School Education and Literacy Department, drew around 400 guests including education management organizations, civil society, students, parents, teachers, community members, and the media.

USAID-Pakistan Mission Director Julie A. Koenen emphasized the U.S. Government’s commitment toward improving education in Pakistan.



Mr. Saeed Ghani, Minister Education speaking on the occasion at Govt. High School, Yousuf Goth, Malir-Karachi.

“I am very hopeful that, with the support of the U.S. Government and through the effective leadership of GoS, the schools under the Sindh Basic Education Program will continue to provide improved quality of education and will enable students to attain their goals and pursue their dreams,” Ms. Koenen said. “We are very pleased to see the progress the already constructed and handed-over schools are making and providing access to quality education to thousands of boys and girls.”

The new school—a Government Secondary School in Yousuf Goth, Gadap Town in Karachi—is one of hundreds that have been built by USAID’s Sindh Basic Education Program. The program aims to bring state-of-the-art facilities to children to improve education and encourage enrollment and is supported by CMP in mobilizing communities to advance educational efforts across Sindh.

Ms. Koenen acknowledged the role school plays in sparking bright futures.

“I am sure that such a high standard school will enable students to achieve their dreams of becoming the leaders of the next generation,” she said.

GoS Minister for Information, Labor, and Archives Saeed Ghani jointly inaugurated the school with Ms. Koenen. After unveiling the plaque and the ribbon cutting ceremony, the crowd heard from Head Teacher Sobho Laghari who welcomed the guests and thanked GoS and the U.S. Government for their valuable investment in the education of their children.

In his concluding remarks, Mr. Ghani offered gratitude to the U.S. Government, USAID, and the American people for their efforts and urged teachers to make full use of the quality facilities in the new school.

“When I was a child, I didn’t have the opportunity to study in such a state-of-the-art school,” Mr. Ghani said. “But you have this opportunity, and I am sure that you all will make best use of it.”

VIRTUAL LEARNING KEEPS STUDENTS ENGAGED

October 2020

As COVID-19 spread in the Sindh Province of Pakistan earlier this year, school-age children were among the hardest hit as schools shut down to keep staff and students safe. SCMP quickly stepped in to keep students engaged at home.



A student listening to SCMP messages.

The ‘Care for Community’ (C4C) Initiative, established by the SCMP team in April 2020, used digital platforms to keep target communities informed as the COVID pandemic evolved. Teachers, students, and parents participated in virtual meetings conducted by the SCMP team, benefiting from videos, phone calls, and text messages with COVID-19 updates and preventative measures. Community members shared messages of appreciation saying that the virtual interaction made them feel a sense of belonging and connection during a time of isolation. The C4C initiative reached 3,000 people in 400 schools across 10 districts in Sindh.

With the success of the C4C initiative, teachers saw an opportunity to move to virtual lessons as well.

“The motivating factor for me to support online classes was the C4C initiative,” said Arshad Baig, the Karachi District Education Officer. “The School Education and Literacy Department was already debating ways to cover the students’ learning loss this year and C4C gave us clarity that if we can organize online meetings, why not online classes as well?”

Adapting to online learning proved challenging for government public schools with limited resources. To meet this need, SCMP worked with district education departments, school administration, and teachers to provide the equipment and training to conduct online learning. Through close collaboration with local officials, Karachi became the first district in Sindh to begin conducting online classes for students.

“With C4C I learned that I can conduct my classes online using Google Hangouts or Zoom,” said Syed Ghazanfar Ali, Head Teacher at Government Boys High School in Karachi. “In the beginning only a few students would attend, but I’m very happy that almost 60 students attend my online classes now.”

The online learning model was soon adopted by other districts. In Kashmore, physics teacher Inayatullah Lashari recorded lectures and uploaded them to the school’s Facebook page.

“Online classes allow students to continue their studies, especially since we are at a crucial stage with our Board examinations coming up,” said Muhammad, a 10th-grade student. “Although we face challenges caused by weak internet connections and power outages, it is still fun to connect with our classmates and continue learning together.”

As schools in Sindh begin to reopen and learning moves back to the classroom, SCMP is working with teachers and local leadership to help keep students safe.

HINDU MINORITY CHILDREN JOIN SCHOOL FOR THE FIRST TIME

“The Marwaari tribe's decision to send their children to school breaks a damaging tradition. Previously, children were engaged to assist parents in their work instead of attending school. This break-through is an inspiring example of how people working together can perform wonders. Thank you, USAID, for helping to create this wonder.” – a member of Marwaari Community

The Marwaari, a small, marginalized Hindu tribal community, reside in the Khairpur District of Sindh Province. SCMP first learned of the tribe during the selection process for the nutrition and health knowledge, attitudes, and practices survey of mothers of children aged five to nine in the Ali Nawaz Sahito Village.

Three mothers, two Muslim and one Hindu, were selected to participate in the survey. Azra, the selected Hindu mother, felt honored and said, “organizations doing this kind of work usually only visit homes of Muslims. You have shown respect the Marwaari tribe. We will be pleased to cooperate with you again at any time.”

SCMP's community mobilization team started working with the local Government Boys Primary School (GBPS) All Nawaz Sahito and its SMC to increase student enrollment. The team made a point of leveraging this initial contact with the Marwaari tribe because SCMP had learned that the Marwaari had never sent their children to school before.

The SMC and SCMP teams facilitated a meeting with representatives from both the Hindu minority and Muslim majority communities. The meeting provided an opportunity to stress the importance of education for all village children and promote upcoming SCMP community mobilization activities. This discussion had an impact, and generations old traditions began to change.

“Marwaari children do not go to school, they work,” confessed the group of Marwaari tribe elders attending the meeting. They said “it has always been our tradition, but we understand that in today's world it is wrong. Our children need to be educated.”



Minority community children of Ali Nawaz village district Khairpur.

The day after the community meeting, 19 new children were enrolled in the school, including 12 Marwaari boys.

SMALL GRANTS – BIG IMPACT

“I hurt myself badly while playing at the school ground, which was [an uneven surface], due to this I was absent from school for good number of days. Thanks to SCMP for their support in getting our sports ground levelled. Now I am very happy and able to play without fear of being injured.” – Student, Grade V, GBPS, Usman Joyo

Government Boys Primary School Muhammad Usman Joyo, District Kamber is one of the Sindh Community Mobilization Program (SCMP) targeted schools. Located approximately 15 kilometers from the district’s headquarters, most of the 2,000 people in the village rely on livestock rearing and agriculture for their livelihoods.

Usman Joyo lacks basic facilities, such as access to safe drinking water, safe sewerage, basic health care, and roads.

The village’s school was in bad condition, significantly limiting educational opportunities. Many parents who thought about sending their children to school decided it was more productive for them to do domestic chores or rear cattle instead.

The SCMP team engaged the local SMC and other community members to explore opportunities to improve the situation. SCMP provided capacity building support to SMC members and encouraged them to prepare an application for grants to fund improvements. The SMC received a small grant of PKR 150,000 and used it for repairing toilets, leveling the school's sports ground, and doing minor repairs.



Girls' sports gala in District-West Karachi

Though the grant amount was small, it had a significant impact. After seeing the improvements, parents started sending their children. Mr. Shamsuddin, whose children are enrolled at the school shared his views, “At the school half-time break my children used to return home to use toilet as school didn't have functional toilets and most of the time, they would not go back to attend rest of the classes conducted after half-time break. But now after the repairs, they stay in the school for full session, which helps them in attaining quality education.

HEALTHY CHILDREN, HEALTHY SOCIETY

Village Adam Khan Panhwar with 4,500 inhabitants, is situated in one of the remote parts of district Jacobabad. Government Girls Primary School (GGPS) Adam Khan Panhwar is among the SCMP targeted neighboring schools.

The project baseline revealed that knowledge, attitudes, and practices towards health, nutrition, and especially hygiene was limited.

The Sindh Community Mobilization Program team, in collaboration with local SMC members and school administration, provided cleaning supplies and organized school cleaning activities. SCMP held trainings to improve community understanding of personal and environmental hygiene.

Aamna, a 12-year old student, participated in the hygiene session. The youngest of nine children, Aamna said her family had not talked with her about personal or domestic hygiene. Excited with her new knowledge, she went home and asked her parents to provide hygiene supplies such as a toothbrush, comb, clean uniform, and nail cutters. Aamna's sister-in-law is an SMC member and happily provided these supplies. Aamna began practicing personal hygiene and encouraged her family members to incorporate it in their daily routines. Her

change in outlook also enhanced her confidence to take part in school activities and she encouraged other students to practice these healthy habits.

“Because of Aamna’s healthy habits, all our family members use a toothbrush, bathe regularly, and wear clean clothes. Supplies like toothpaste and soap are part of our grocery list.” – Aamna’s sister-in-law



Aamna, center, with her classmates at a handwashing demonstration.

TRANSFORMING THE STATE OF GROUP SCHOOLS

The Government of Sindh’s School Education and Literacy Department, in collaboration with the USAID, launched EMO reforms to engage private sector organizations in education service delivery for improving the quality of education and overcoming administrative challenges. SCMP led these reforms by facilitating the procurement of private sector service providers. SELD and SCMP expanded the scope of EMO reforms to include group schools among the schools that were reconstructed under Sindh Basic Education Program. This expansion leveraged the expertise of private partners—the EMOs—to improve the school administration, education delivery, and maintenance of public schools, in line with SCMP’s initiative to reform and upgrade schools to better serve rural communities.

To meet the same high standards as the newly reconstructed schools under the same program, the group schools needed to be outfitted with state-of-the-art infrastructure and facilities. Classrooms, washrooms, playgrounds, water systems, and computer labs needed equipment and structural upgrades. These plans took into special consideration adequate resources per students and the prevention of overcrowding.

With support from SCMP, the EMO Sukkur IBA began overseeing the renovation of 17 group schools in Sukkur and Larkana districts. SCMP guided Sukkur IBA in identifying and reporting required repair work and sharing it with several government offices. As a result of these joint efforts, these 17 group schools now have new and renovated classrooms, repaired washrooms and boundary walls, upgraded equipment and fixtures, and basic facilities. The formerly dilapidated schools, transformed through the SCMP-led EMO reforms, will now be newer, safer, and more accommodating for students in Sukkur and Larkana Districts.



Two repaired/renovated school buildings in Larkana district.

PUBLIC-PRIVATE PARTNERSHIPS FOR EDUCATIONAL CHANGE IN PAKISTAN

January 2022

At schools in Pakistan’s Sindh province, student engagement in meaningful learning was lagging. High rates of teacher absence combined with a lack of activities left children disinterested in school. Parents were apprehensive about the overall performance of public schools. Many girls were not even enrolled.

Faced with these critical problems in the public education system, the Government of Sindh’s School Education and Literacy Department (SELD) looked at other education models for a solution. SELD found inspiration in the Sindh Education Foundation, a semiautonomous organization that has been working with other private organizations on a voucher system to facilitate school management. SELD decided to similarly bring in the private sector by engaging “Education Management Organizations” (EMOs), private organizations that independently manage the administration and operation of schools. Under this plan, EMOs leverage private sector resources (i.e., staff qualifications and operational know-how) to manage public schools more efficiently.

This solution came into play as part of the Sindh Basic Education Program, founded in partnership with USAID, with the overarching goal to “increase and sustain student enrollment at the primary, middle, and secondary school levels.”^[ii] More specifically, the PPP solution fell under the Sindh Community Mobilization Program (SCMP), a subcomponent of the Sindh Basic Education Program that was started in 2013 and is implemented by Blumont. SCMP aimed to increase girls’ enrollment, engage communities in school decision-making, and

provide technical assistance to SELD in the design and pilot phase of the EMO model under the Public-Private Partnership Act and Policy approved by Sindh Government in 2010 and 2012, respectively.

Why public-private partnerships?

Despite international partnerships and ongoing reforms, SELD recognized that decades-old gaps in service delivery continued to hold back educational progress. Collaboration with the private sector could bring new ideas, technical approaches, people, and—importantly—community trust to help overcome these challenges.

SELD decided to bring this solution to life by taking on the implementation of the PPP Act and Policy with technical support from the USAID-funded Sindh Basic Education Program.

To kick-start the process, SELD asked the SCMP team to assist with building on the existing legislation. The goal was to modernize the public school system by applying the existing policy (allowing the government to partner with the private sector). We provided input on the development of the EMO Policy framework, which included a new, robust procurement process comprising government rules, key performance indicators, and essential documents like requests for proposal, agreements for EMOs, and third-party independent experts and auditors to ensure the proposed EMO model met all government regulations.



EMO School Inauguration by USAID and GoS officials at Govt. Girls High School Colony No.1, District Kashmore.

Another major component in the package was the contract used to establish a PPP. Under this contract, EMOs are incentivized financially to perform well. These performance-based agreements measure EMOs' progress against critical indicators like students' enrollment and attendance, teacher attendance, modernized curriculum delivery with modern teaching methods, student assessment, and community engagement.

To put the new reform into action, our team worked alongside SELD on the pilot phase, heeding positive results and a greenlight to formalize the PPP model. As of early 2022, six rounds of EMO procurement cycles have outsourced a total of 81 reconstructed schools to EMOs for a period of 10 years. The new adapted PPP framework paves the way for these partnerships in education and potentially in other sectors in Pakistan in future years.

School improvement across the province

Since the introduction of school management reform shaped by the EMO model, the Sindh public education system is seeing improvements across the board. According to preliminary data from the EMOs, this includes increases in enrollment (28 percent), student attendance (21 percent), student performance in provincial board exams (53–75 percent), number of teaching and non-teaching school staff (37 percent), staff attendance (12 percent), and community confidence and support.

To address teaching gaps, the EMOs are building staff skills through regular training and development opportunities each academic year. This private sector approach better prepares teachers, resulting in more engaging lessons and improved access to learning opportunities for students that help to create a well-rounded education.

Now, the PPP-EMO model is garnering attention across the country as the local communities and the Sindh Government recognize the success of the model—especially now with indicators in place that measure progress.

“There’s support and appreciation from those who are seeing the benefit of the model and also gaining from it, like parents,” said Zulfiqar Ahmed Bachani, senior education and reforms expert.

Governments from other provinces have visited the EMO-managed schools for detailed briefings and inauguration ceremonies, hoping to see this solution in action and learn how to replicate the model in their own provinces. With time, it looks that the Sindh PPP-EMO model could influence education reforms in provinces across Pakistan. Bachani added, “we are hopeful this model will be continued, as required systems are in place. Further, our team is working together with SELD to streamline the systems and procedures for sustaining and scaling the PPPs in education.”

Looking forward

To date, the partnerships with EMOs are one of the most innovative education reform approaches used in Sindh. By implementing the PPP plan, combined with SCMP’s broader efforts over the past eight years to improve community ownership of schools and increase girls’ enrollment, SCMP is opening new opportunities for students and regaining the communities’ trust.

With these clear successes, the future of PPPs in Pakistani education is bright. Our team is preparing EMOs to manage schools beyond the lifespan of SCMP. Naveed Ahmed Sheikh, SCMP’s chief of party in Pakistan, said, “EMO reform has won the trust of the communities and of the government. PPPs and EMOs are all set to scale up and increase coverage in Sindh as well as in other provinces of Pakistan.”

COMMUNITY MOBILIZATION – MARIA’S STORY

Pakistan’s newest national boxing champion was met with applause when she returned to Government Girls Secondary School (GGSS) Wali Muhammad Haji Yaqoob in Lyari town Karachi. Students and teachers alike cheered as the superstar showed off the prized championship belt—though she still had to go to class and complete her schoolwork like everyone else.

While Maria stands alone as champ in the ring, the grade 10 student is among many girls at school excited to learn. Just a few years ago, student engagement at Maria’s school was falling and girls’ participation in classes, sports, and all school has to offer, was uncommon. Nafeesa, head teacher at Maria’s school, explained how this happened, “We established and initiated the basis for promoting girls’ education with the support of the SCMP, SMC and the community members,” Nafeesa said.



Maria with her boxing trophies.

In 2014, the school’s administration connected with the Sindh Community Mobilization Program (SCMP), implemented by Blumont and funded by USAID, to rally the community behind girls’ education. Working together, SCMP and the school administration worked with the SMC to get families more involved in their girls’ futures with the hope of improving enrollment and retention in the school.

Maria’s love for boxing has been fostered by her family, her school, and her community. When she was first introduced to the sport, her family was hesitant to let her join a club. After the successful sports gala, Maria’s family recognized the growing support for girls in sports in the community and signed her up for boxing lessons and a coach.

History has been made since – Maria has earned several titles and is revered among her peers at school. The palpable community-wide support for girls like Maria is encouraging families to enroll their daughters in school, while advancing gender equality and breaking gender stereotypes. *Nafeesa said, “We are providing these opportunities to our girls, and they are proving that they can do anything in life if they get the chance.”*

Through the SMCs, school administration and local communities have an empowering platform that will help them achieve more for their students and their schools.

PERFORMANCE AND CONTEXT INDICATORS

Indicator	Baseline Data		LoP	Cumulative Actuals as of 6/30/22	Comments/Target Deviation
	Year	Value			
Pak Info Indicators					
GOAL: Access: Increase equitable enrollment and retention for children and adolescents at all levels (SESP&RS 2019–2024)					
Sub – IR: Increase equitable enrollment and retention at all levels, especially for girls and marginalized children					
2.3.C Number of learners enrolled in primary, elementary and secondary USG-assisted schools or equivalent USG-assisted, non-school-based settings	2013–14	96,214	143,825	150,299	During first eight year, SCMP achieved revised target of 143,825 learners. With increase in number of target schools from 406 to 750 in year nine, number of learners also increased from 150,299 to 329, 939 (girls 132,909) and (boys 197,303).
No. of boys				94,183	
No. of girls				56,116	
GOAL: Increased and sustained student enrollment in Primary, Middle, and Secondary Schools in focus geographic locations in Sindh (SBEP)					
IR: Improved government capacity to manage education programs					
2.3.1 b Number of government officials who complete professional development activities with USG assistance	2013–14	0	425	426	Target achieved
Male participants				339	
Female participants				87	
No. of districts covered				13	
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)					
IR: Improved Civil Society Engagement and Advocacy					
Sub – IR: SMCs Strengthened					
4.3.1. a Number of parent/teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary	2013–14	0	760	765	Target achieved

Indicator	Baseline Data		LoP	Cumulative Actuals as of 6/30/22	Comments/Target Deviation
education supported with USG assistance.					
GOAL: Access Increase equitable enrollment and retention for children and adolescents at all levels (SESP&RS 2019-2024) IR: Equitable enrollment and retention Sub – IR: Increase equitable enrollment and retention at all levels, especially for girls and marginalized children					
PPR ES.1-50. Number of public and private schools receiving USG assistance	2013–14	0	750	764	Target achieved
GOAL: Governance, more effective and accountable use of resources at all levels (SESP&RS 2019-2024) IR: Establish management mechanisms to strengthen performance and accountability					
2.3.2 a Number of private sector engagements as a result of USG assistance (Private Sector Engagements/Number of Partnerships)	2013–14	N/A	15	12	The remainder of private sector engagements still is ongoing and subject to outsourcing of remaining 25 under construction schools.
Non-Pak Info Indicators					
Component I: Increase communities' involvement in the GoS reform of merging, consolidating, and upgrading schools					
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy Sub-IR: SMCs Strengthened					
1.1.1 Percent of community-based social mobilization plans developed that are implemented	2013–14	0	80% of 420	439 developed and 97% implemented (406 out of 420)	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy Sub-IR: SMCs Strengthened					
1.2.1 Number of community members trained in developing and implementing social mobilization plans	2013–14	0	2,100	1,997	The program successfully trained 1,997 community members, thus achieving 95 percent of the target. The remaining trainings for 103 community members could not be reached as GoS could not plan and execute SBEP construction activities in Shikarpur and Ghotki

Indicator	Baseline Data		LoP	Cumulative Actuals as of 6/30/22	Comments/Target Deviation
					Districts. As the project then downsized and required staff were no longer on board, the project could not achieve remaining target.
Component 2: Improve community and district government coordination for increased girls' enrollment					
GOAL: Out-of-school children are enrolled (SESP&RS 2019–2024)					
IR: Increase equitable access to formal education for out-of-school children					
2.1.2 Number of out-of-school children newly enrolled or re-enrolled in education system with USG assistance	2013–14	0	13,000	19,810 (13,267 re-enrolled girls and 40,275 new/re-enrolled boys)	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)					
IR: Enriched Learning Environment for students					
SUB-IR: Improved educational facilities					
2.2.1 Number of school improvement plans developed through USG assistance	2013–14	0	750	724	Due to COVID-19 in FY 2020 – 21, public schools were closed, and the government banned public gatherings, so SCMP could not achieve the remaining target.
SUB-IR: N/A					
2.2.2 Percent of SMCs having implemented at least one item of their school improvement plan	2013–14	0	80% of 750	67% (505 out of 750) implemented	Due to COVID-19 in FY 2020 – 21, public schools were closed, and the government banned public gatherings, so SCMP could not achieve the remaining target.
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP)					
IR: Improved Civil Society Engagement and Advocacy					
SUB-IR: SMCs Strengthened					
2.2.3 Cumulative number of SMC/community members trained on enhanced accountability and school governance	2013–14	0	11,250	11,229	Target achieved

Indicator	Baseline Data		LoP	Cumulative Actuals as of 6/30/22	Comments/Target Deviation
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy SUB-IR: SMCs Strengthened					
2.2.4 Number of community exchange visits	2013–14	0	88	88	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Enriched Learning Environment for students SUB-IR: Improved educational facilities					
2.4.1 Number of small grants disseminated to SMCs of non-construction schools	2013–14	0	420	420	Target achieved
Component 3: Improve child nutrition in selected communities and government schools through research that informs innovation and good practice					
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Enriched Learning Environment for Students SUB-IR: Greater opportunities for improving child health					
3.1.1 Percent of focus schools implementing activities for improved hygiene practices	2013–14	0	80% of 400	435 schools 109% of 400	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy SUB-IR: SMCs Strengthened					
3.2.1 Percent of trained community members that demonstrate increased knowledge of hygiene and nutrition	2013–14	0	70% of trained community member	87% (2,649 out of 3,037) participants increased knowledge	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Improved Civil Society Engagement and Advocacy SUB-IR: SMCs Strengthened					
3.2.2 Number of community members trained to disseminate awareness on nutrition and hygiene	2013–14	0	2,500 community members	3,037	Target achieved
3.2.3 Number of field team members trained on nutrition and hygiene	2013–14	0	63	63	Target achieved
GOAL: Increased and sustained student enrollment in Primary, Middle and Secondary Schools in focus geographic locations in Sindh (SBEP) IR: Enriched Learning Environment for Students SUB-IR: Greater opportunities for improving child health					

Indicator	Baseline Data		LoP	Cumulative Actuals as of 6/30/22	Comments/Target Deviation
3.2.4 Number of children in targeted districts reached by USAID-supported nutrition programs.	2013–14	0	40,000	44,400	Target achieved
Component 4: Pilot Component: Launch Education Management Organization (EMO) System					
SUB – IR: N/A					
4.1.1 Number of public-private partnership (PPP) projects established and implemented	2013–14	0	5	9	Target achieved.
SUB – IR: N/A					
4.1.2 Number of USG-assisted civil society organizations (CSOs) working to improve education quality and access	2013–14	0	10 CSOs 106 Construction Schools to be outsourced to EMOs	10 CSOs 81 Construction Schools outsourced to EMOs	Due to delay in construction work, 25 schools are still under construction. 05 are under procurement process and 20 schools' procurement documents prepared and handed to PPP Node for launching of procurement process once construction work gets completed.

ANNEXES

MATERIALS PRODUCED DURING THE PROGRAM CYCLE

S.#	Title	Languages
1	Baseline Reports	English
	Community Mobilization Baseline Report	
	Gender Analysis Report 2014	
	Child Nutrition in Sindh: Challenges and Opportunities	
	Data Portrayal of Increase/Decrease in Enrollment, particularly of Girls' Students in CMP schools-Trend Analysis (A Comparative Study)	
2	Training Manuals for Education Officials developed by Third Parties	English, Urdu, and Sindhi
	Manual developed by Sukkur IBA Manual developed by Premier DLC	
3	Training Manuals developed by CMP	English
	Small Grants Manual	
	Nutrition and Hygiene Education Manual for School Children by AKU Training of Trainers (ToT) Manual on Gender Mainstreaming	
4	Awareness Material on Covid-19	English, Urdu, and Sindhi
5	Messages on Health, Hygiene & Nutrition made by AKU	Sindhi and Urdu
6	Community Mobilization	English
	CMP Social Mobilization Work structure Community Mobilization Field Manual	
7	School Community Engagement Strategy	English
8	CMP Mid-term Evaluation Report (By MSI)	English
9	Training Manual for SMCs	Sindhi and Urdu
10	Revised Public Private Partnership (PPP) Guide and Toolkit and Flayer	English
11	PPP Node Brochure	English
12	Guidebook: EMO Contract Management	English

SCMP SMALL GRANT MANAGEMENT PROCESS

Grant Vetting Meeting: This was the first step after the training of subcommittees on Financial Management and Small Grants, where the SCMP team provided technical assistance to SMC subcommittees on identification, prioritization and finalization of school improvement needs. SCMP also guided the subcommittees regarding the feasibility and allowability of funds. The inputs of vetting meetings helped in the development of proper grants application.

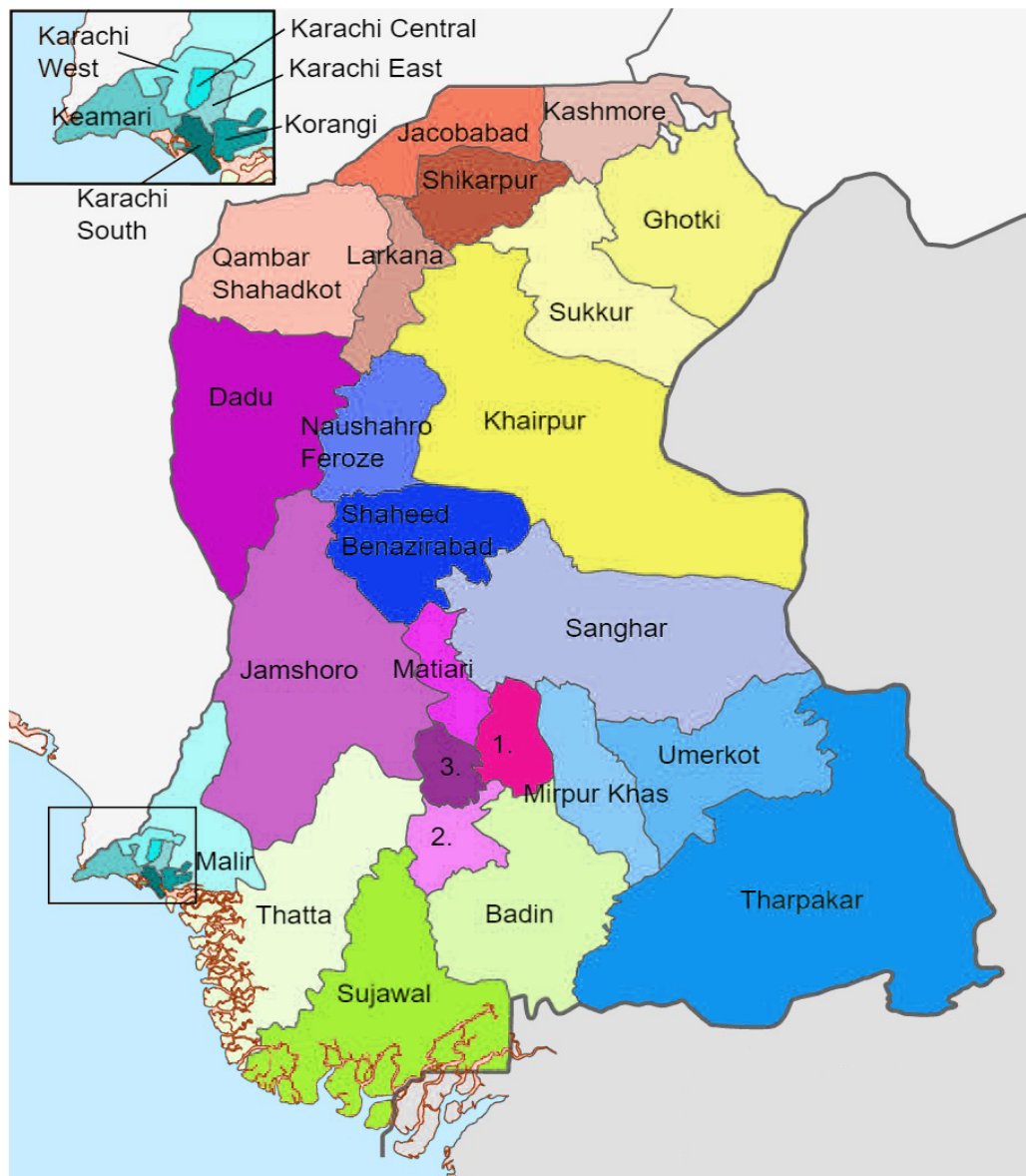
- **Grant Application Submission:** After the vetting meetings, SMC subcommittees developed the grants application and submitted to SCMP grants section for further process.
- **Grant Application Review:** Once the grants applications were submitted, they were then scrutinized and forwarded to a panel for their review from program, gender integration and financial perspectives.
- **Grant Approval:** After review and the panel's recommendation, applications were submitted to the COP for approval. They were then sent to the field for agreement signing followed by disbursement.
- **Agreement Signing and Disbursement of Grant Funds:** This was the final stage before implementation of grants, where SMC subcommittees were invited to sign an agreement for implementation of small grants as per SIP followed by disbursement of funds, either in SMC account or any other financial service provider's facility.
- **Implementation of Grant Program:** Once SMC subcommittees signed an agreement and received funds, they, in collaboration with SCMP as well as other community members, implemented that grant to repair missing facilities and improve the school to offer a conducive learning environment to both boys and girls. During this phase the SCMP small grants team, district managers, and subcontractor team monitored the progress of grants implementation and provided the feedback on the quality of the work as well as record keeping.
- **Grant Progress Verification and Close-out:** In addition to ongoing grants monitoring visits, the SCMP Small Grants Section conducted final progress verification for all the closing grants and provided them a certificate for the satisfactory completion of the work. Then grants were formally considered closed-out in SCMP's record. During this process SCMP also captured photographs of improved facilities to share the change with community as well as with other stakeholders and to serve as means of verification for SCMP and documented in quarterly/annual reports.

CSR GRANT DETAILS

Company/Organization	Support Provided	Partnership Between
Pfizer Inc.	USD 15,000 for Health Room Equipment and Supplies	IRD and Pfizer Inc.
Telenor Pakistan	Resource support of PKR 2.5 million	SELD-GoS, Telenor and SCMP
Intel Pakistan Corporation	Promoting ICT and Science based learning in SBEP Schools	Intel, SELD-GoS and USAID
Engro Foundation	Crowd Sourcing for SBEP Schools	SELD-GoS, ENGRO and USAID
Rotary International, District 3271, Pakistan (Sindh and Balochistan)	Provide equipment for computer labs in SBEP reconstructed schools	SELD-GoS, USAID and Rotary
The Asia Foundation	Supplementary reading material	SBEP and The Asia foundation
ICI Pakistan Ltd.	Provision of Science Lab Equipment; and ICI volunteer program for co-curricular activities	ICI and SCMP
Health Department, Government of Sindh	Establishment of Referral Mechanism for Malnourished Children and Treatment, Immunization, Health & Nutritional Screening, Vaccination of Hepatitis and Child & Mother Care & Health Education	Health Department and SCMP
Microsoft	Provided Microsoft's assets, such as operating systems and Office at academic pricing, provided free access to educational tools a Provided free of cost, ICT-based training for teachers of SBEP target schools Trained 200 SBEP teachers as masters Registered SBEP schools on Microsoft's education portal free of cost	USAID, Microsoft, and Government of Sindh

DISTRICTS OF PROGRAM IMPLEMENTATION

Dadu, Jacobabad, Khairpur, Kashmore, Kamber- Shahdadt, Karachi Malir, Karachi South, Karachi West, Larkana, and Sukkur





USAID, SELD and SCMP representatives with school children during SCMP showcasing event at Karachi